

2012-2013 Teaching American History

Extended Discussion/Writing Lesson Plan Template

Lesson Title: Not So Funny Papers

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Appropriate for Grade Level(s): 7/8

US History Standard(s): **C15.8.4** Identify the influence of the media in forming public opinion. **C15.8.3** Identify the impact of interest groups and public opinion on the political process.

CCSS(s): [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources. [CCSS.ELA-Literacy.WHST.6-8.1a](#) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Discussion Question(s): How did editorial cartoons reflect public opinion of the early 20th century?

Discussion Engagement Strategy: Gallery walk of various political cartoons from the early 20th century

Student Readings/sources (list): "Inspector of Buildings," "White Slavery," "Hun Rule Association," "Close the Gate," "Merry Christmas!" "Election Day," "Chinese Must Go" "Wholesale/Retail"

Description of student writing assignment and criteria/rubric used for assessment of student writing: Students will write a 5-paragraph essay that answers the following question: *Were editorial cartoons used to successfully represent the issues facing America in the early 20th century?*

Total Time Needed: One 1-hour class period

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
4 minutes	Teacher poses the opener question: <i>What is the purpose of an editorial cartoon?</i> Teacher will then call on students to share their answers aloud with the whole class.	Students are writing their answer to the opening question. Students will share their answers with the whole class.
4 minutes	Teacher divides students into groups of 4 and distributes the cartoon analysis graphic organizer.	Students will popcorn read each section of the analysis graphic organizer, asking questions where clarification is needed.
24 minutes	Teacher will facilitate a gallery walk of editorial cartoons from the early 20 th century, monitoring students for on task behavior and offering clarification when needed. Teacher will keep track of time, allowing each group 6 minutes at each station.	In their groups, students will participate in a gallery walk of 8 editorial cartoons relating to the major issues of the early 20 th century: workplace safety, child labor, political corruption, prohibition, and suffrage. Students will examine 4 of the 8 images and within their groups discuss possible answer choices for each portion of the graphic organizer.

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20 minutes	Teacher will debrief the class by having them view the images via PPT and discussing the graphic organizer as a whole class. -Which images had the most impact? -Were the issues easily recognizable? -Which image was your favorite and why?	Students will debrief by discussing as a whole class questions relating to the group of images. Students will also be able to ask any questions that they might have relating to the activity.
8 minutes	Teacher will pass out the rubric and image sheets, and call on students to read instructions for the essay assignment (to be completed as a take-home assessment).	Students will popcorn read the instructions for the essay assignment. Students will be able to use the image sheet and their graphic organizers as resources to help them with the essay.

Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.

During the early part of the 20th century there were many issues that Americans were facing. Journalists were writing articles that covered the news relating to things such as immigration, prohibition, and political corruption. Equally as successful at representing these issues were political cartoons; they were single-panel images that made the point available to a much larger audience.

Some might argue that the political cartoons couldn't be powerful enough to convey a strong message regarding the issues at hand. I argue that a picture is worth a thousand words. During the early 1900's when factories were exploiting child labor and suffragettes were fighting for the vote a cartoonist could explain in one small corner of a page what journalists explained using an entire front page.

Following the tragic Triangle Shirt Waist Factory Fire a powerful cartoon appeared in newspapers around the country. It was titled, "*Inspector of Buildings*" and showed the Grim Reaper dressed in a uniform, eerily peeking out from the remains of the burnt building. This imagery represented the idea that death was always just around the corner at the factory for those young girls. A sign is posted on the wall that claims the building is "fireproof" in one line and then "only fire escape collapses" in the next. The message is clear. There was no building inspector to watch out for the safety of the young women. The only one looking out for them was death himself.

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Another cartoon that was equally as successful at representing an issue facing Americans in the early 1900's was one titled, "Close the Gate," published in the Chicago Tribune. There were many differing opinions regarding immigration and the message in this cartoon is painfully clear: immigrants were not welcome in the United States. The cartoonist depicts the immigrant entering the country as bomb ready to explode. He carries with him all of the baggage that identifies him as undesirable. The giant brick wall with a spiked top makes it clear that the US wanted to make it difficult for immigrants to enter the country. Even the posture of the immigrant shows a dejected attitude. Rather than walking tall with excitement for a new beginning we see a man who is slouched over ready to meet his fate. Busy Americans, with little time to read numerous articles, could examine this cartoon and know exactly what the attitude towards immigrants was like, at least in the Chicago area.

