

Come One, Come All: FACE Yourself!

Jenna Brooks and Jennifer Spengeman

LESSON #2

One Side, Two Side, Red Side, Blue Side

I. DEFINE OBJECTIVES AND CONTENT	
LESSON OBJECTIVE	Students will create a political caricature/cartoon of a current issue from a choice tri-fold board by demonstrating drawing techniques from lesson one and persuasion and earning at least 20 points out of 30 on the rubric.
POINT TO PONDER	Political caricature and cartoon are able to make political statements that always benefit society.
ESSENTIAL QUESTION	Does caricature art reflect or influence politics?
CONTENT Outline the content you will teach in this lesson.	<p>I. Political Caricature</p> <p>A. Early political caricature artist</p> <ol style="list-style-type: none"> 1. Honore Daumier is the father of modern day caricature. <ol style="list-style-type: none"> a. Earned six months in jail for his drawing of King Louis Philippe 2. Benjamin Franklin created the earliest cartoon in the United States in 1754. <ol style="list-style-type: none"> a. <i>Join or Die</i> <ol style="list-style-type: none"> i. First political cartoon in America ii. Published for the Albany Conference in discussing relations with the Iroquois iii. Depicted a snake cut into eight pieces representing each of the colonies iv. Based on the superstition that a snake cut in two would come back to life if not rejoined by sundown. v. Credited for the passing of the unification plan 3. Thomas Nast <ol style="list-style-type: none"> a. Boss Tweed Caricature <ol style="list-style-type: none"> i. Caricature credited for the take down of Boss Tweed and his men ii. Caricature responsible for Nast's fame 4. Joseph Keppler <ol style="list-style-type: none"> a. Creator of <i>Puck</i> <ol style="list-style-type: none"> i. America's first successful magazine highlighting political cartoon and caricature ii. First English edition March 14, 1877 5. Theodor Geisel- Dr. Seuss <ol style="list-style-type: none"> a. Created over 400 political cartoons in two years for WWII b. Editorial Cartoonist for, <i>New York City Daily</i> c. Discussion of Geisel's political art and its effects

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	<p style="text-align: center;">on our history today</p> <ul style="list-style-type: none"> i. Starting with <i>The Lindbergh Quarter</i> circa 1941- <i>The Buttler Battle Book</i> circa 1984. <p>6. Discussion of Current Events (not yet foreseen)</p> <p>II. Drawing a Caricature</p> <p>A. Exaggeration, Symbolism and Persuasion</p> <ul style="list-style-type: none"> 1. Define exaggeration, symbolism and persuasion <ul style="list-style-type: none"> a. Exaggeration – the overemphasis of the truth. <ul style="list-style-type: none"> i. Exaggerate don't distort. b. Symbolism- use of symbols to recognize ideas or concepts. c. Persuasion- the action or fact of persuading someone or of being persuaded to do or believe something
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II. PRE-PLANNING

<p>What will students UNDERSTAND as a result of this lesson? How does this connect to the Essential Question?</p>	<p>After the lesson, Students will UNDERSTAND how exaggeration, symbolism and persuasion are used to create effective political caricature. Students will UNDERSTAND how Honore Daumier and Benjamin Franklin paved the way for politics and art to intersect. Students will UNDERSTAND how Theodor Geisel used his artistic ability to influence thousands of Americans political decisions.</p> <p>These points of understanding connect to the essential question, "Does caricature art reflect or shape politics?" by facilitating students to form an educated opinion on this topic. Through understanding how exaggeration, symbolism and persuasion is used in political caricature, students will see how artist use these techniques to encourage the public to share the artists viewpoints. Seeing how early pioneers used art and politics, gives students a basis for this art form and an understanding of how Theodor Geisel was able to find his niche and control in political art.</p>
<p>What will students be able to DO as a result of this lesson?</p>	<p>After the lesson, Students will be able to examine the art of political caricature and isolate how exaggeration, symbolism and persuasion are used. Students will be able to rationalize the historical importance of "What have you done today to help save your country from them?" by Theodor Geisel Students will be able to create their own political cartoon on a current political event.</p>

