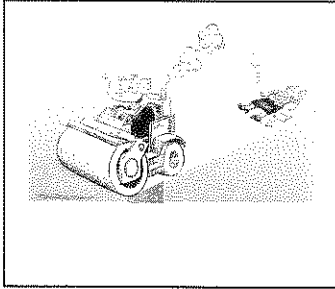


**Replace This Text With The Title Of Your Learning Experience
(14pt Times New Roman Bold)**

Katy Mullen
Stoughton High School



Replace this text with the citation
information for the image. (8pt Times New Roman)

Students will be able to analyze political cartoons in order to answer questions on the AP United States Government and Politics Exam.

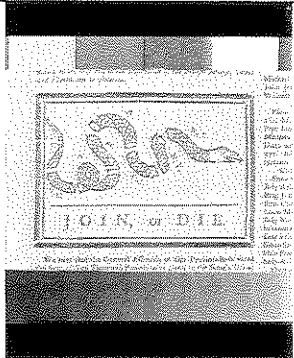
Overview	
Objectives: Knowledge	Students will: <ul style="list-style-type: none"> Analyze historical and contemporary political cartoons.
Objectives: Skills	Students will: <ul style="list-style-type: none"> Students will be able to work together to analyze ideas.
Essential Question	How do political cartoons send messages to the public regarding historical and current issues?
Recommended time frame	1 class period (50 minutes)
Grade level	12 th grade – Advanced Placement United States Government and Politics
Materials	.
NCSS Theme(s) and Wisconsin State Standards	
	<p>Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized</p> <p>Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers</p> <p>Identify and evaluate the means through which advocates influence public policy</p>
Procedures	
	<p>Day One:</p> <ul style="list-style-type: none"> When students enter the room, there will be a political cartoon of Scott Walker. As a class, go over the cartoonists' persuasive techniques worksheet. As a class answer the following questions: <ol style="list-style-type: none"> What is the persuasive technique or techniques did the cartoonist use? What issue is this political cartoon about? What do you think is the cartoonist's opinion on this issue? What other opinion can you imagine another person having

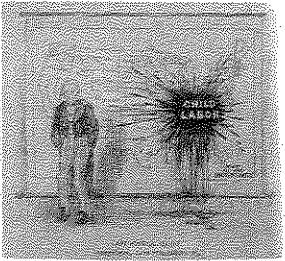
	<p>on this issue?</p> <ol style="list-style-type: none"> Did you find this cartoon persuasive? Why or why not? What other techniques could the cartoonist have used to make this cartoon more persuasive? <ul style="list-style-type: none"> Hand out a copy of the political cartoon questions from the “Fast Track to a 5 – Preparing for the AP United States Government and Politics Examination” and go over as a class Give each of the students a copy of a different political cartoon. Have the students answer the questions above and come with a possible AP exam for the exam.
Evaluation	
	<ul style="list-style-type: none"> Formative assessment – answer to the political cartoon questions.
Extension	
	Students create their own political cartoon.