With such a diverse population in American cities and many different languages being spoken, the editorial cartoons communicated information that was readily available to anyone who viewed them; they successfully represented the issues facing Americans at the time. You didn't need to know how to read the language to understand the meaning behind the very powerful images that were being conveyed in newspapers all around the country.

"Close the Gate"

The Chicago Tribune

July 5, 1919

http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/IMAGES_LG/Close_the_Gate.gif

(accessed May 16, 2013)

"Inspector of Buildings!"

Robert Carter, 1911

http://www.ilr.cornell.edu/trianglefire/primary/photos/illustrations/slideshow.html?image_id=775&sec_id=10#screen

(accessed May 16, 2013).

"Chinese Must Go"

Trade Card: Missouri Steam Washer

1903

http://www.magnoliabox.com/art/336965/Anti-Chinese_trade_card_of_the_1880s_using_the_theme_of_the_new

(accessed May 16, 2013)

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http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/IMAGES_LG/Close_the_Gate.gif

(accessed May 16, 2013)

"Election Day!"

ca. 1909

Library of Congress

http://www.americaslibrary.gov/jb/recon/jb_recon_burnham_3_e.html

(accessed May 16, 2013)

"Hun Rule Association"

Ohio Prohibition Campaign

1890

<http://prohibition.osu.edu>

(accessed May 16, 2013)

"Inspector of Buildings!"

Robert Carter, 1911

http://www.ilr.cornell.edu/trianglefire/primary/photos/illustrations/slideshow.html?image_id=775&sec_id=10#screen

(accessed May 16, 2013).

"Merry Christmas"

Rollin Kirby

New York World

January 16, 1919

<http://apus-06-07.wikispaces.com/political+cartoons+-+twenties>

(accessed May 16, 2013)

"White Slavery"

New York and American Journal

October 18, 1902

books.google.com/books?isbn=0820329037

(accessed May 16, 2013)

"Wholesale/Retail"

Thomas Nast newspapers

Albert Paine, 1904

http://etc.usf.edu/clipart/67400/67418/67418_who_ret.htm

(accessed May 16, 2013)

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Name: _____ Date: _____ Period: _____

Not So Funny Papers

Use the cartoon analysis organizers and the image sheets to help you answer the following question:

Were editorial cartoons used to successfully represent the issues facing America in the early 20th century?

Due Date: _____

Essay Requirements:

- Your essay must be **5-paragraphs** in length
 - Thesis/Super Claim
 - Claim-Counter Claim
 - Reasoning/Evidence for each body paragraph (2)
 - Conclusion
- You must use at least TWO different cartoons
- You must cite at least TWO pieces of evidence for each cartoon
- You must be either typed in 12 pt Arial font, 1" margins or neatly handwritten in pen, double spaced
- You must staple this sheet to the front of your final essay

This essay is worth 25 points and will count as a take-home assessment so please make sure that you do your best. You can come see me every day during lunch or after school with questions.

- Thesis/Super Claim (5 points) _____
- Argumentative Points (5 points) _____
- Organization (5 points) _____
- Style & Conventions (5 points) _____
- Sources (5 points) _____

