

TITLE OF LESSON

English 2 Unit 2 Lesson 21 – Analyzing Political Cartoons  
*Do images or words tell the truth?*

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 2.3, 3.0, 3.2-12, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

“Cease-fire talks fail to produce agreement” – Reading (1 for each student)  
**Political Cartoon #1** – Reading (1 for each group)  
**Political Cartoon #2** – Reading (1 for each group)  
**Political Cartoon Content Analysis Sheet** – Student Page (3 for each student)  
**Guidelines for Project 2: Political Cartoons** – Student Page

LESSON OBJECTIVES

- To analyze the content of two political cartoons
- To read an article related to the content of one of the cartoons
- To determine how the content of the cartoon is related to the target audience and to the opinions of the cartoon’s creator
- To begin planning an original political cartoon

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments. Have students place them in the appropriate section of their binders. Stamp/initial all highlighted and annotated homework.
- 2) **Vocabulary** – Tell students to take out their Unit 2 Vocabulary List 3 and write the words assailant, casualties, and retaliating. Tell them to define the words tonight, writing down the sentences in today’s reading that help them determine the definition.
- 3) **Daily Log** – Have students copy down their Daily Log entry below.
- 4) **Sustained Silent Reading** - Read for fifteen minutes. At the end of the reading, ask the students to think about what opinions the author is conveying in their book. Ask for volunteers to share ideas about what the author’s opinions might be. If there are no volunteers, share your own idea about what opinions the author of your book may have and why.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	9 - Imagine a different message, target audience, and bias for <i>Malcolm X For Beginners</i> and describe how the book would be different. (1 page)		1. Political Cartoon Analysis 2. Plan a cartoon using <b>Political Cartoon Content Analysis Sheet</b> .	<b>Political Cartoons #1 and #2</b> , “Cease-fire talks fail to produce agreement”	1. Complete the <b>Political Cartoon Content Analysis Sheet</b> for your own cartoon. 2. Complete Steps 1-4 on the <b>Guidelines for Project 2</b> sheet. 3. Journal 9. 4. Define the vocabulary words and study words to date. 5. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP



1. Political Cartoon Analysis – Tell the students to choose *Group Roles* (see below). Distribute **Political Cartoon #1** to each student. (This is the cartoon that refers to the news event described in “Colors to Warn of Terror Risk.”) Give three copies of the **Political Cartoon Content Analysis Sheet** to each student. Tell them that they will work in groups to complete the **Political Cartoon Content Analysis Sheet** for the political cartoon. Although they may work in groups to assist one another, each student must fill out their own sheet. Give them five minutes to do this.
2. Political Cartoon #2 – Now distribute Political Cartoon #2 to each student. (This is the cartoon that refers to the news events described in “Cease-fire Talks Fail to Produce Agreement,” the article they have not read yet.) Tell them to work in groups to complete the **Political Cartoon Content Analysis Sheet** for this cartoon. Although they may work in groups to assist one another, each student must fill out their own sheet. Give them five minutes to do this.
3. Present – Randomly, call on a student from each group to report on their group’s information and answers to the questions. All students should be prepared to present. Presumably, the information for the second cartoon will be more scant, and they will have more questions. An understanding of Political Cartoon #2 relies on knowledge of the events described in the article they haven’t read. Unless the students are familiar with the history of Arab-Israeli relations, the cartoon will be confusing. They may be able to guess the intent of the cartoonist without reading the article. That’s fine – that just places them in the target audience of the cartoon, which is an audience that is well-informed about unrest in the Middle East. (The target audience is also pacifists, but they don’t need to be pacifists to understand the cartoon.)
4. **Group Read** – Distribute the article “Cease-fire Talks Fail to Produce Agreement” to each student. Ask the students to decide how they will read the article (out loud- one person reads to the group while others follow along, each person reads a paragraph until the whole story has been read, each person reads one sentence until the whole story is read, or they read silently). When they have decided, have them raise their hands and tell you how they will read. No group starts until all groups have decided. If one group is lagging, remind them that they are holding up the class and keeping others from completing an assignment.
5. When all groups have decided, give them ten minutes to finish reading the piece.
6. Questions – At the end of ten minutes call time. Ask the groups to return to the **Political Cartoon Content Analysis Sheet** for **Political Cartoon #2** and add more information, based on their reading of the article they just read. Tell the groups to answer these questions: Was it easier to understand the first or the second cartoon before you did the reading? How did reading the articles help you understand the cartoons better? What parts of the analysis were you able to expand on with the second cartoon? Give them five minutes to agree upon an answer to each question.
7. Present and Discuss – Call on the Presenters to give their group’s answers to the questions. Then ask the class this question: What do you need to know in order to understand these cartoons? Were the cartoons funny, even though they were about war and terrorism? If the cartoon is meant to be funny, what do you need to know in order to get the joke? What does this tell you about the cartoon’s target audience, the cartoon’s message, the opinions and facts contained in the cartoon? (You want to guide the students towards an understanding that political cartoons rely on some understanding of the event or idea being referred to. Therefore, the cartoon’s target audience is one that would be informed about the event. And if we have prior knowledge as we approach the cartoon, we are likely to have formed an opinion on the subject of the cartoon. Whether or not the cartoon is funny may therefore depend on whether or not our opinion matches the opinion of the cartoonist.)
8. Process Observer – Ask Process Observers to report on the progress of the group.
9. Analyzing Images – Have students bring out the drawing they created for last night’s homework, to accompany the article “Colors to Warn of Terror Risk.” Have them exchange these drawings with a partner. Now, tell them to fill out the **Political Cartoon Content Analysis** sheet for their partner’s drawing. Give them five minutes to complete this task.