III. PLANNING

HOOK	TIME:10 mins
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<p>Describe how you will grab students' attention at the beginning of the lesson. BE CREATIVE.</p>	<p>Cola Ring Toss- Students will toss rings onto Cola bottles. Each student will be given three chances to toss the ring, but if they completed the homework from lesson one they will be given five additional tosses. When a ring lands on the bottle the teacher will call out a review question from lesson one or a question related to interactions and caricature. Students will post the question to the shout out board for classmates to view. Students who respond and earn a bottle in the appropriate number of tosses will earn a carnival themed prize.</p>
<p>INSTRUCTION Explain Step-by-step what you will do in this lesson. Be explicit about ties to Points to Ponder, Essential Question, and Interactions here. Include ALL support and teaching materials with your unit.</p>	<p>TIME: 45 mins.</p> <p>“Political caricature and cartoon are able to make political statements that always benefit society,” will be posted on “Shout out” board and on Smart Board lesson to be read aloud to students to think about during today's lesson.</p> <p>Located on the Symbaloo board (http://mobileiphone.symbaloo.com/mix/comeone-comeall-face) students will choose a partner or work individually to review the two Power Point Presentations that discuss symbolism, exaggeration and persuasion.</p> <p>Using a political caricature or cartoon based on a current issue the class will view the caricature and record thoughts in their sketchpad about its meaning. As a class we will watch CNN Student News on the Smart Board to learn the news behind the political caricature or cartoon and discuss the meaning of the political cartoon. Students will return to their sketchpad to record their new ideas behind the caricature meaning.</p> <p>Teachers will then pass out the, “Cartoon Analysis Guide” (located at the end of the lesson) with definitions and questions for the students to answer based on the political current event cartoon. This can be done in groups or individually. The class will then share the answers to the questions at the end of the “Cartoon Analysis Guide”. Students will also be asked to respond to the Point to Ponder, if they feel ready to do so, on a post it to place on the “Shout out” board.</p> <p>Using the SmartBoard the teachers will introduce Honore Daumier, Benjamin Franklin, Thomas Nast and the “Boss Tweed Scandal” and Joseph Keppler. The class will discuss how these artist's caricatures interact with politics and how they changed history.</p> <p>Students will watch clips from the DVD <i>The Political Dr. Seuss</i> to</p>

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	<p>learn about Theodor Geisel. Students in groups or individually, will then log onto the class Edublogs page and respond to how they think Theodor Geisel's interactions with politics helped to shape today's political caricature.</p> <p>Once complete, students will be given the opportunity to create an original political caricature/cartoon based on a current political caricature or cartoon from the choice tri-fold board displayed in the classroom. Students will choose one of the three current event political cartoon options and will answer the same questions for their new current event located on the "Cartoon Analysis Guide" that were previously answered as a whole class.</p>
<p>ASSESSMENT (Performance Task) What will the students DO to demonstrate that they have mastered the content? Be specific and include actual assessment with unit materials.</p>	<p>TIME: 15 mins.</p> <p>Students will use their selected current event political cartoon and recreate their own perspective of the current event using exaggeration, symbolism and persuasion as well as the drawing techniques learned in the previous lesson. Students are able to model their political cartoon off of the original or create an entire new cartoon based on the opposing viewpoint. Students who do not have time to complete their drawings will be able to take them home to finish. Students will be expected to earn at least 20 out of 30 points on the rubric (see below). Pictures of their political cartoons will be posted on the classroom website with their permission.</p> <p>For homework students will respond to yesterday's "vlog" or blog question using Edublogs as well as to "vlog" or blog on, "What is the significance of the titles for each lesson in the unit based on information they learned today?" These vlogs or blogs will be posted on the class Edublogs site and then linked to the class website. Students will also complete a handout for lesson 3 (located at the end of lesson three) and write two questions to ask the expert caricaturist visiting in lesson three.</p>

DOES THE ASSESSMENT ALLOW YOU TO DETERMINE WHETHER OR NOT THE STUDENTS HAVE MET YOUR STATED LESSON OBJECTIVE? **YES** OR NO

ASSESSMENT AND INSTRUCTIONAL MATERIALS

Smart Board for Lesson 2

<http://exchange.smarttech.com/share.html?tab=manage>

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This assignment is worth 30 points. See the rubric below for specific grading criteria.

Criteria	Excellent	Good	Adequate	Inadequate
Issue and Subject Matter	Shows clear understanding of political concept/issue 10 points	Shows understanding of political concept/issue 8 points	Shows some understanding of political concept/issue 5 points	Shows no understanding of political concept/issue 2 points
Way Topic is Covered	Student's point of view is clearly conveyed 10 points	Student's viewpoint is discernible 8 points	Student's viewpoint is marginally conveyed 5 points	Student's point of view is poorly conveyed 2 points
Visual Presentation	Text and graphics are clearly legible and outstandingly presented 10 points	Text and graphics are legible and neatly presented 8 points	Text and graphics are somewhat legible 5 points	Text and graphics are illegible 2 points

TOTAL _____ / 30

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TOTAL _____ / 30

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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 clearer?</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>

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Once you've identified the **persuasive techniques** that the cartoonist used, ask yourself these questions:

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

Work Cited: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf

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