Primary Resources from the Library of Congress

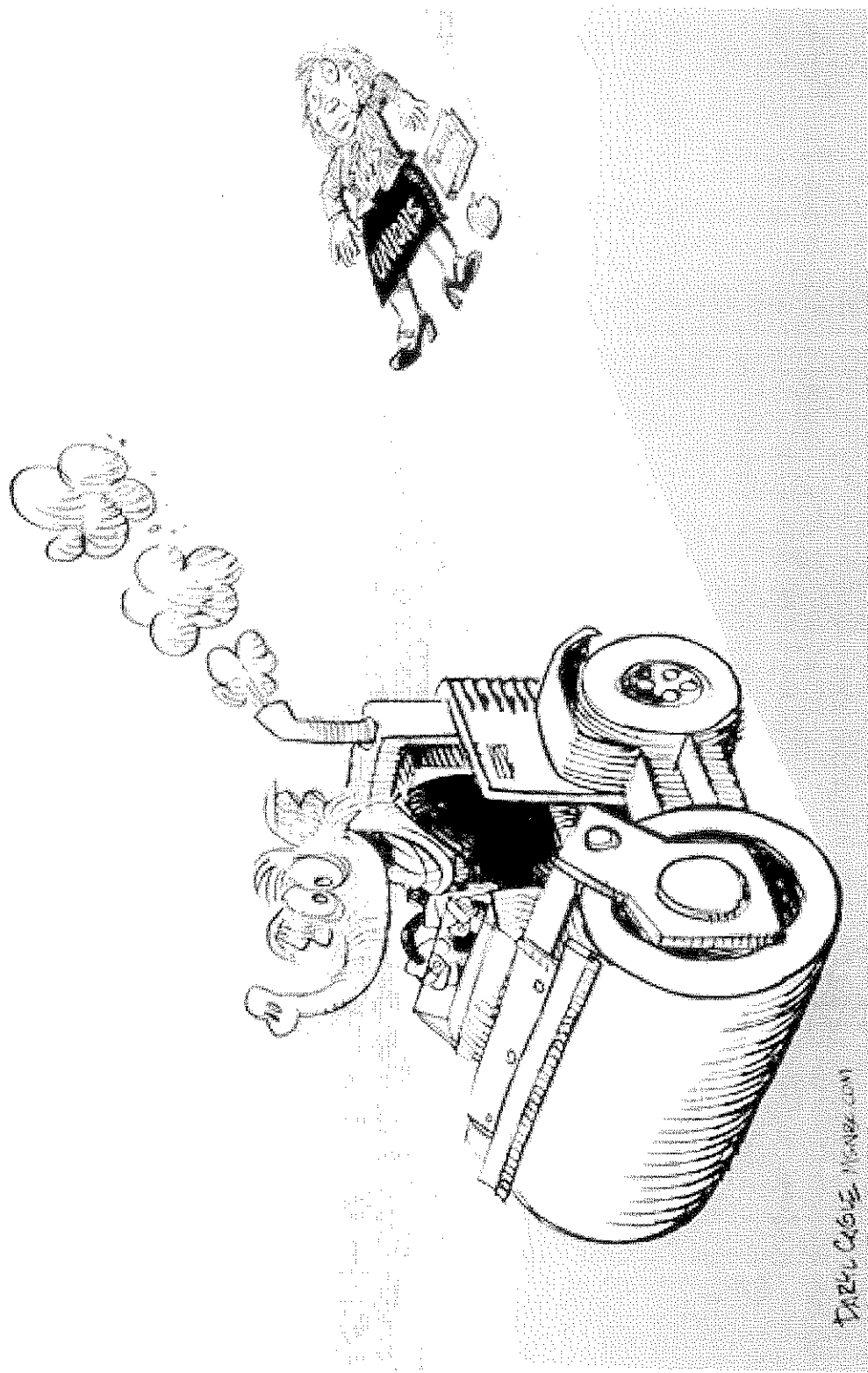
Replace this text with the resource table you generated while managing the primary resources used to address the essential question in your lesson plan. Ideally, I would like to have access to the image, a description, a citation, and the URL so I can click on the link and view it. You could create a resource table as I did below. If you need assistance to on creating a resource table, refer to the *Creating a Resource Table* handout.

EXAMPLE:

Image	Description	Citation	URL
	Join, or Die		http://www.loc.gov/pictures/resource/cph.3g05315/

	Child Labor Cartoon		http://www.loc.gov/pictures/resource/nclc.04992/
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Assessment(s) and Handouts