- Total (25 points)** _____

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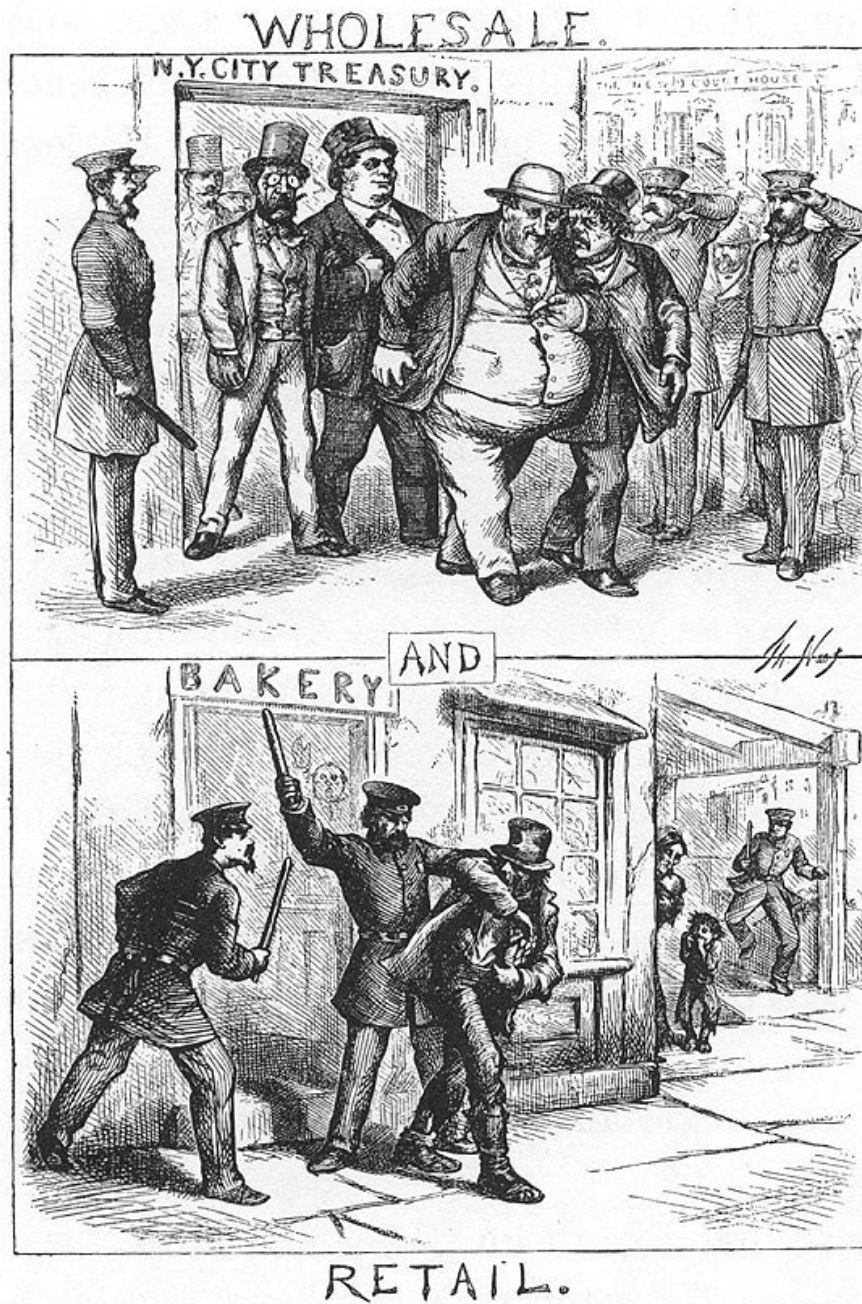
<p>INTRODUCTION / THESIS</p> <p><i>Background/History</i> <i>Defining the Problem</i> <i>Thesis Statement</i></p> <p>5 points</p>	<p>Well-developed introduction engages the reader and creates interest. Contains detailed background information and a clear explanation of the problem. Thesis clearly states a significant and compelling position.</p> <p>5 pts.</p>	<p>Introduction creates interest and contains background information. Thesis clearly states a problem and the writer's position is evident.</p> <p>4 pts.</p>	<p>Introduction adequately explains the background of the problem, but may lack clarity. Thesis states a problem, but writer's position may not be evident.</p> <p>3 pts.</p>	<p>Background details are a random collection of information, are unclear, and may be loosely related to the topic. Thesis/position is vague or not stated.</p> <p>2 pts.</p>
<p>ARGUMENTATIVE POINTS</p> <p><i>Body Paragraphs</i> <i>Refutation</i> <i>Conclusion</i></p> <p>5 points</p>	<p>Well-developed argumentative points directly support the writer's thesis / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. Refutation acknowledges opposing viewpoints clearly and skillfully. Conclusion re-visits the thesis in a new way and applies the writer's position universally.</p> <p>5 pts.</p>	<p>Most argumentative points are related to the thesis, but one may lack sufficient support or deviates from thesis. Refutation acknowledges opposing viewpoint(s) with some logic and clarity. Conclusion summarizes thesis and key points with some "fresh" commentary present.</p> <p>4 pts.</p>	<p>More than one argumentative point lacks sufficient details and support. Writer attempts to address one or more opposing arguments, but the writer may not refute the opposition clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary on the writer's thesis / position.</p> <p>3pts.</p>	<p>Most argumentative points are poorly developed. Refutation is missing or vague. Commentary is not present. Conclusion does not re-visit the thesis or summarize key argumentative point(s).</p> <p>2 pts.</p>
