

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**GUIDELINES FOR PROJECT 2:  
POLITICAL CARTOONS**

This is the second project that will become a part of your final Online Newspaper. You will demonstrate your familiarity with the themes of war and violence as they have been expressed in the readings, the journals, the films, the class discussions, and the handouts. You will demonstrate your mastery of image processing (Photoshop) and the media literacy concepts: target audience, bias, and message. You will only have one class period to work on this initial draft of the image. However, you will have time to make changes when you work on your Online Newspaper. Follow the steps below and be sure to get your teacher’s initials where they are called for.

**STEP 1: CONTENT ANALYSIS SHEET** – Complete the **Political Cartoon Content Analysis** sheet, making sure to include your ideas about the target audience and message for the cartoons, the event the cartoon will refer to, the facts and opinions contained in the cartoon, and the effect you want the cartoon to have on the reader. Get your teacher’s initials below showing that you have completed this step on time.

**STEP 2: BIAS** – Look at what facts and opinions your cartoon will contain, and what target audience you want to reach, and decide what the bias of the cartoon is. As with any other form of media, the cartoon will have a bias. List the bias or biases here. (Indicate what someone would need to believe in order to find this cartoon funny.)

**STEP 3: BACKGROUND INFORMATION** – Look at what event your cartoon refers to and decide what background information people will have to know to understand your cartoon. It may be based on a current world event, an event at school, or an event from history (especially as reflected in your readings). Remember, it must express an opinion about some aspect of war or violence. Briefly describe the necessary background information here. (Indicate what someone would need to know in order to find this cartoon funny.) Get your teacher’s initials below, showing that you have completed the above steps.

\_\_\_\_\_ Teacher’s initials

**STEP 4: CARTOON TEXT** – Your cartoon must contain a caption and/or a piece of dialogue. This can be written by you, or quoted or modified from another source. Your final cartoon must have all of the following items related to text:

1. **Message** – The cartoon must contain a message representing your personal opinion about some aspect of war or violence. Write the message in the first column on the chart below. The message does not have to be written in the cartoon; however, anyone reading your cartoon should be able to understand the message.
2. **Text** – The cartoon must contain a caption, or dialogue, or both. This text must work with your image to represent your opinion about some aspect of war or violence. List the text you will use in the second column, the source for your text (if it is not your own writing) in the third column, and what literary or visual device it represents in the fourth column.
3. **Sources** – Make sure to list the source for your message and your caption/dialogue. If the cartoon’s message, caption, or dialogue is based on an event or idea discussed in class, then include the source of the information from class readings, discussions, films, or handouts that you based it on in the third column on the chart below. If the message is based on a current event, please write the source for information about that event in the third column on the chart below.
4. **Tools** – The cartoon must contain evidence of two of the literary or visual tools/devices you listed in your analysis of *Maus* and *Malcolm X For Beginners*. Write down the device that each piece of text represents in the fourth column. Remember to refer to your lists of literary and visual devices you created.

MESSAGE/S	TEXT you will use in the cartoon	SOURCES (list all details of the source – author, title, etc.)	TOOLS from your toolboxes that you are using in your text.

\_\_\_\_\_ Teacher’s initials



STEP 5: CARTOON IMAGES – Now you have to get the images you’ll be using, place them in your cartoon, and morph them. You may take them from the Internet, draw them freehand in Photoshop, use your computer’s Clip Art or the Clip Art Site, and/or scan them (if you have the images, know how to scan, and your lab has a scanner). In the space below, list each of the ideas from above again – use the back if you need more room. Write out the caption/dialogue exactly as it will appear in your cartoon. Describe the images you will use in the cartoon. Be sure to write the name/s you saved it/them as. Then list the Web address for any Internet images. Your cartoon must contain all of the following items related to the images you choose to use:

1. Message – Write the cartoon’s message again in the chart below.
2. Image or Images – The cartoon must contain an image (or images) that works with the caption or dialogue in the cartoon to represent your message about some aspect of war or violence. List the image/s you will use in the second column, the source for your image in the third column, and what literary/visual device it represents in the fourth column.
3. Source – Make sure to list the source for your images in the third column – If you are modifying an existing cartoon, list the cartoonist and the newspaper or other source. If you are using an image from the Internet, list the web address. If you are drawing the image yourself or using photos you own and have taken with a camera, put your name down as the source.
4. Tools – The cartoon must contain evidence of two of the literary or visual tools/devices you listed in your analysis of *Maus* and *Malcolm X For Beginners*. Write down the device each image represents in the fourth column. Remember to refer to your lists of literary and visual devices you created.

IMAGE/S you will use in the cartoon to convey your message/s + name/s you saved them as	MESSAGE/S	SOURCE FOR IMAGES OR WEB ADDRESS (URL) for Internet images	TOOLS from your toolboxes that you are using in your image

\_\_\_\_\_ Teacher’s initials

STEP 6: CREATING THE CARTOON – now you are ready to place all text and images into a single cartoon in Photoshop. Using your ideas from above, create the image. Below you will find all of the tools you are free to play with, but you must list how you have used at least ten (10) of the tools in the chart below and there must be evidence you have used them in your cartoon.

- |              |             |              |             |       |
|--------------|-------------|--------------|-------------|-------|
| Pen          | Air Brush   | Burn         | Eye Dropper | Color |
| Pencil       | Paint Brush | Type         | Dodge       |       |
| Line         | Magic Wand  | Sponge       | Smudge      |       |
| Paint Bucket | Blur        | Rubber Stamp | Sharpen     |       |

Photoshop Tool	Portion of cartoon it was used to create or manipulate

STEP 7: You’re finished! Save it. Print it. Turn it in. Make sure to turn in the **Content Analysis** sheet and these guidelines along with your final cartoon. Get your teacher’s initials to show that you completed the assignment on time.

\_\_\_\_\_ Teacher’s initials