Cartoon Analysis Guide

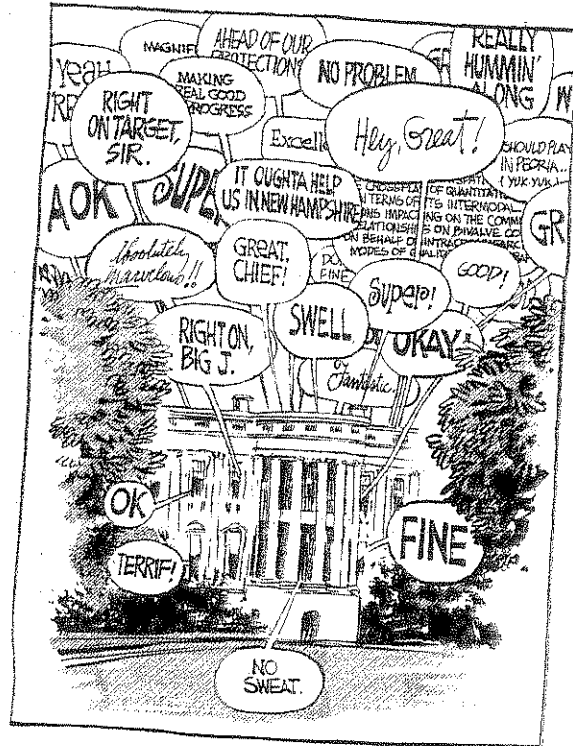
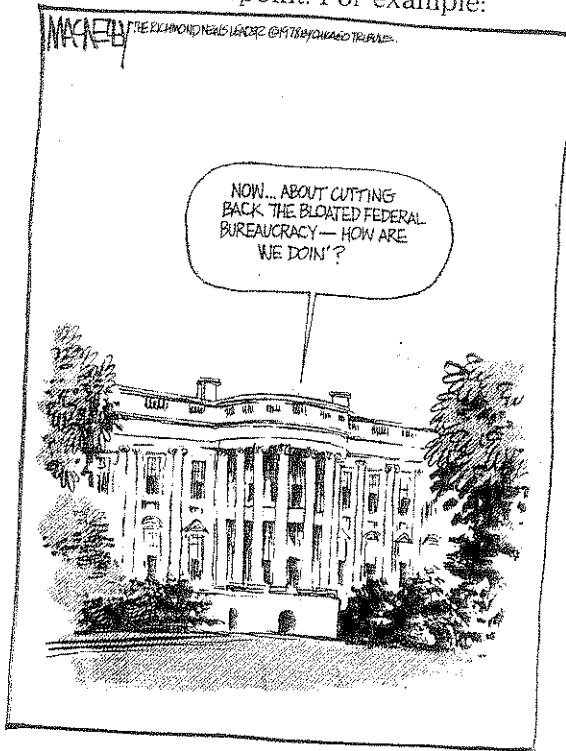
Use this guide to identify the persuasive techniques used in political cartoons.

Cartoonists' Persuasive Techniques

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

POLITICAL CARTOON QUESTIONS

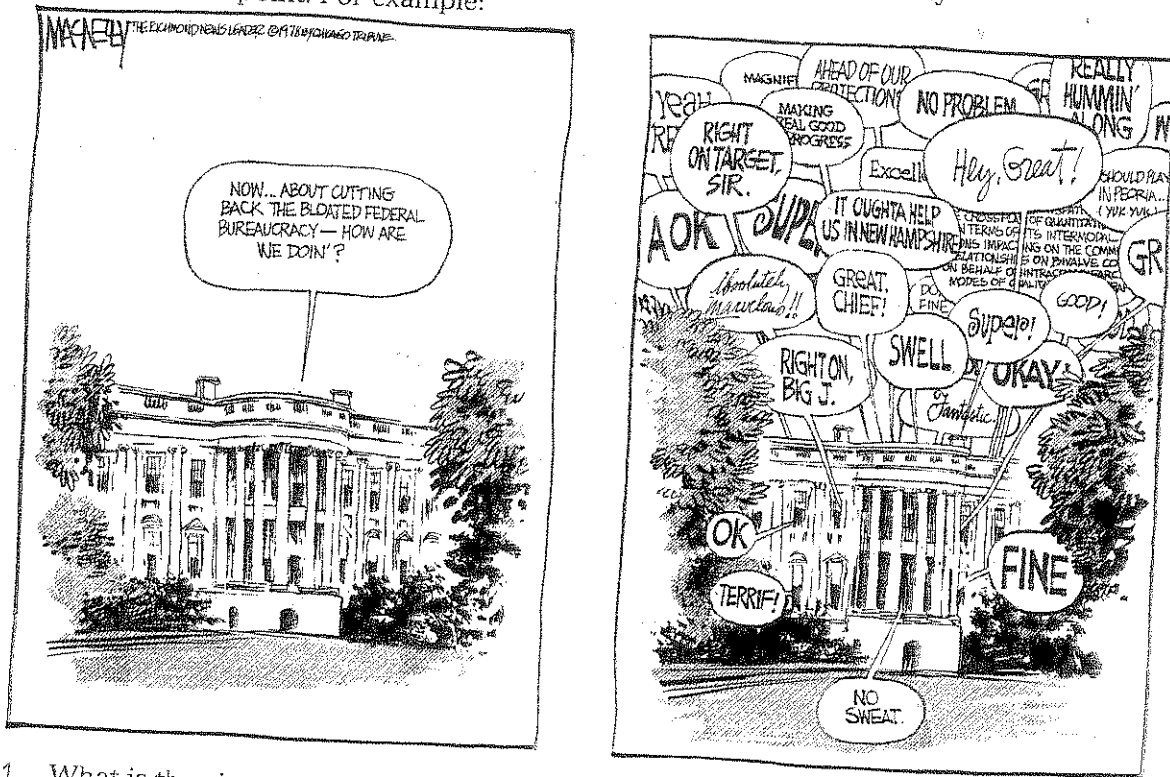
These questions require you to interpret a political cartoon. Every political cartoon contains symbolism and a point of view. Examine the cartoon before you read the question and possible responses to determine what each part of the drawing represents and to identify the artist's viewpoint. For example:



1. What is the viewpoint expressed in the above cartoon?
 - (A) One barrier to improving congressional control of the bureaucracy is the large number of federal agencies.
 - (B) One barrier to improving presidential control of the federal bureaucracy is that even the White House has become a large bureaucracy.
 - (C) The budget grows incrementally each year, and the result is a larger and larger bureaucracy.
 - (D) Although the bureaucracy has become very large, there are many people on the White House staff who would approve cutting the bureaucracy.
 - (E) Neither the president nor his staff has any meaningful incentive to control the size of the federal bureaucracy.

POLITICAL CARTOON QUESTIONS

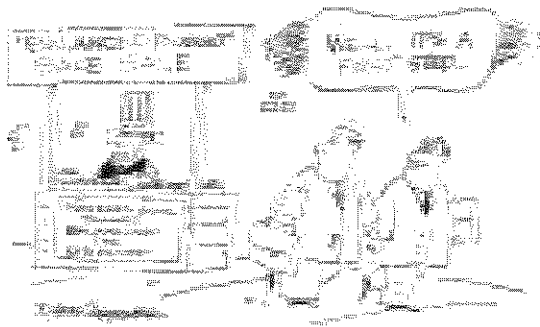
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 - (D) Although the bureaucracy has become very large, there are many people on the White House staff who would approve cutting the bureaucracy.
 - (E) Neither the president nor his staff has any meaningful incentive to control the size of the federal bureaucracy.

ANSWER: B. The box on the left symbolizes the presidency (the president is speaking from the White House). The box on the right symbolizes the federal employees who work at the White House (all of the reactions to his comments are also coming from the White House). The viewpoint of the cartoonist is that although White House

employees may claim to agree that the bureaucracy is hard to control, they are part of the problem.