<p>ORGANIZATION</p> <p><i>Structure</i> <i>Transitions</i></p> <p>5 points</p>	<p>Logical progression of ideas with a clear structure that enhances the thesis. Transitions are smooth and provide coherence between and among ideas.</p> <p>5 pts.</p>	<p>Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas.</p> <p>4 pts.</p>	<p>Organization is clear. Transitions are present, but may not lend to coherence between and among ideas.</p> <p>3 pts.</p>	<p>No discernable organization. Transitions are not present.</p> <p>2 pts.</p>
<p>STYLE & CONVENTIONS</p> <p><i>Syntax (sentence variety & "flow")</i> <i>Diction (word choice)</i></p> <p><i>Tone</i> <i>Spelling, punctuation, & capitalization</i></p> <p>5 points</p>	<p>Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen. The tone is highly consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.</p> <p>5 pts.</p>	<p>Writing is clear and sentences have some varied structure. Diction is appropriate. Tone is generally consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors.</p> <p>4 pts.</p>	<p>Writing is clear, but sentences may lack variety. Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer's position / thesis. Several errors in punctuation, spelling, & capitalization.</p> <p>3 pts.</p>	<p>Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer's position / thesis. Many errors in punctuation, spelling, & capitalization distract reader.</p> <p>2 pts.</p>
<p>SOURCES</p> <p><i>Use of sources</i> <i>Format</i> <i>Relevance/reliability</i></p> <p>5 points</p>	<p>Evidence from sources is smoothly and logically integrated into essay and serves to add credibility & insight into writer's position / thesis. All sources are cited accurately and are highly relevant and reliable.</p> <p>5 pts.</p>	<p>Evidence from source(s) is integrated into the text. Most sources are cited accurately and are generally relevant and reliable</p> <p>4 pts.</p>	<p>Some source material is used and may or may not lend credibility to writer's position/thesis. Several sources may not be cited accurately. Relevance and reliability may be questionable. 3 pts.</p>	<p>Few or no source material is used. Source citations are not evident or may be highly inaccurate. Relevance and/or reliability are strongly in question. 2 pts.</p>