10. Introduction to Project 2 – At the end of five minutes, call time. Have students return the drawing and give the Content Analysis sheet to the creator of the drawing. Ask them if their drawings contained all of the components specified on the **Political Cartoon Content Analysis** sheet. These components are what they will need to focus on, as they create their own political cartoons. Last night, they may not have been thinking of their drawings as a way to convey all the media components they have learned about. They may not have been thinking about their drawings as political cartoons at all. However, the project they are beginning today will be an opportunity for them to express their opinions in the form of a political cartoon. They may use their drawings from last night and modify them, or they may start fresh. Explain all of this to the students.
  11. Review Homework – Distribute the **Guidelines for Project 2: Political Cartoons** sheet. Tell the students that they will be working in class tomorrow to create their own political cartoons. They should think of a topic for the cartoon. It should be related to the topic of war and violence, the themes they have been exploring throughout the unit. They should select one aspect from this theme. They may want to choose gang violence, or terrorism, or student revolts, and so on. They will need to use images that can be manipulated in Photoshop, and can be found easily on the Internet. They may also choose to research and modify an existing political cartoon. Tonight, they should either save the image they will be using to a disk or write the web page where their image can be found. Tell them to use their remaining **Political Cartoon Content Analysis Sheet** to come up with ideas for their cartoon. They will fill out the sheet according to what they want to put in the cartoon tomorrow. In other words, use the sheet as a graphic organizer to prepare to create the cartoon. Then, complete Steps 1-4 on the **Guidelines for Project 2: Political Cartoons** sheet. (They may also wish to draw a rough draft of their cartoons, and begin to fill in the next step on the guidelines. This is up to them – remind them that they will only have the class period tomorrow to create the cartoons which is not a lot of time!) For homework, they must also return to *Malcolm X For Beginners*. Last night, they identified the target audience, message, and bias of the book. Tonight, they must imagine what the book would be like if it had a different message, target audience, and bias. They must write down the new message, target audience, and bias they are imagining. Then they must describe what *Malcolm X For Beginners* would look like with this new message, target audience, and bias. (For example, what would the book look like if the new target audience were African-Americans who were pacifists? What would the book look like if the new target audience were Anglo-Americans? Or people who were unfamiliar with the history of slavery in the United States? You are asking the students to examine the concept of multiple perspectives again, and to consider whether the truth they read in one text can be considered an authoritative version of the truth.) Tell them to write this entry next to the page where they wrote the information from last night's assignment.
  12. If there is time left in class, they may begin to fill out their **Political Cartoon Content Analysis** sheets now, and finish filling them out for homework.
  13. Remind students that tomorrow is a lab day, and they should meet in the Computer Lab.
- 

#### HOMEWORK

- 1) Complete the **Political Cartoon Content Analysis Sheet** for your own cartoon.
  - 2) Complete Steps 1-4 on the **Guidelines for Project 2** sheet.
  - 3) Define vocabulary words.
  - 4) Continue reading novels.
  - 5) Journal 9 – Imagine a different message, target audience, and bias for *Malcolm X For Beginners* and describe how the book would be different. (1 page)
- 

#### GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible for the **Political Cartoon Content Analysis** sheet. You must also help them generate ideas about the answer to the questions. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you for the **Political Cartoon Content Analysis** sheet. You must also write down the group’s answers to the questions. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to help your group members to present the information from the **Political Cartoon Content Analysis** sheet. You must also present the group’s answers to the questions. It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey their ideas, and that the presentation runs smoothly.

Process Observer – Your job is to observe how other members of your group work together. You must write down your thoughts about how your group members work together to generate ideas and make decisions about the content of the cartoon. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete

---

DOCUMENTATION FOR PORTFOLIO

**Unit 1**

Evaluation Essay #1  
Evaluation Essay #2  
Project 2  
Evaluation Essay #3  
Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation  
Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
Final Exam

**Unit 2**

Essay 1: War  
Essay 2: Communication  
Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5