<http://www.cartoonstock.com/newscartoons/directory/p/political.asp>

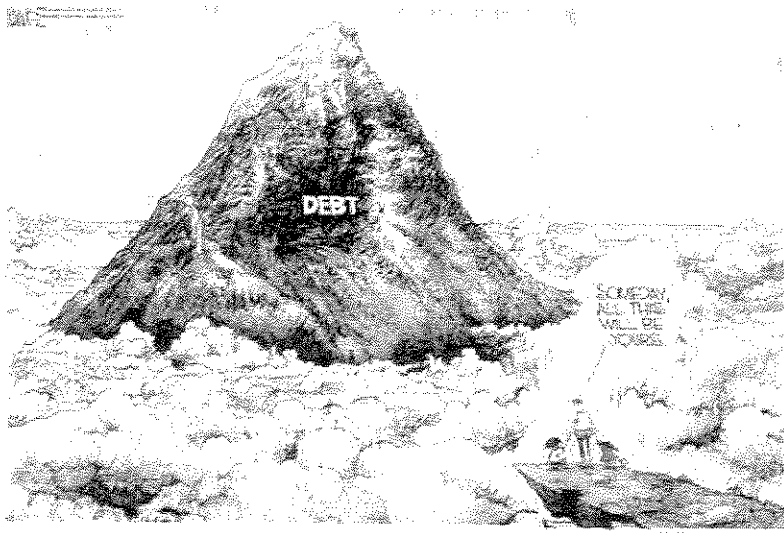
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2. What issue is this political cartoon about?
3. What do you think is the cartoonist's opinion on this issue?
4. What other opinion can you imagine another person having on this issue?
5. Did you find this cartoon persuasive? Why or why not?
6. What other techniques could the cartoonist have used to make this cartoon more persuasive?
7. Possible AP exam question:

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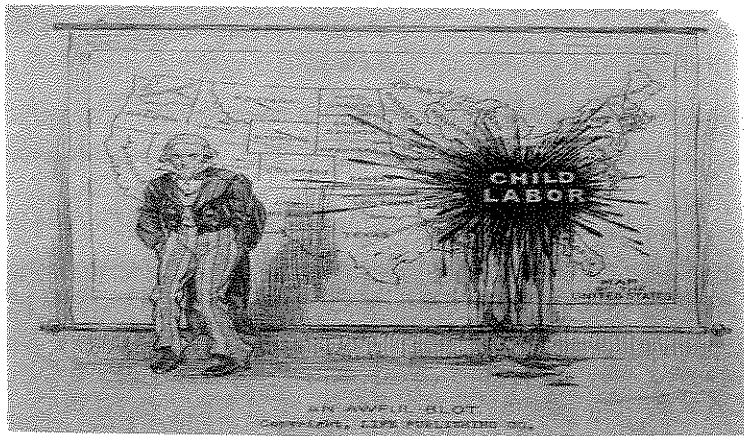
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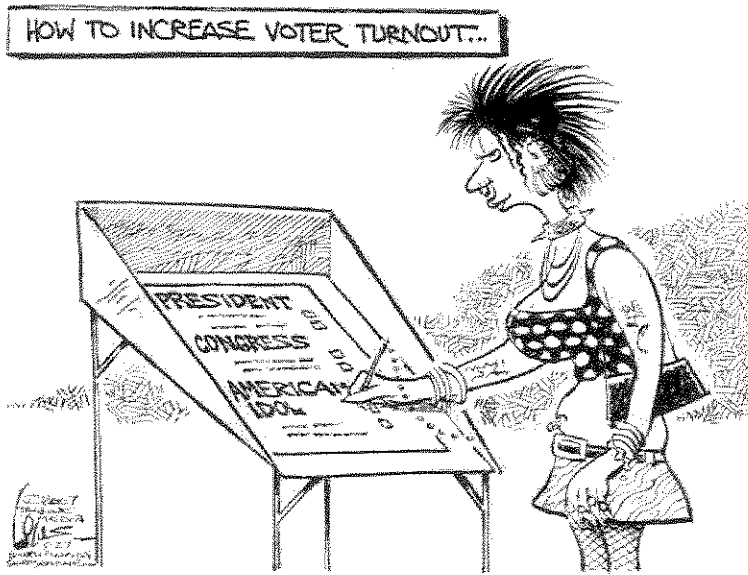
<http://www.flpundit.com/journal/?currentPage=213>

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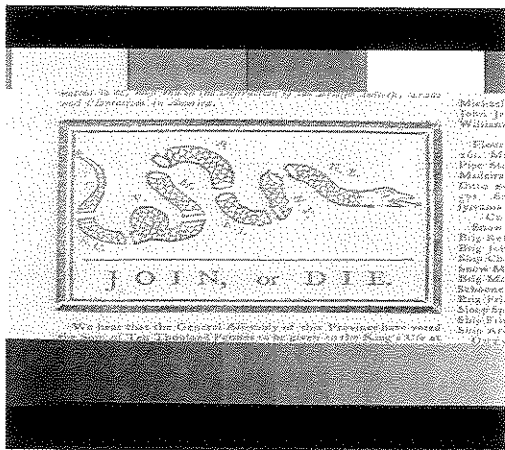
<http://www.loc.gov/pictures/resource/nclc.04992/>