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INSPECTOR OF BUILDINGS!



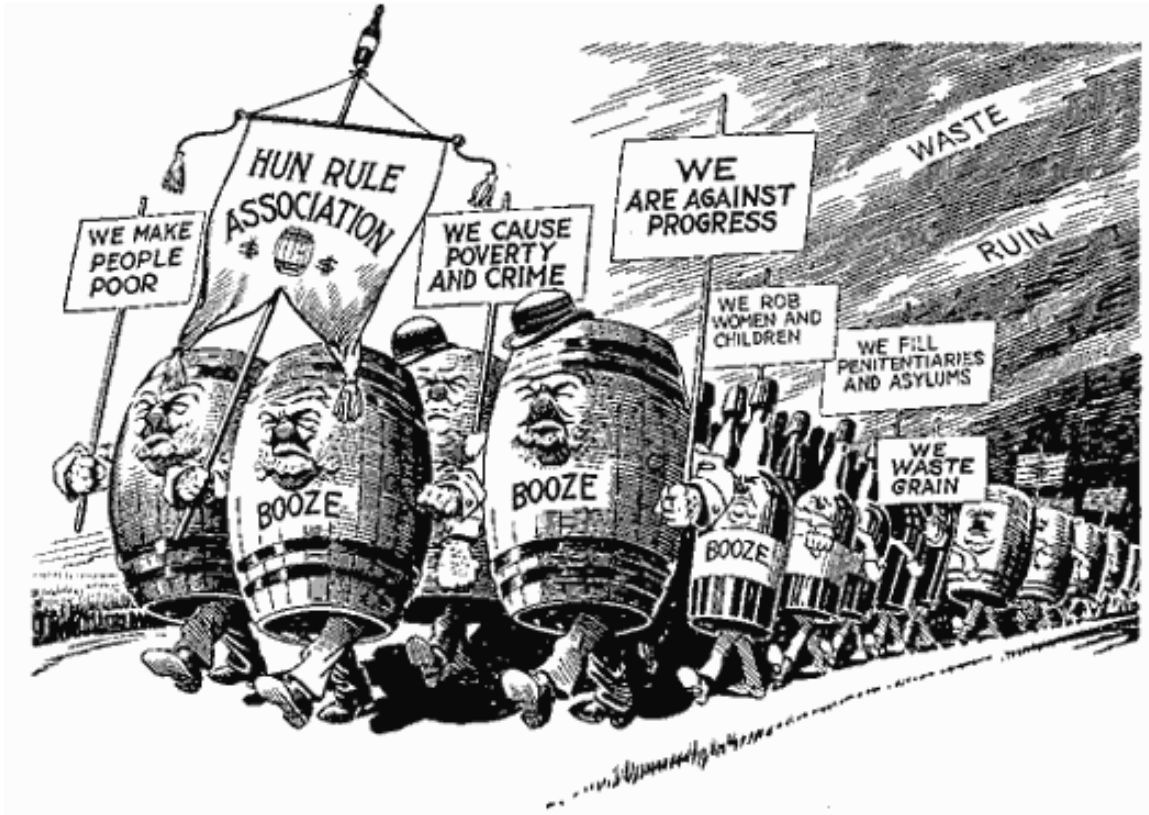
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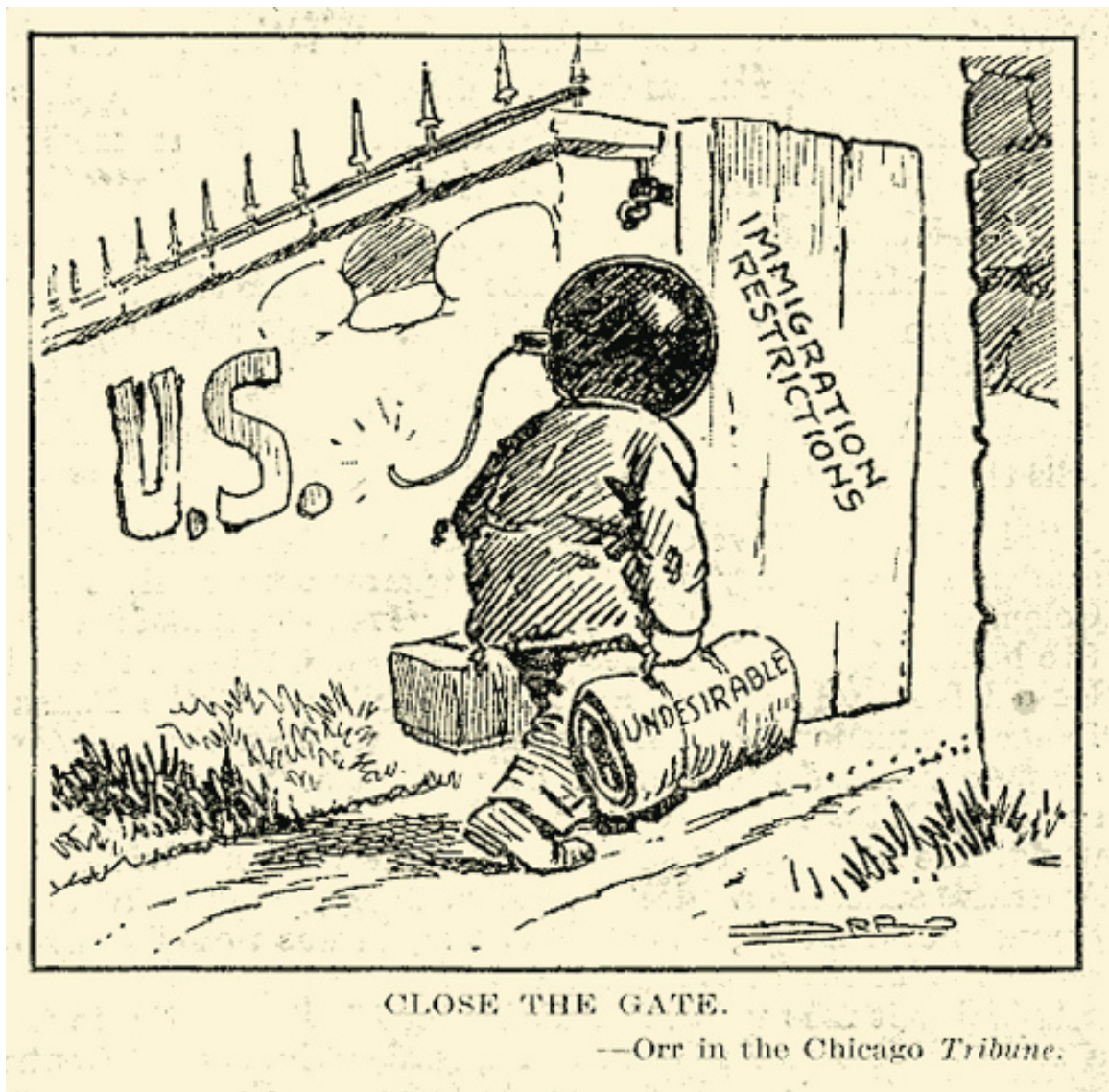
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"MERRY CHRISTMAS!"

—Kirby in the *New York World*.



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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?	

**Designed and developed by the
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