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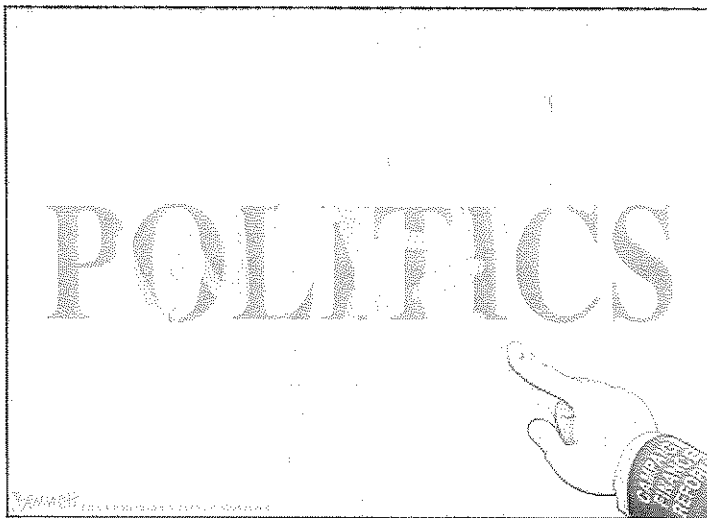
http://weblogs.sun-sentinel.com/news/politics/broward/blog/2008/05/political_cartoons_galore.html

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<http://www.loc.gov/pictures/resource/cph.3g05315/>

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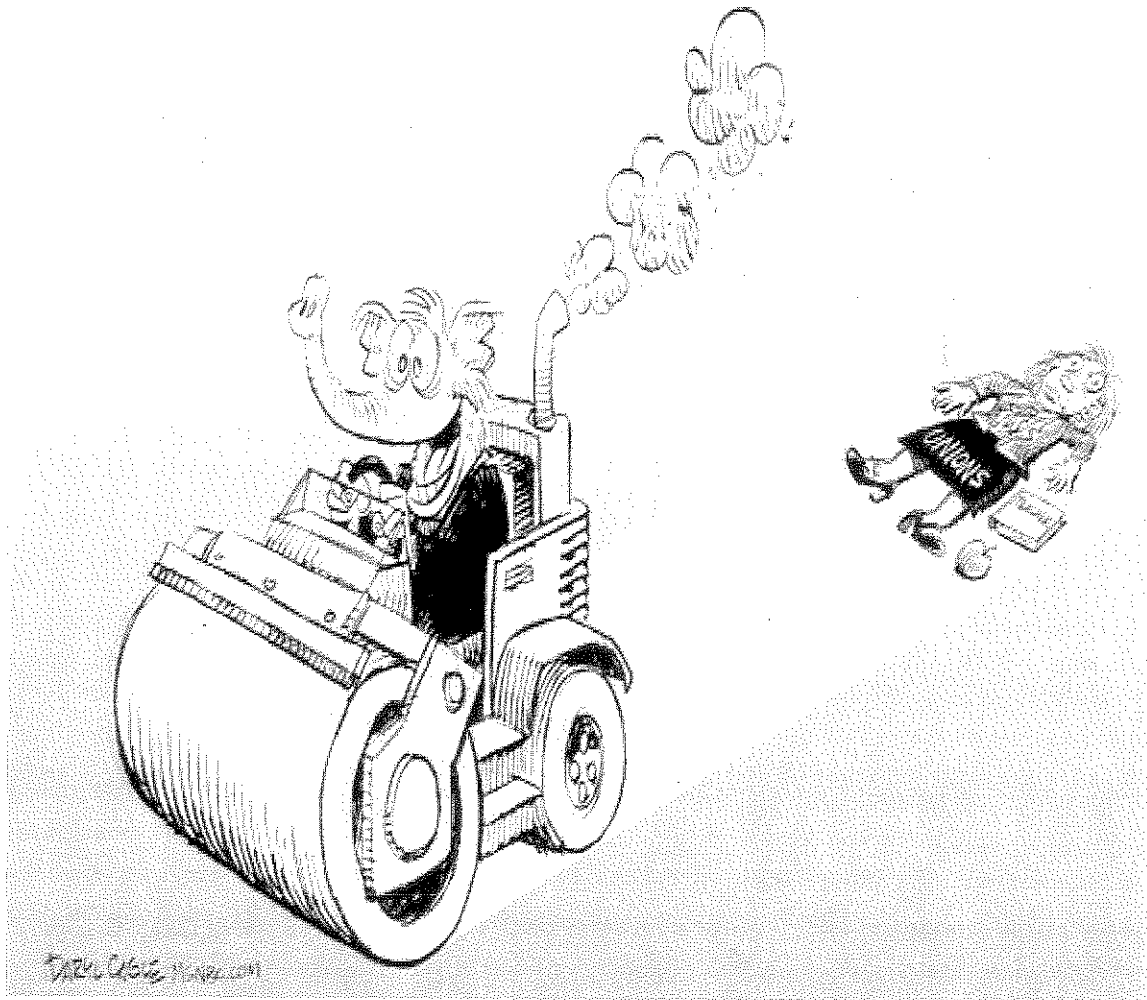
<http://www6.district125.k12.il.us/~dlarsen/citizenu/AP.Review2008.pdf>

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7. Possible AP exam question:



<http://rossputin.com/blog/index.php/a-couple-of-excellent-political-cartoons>

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7. Possible AP exam question:



<http://dekerivers.wordpress.com/2011/03/11/governor-scott-walker-political-cartoon>

Name: _____

Date: _____

EDITORIAL CARTOON ANALYSIS

1. What is the event or issue that inspired the cartoon?

2. Are there any real people or places in the cartoon? If not, what images are portrayed in the cartoon?

3. Identify the specific artistic techniques used in the cartoon (i.e., symbolism, analogy, exaggeration, labeling, and irony). What is the artist trying to show the reader by using these techniques?

4. What is the cartoonist's point of view about the topic portrayed in the cartoon? Give examples to support your interpretation.

5. Is this cartoon persuasive? Explain why or why not.

6. What other techniques could the artist have used to make this cartoon more persuasive?

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

Cartoon Analysis Worksheet

Your Name:

Name of Cartoon:

Class:

Date: April 25, 2011

Level 1

Visuals

1) List the objects or people you see in the cartoon.

Words (not all cartoons include words)

1) Identify the cartoon caption and/or title.

2) Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

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Level 2

Visuals

2) Which of the objects on your list are symbols?

3) What do you think each symbol means?

Words

4) Which word or phrases in the cartoon appear to be the most significant? Why do you think so?

5) List adjectives that describe the emotions portrayed in the cartoon.

Level 3

a) Describe the action taking place in the cartoon.

b) Explain how the words in the cartoon clarify the symbols.

c) Explain the message of the cartoon.

d) What special interest groups would agree or disagree with the cartoon's message? Why?

e) Check any of the persuasive techniques used in this cartoon:

☐ symbolism ☐ caricature ☐ captioning and labels ☐ analogy ☐ irony ☐ juxtaposition ☐ exaggeration

Adapted from: U.S. National Archives & Records Administration
8601 Adelphi Road, College Park, MD, 20740-6001, • 1-86-NARA-NARA • 1-866-272-6272

Page URL: http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html

Government-related topic, Cartoon should be from the last 4 months

Point Value: 10 points, E C + 1 point IF topic is from current unit of study, if unsure write why you feel worth the EC point
DUE DATE:

Name:

Date:

Political Cartoon Captured

Purpose: One Sentence Description of the Cartoon

Description:

Given the information in the picture, list all of the background that you know about the cartoon. Think about symbolism with this.

Artist's Purpose:

What statement is the artist trying to make with the cartoon? Does the time period this was created influence the cartoon?

Values: What Does This Mean to You?

Source Info of Cartoon: (Or Attach a Copy)

Extra Credit Reason: