NOTE: Today is a computer lab day. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 22 – Creating Political Cartoons
Do images or words tell the truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.8, W/O1.0-4
NETS for Students – 3, 4, 5, 6

MATERIALS

Political Cartoon Content Analysis Sheet – Student Page
Guidelines for Project 2: Political Cartoons – Student Page
Explanation of Tools – Student Page
Political Cartoon Rubric – Teacher Page
floppy disks
Computer Lab with Internet access

LESSON OBJECTIVES

- To identify and capture images for a political cartoon
- To write a caption that expresses ideas and opinions about an aspect of war or violence
- To use humor to convey these ideas and opinions
- To use the **Political Cartoons Content Analysis** sheet and the **Project Guidelines** to plan and create the political cartoon
- To demonstrate mastery of image processing skills

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. Initial Steps 1-3 in the **Guidelines for Project 2**.
2) Computer Protocol – Remind students of appropriate computer lab behavior. Computer monitors should be turned off until the teacher says to turn them on. Any students accessing web sites other than those approved by the teacher will be sent to the principal's office (or whatever suitable consequence you have predetermined). No food, gum, or drinks in the computer lab. And any other rules you have predetermined.
3) Daily Log – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Create Political Cartoons		1. Continue reading novels. 2. Draw a cartoon for *Malcolm X For Beginners* for the new target audience you imagined yesterday.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Directions – Ask students to take out their copy of the Photoshop handout **Explanation of Tools**. They should still have it in their binders from last quarter. Tell them that they can use it as a reference when they cannot

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remember exactly how to use Photoshop. If they cannot find this sheet and they still cannot figure out how to use the program, they should ask their peers for help. Finally, when all else fails, they can ask you for help. The idea is to help them toward autonomy by allowing them to struggle with a program because it is only when students are allowed to play and make mistakes that they learn. So today, you should be the last resort, not the first. Ask students to bring out their **Political Cartoon Content Analysis** sheets and their **Guidelines for Political Cartoons: Project 2**. Post the **Political Cartoon Rubric**. Briefly, review it with students so they will understand how they will be graded and they can set their sights on the grade they want to earn.

2. Saving – Remind students to save their work frequently. Tell them you will not be responsible for any work that is lost or deleted because they forgot to save or because they saved incorrectly. Tell the students to save the assignment to disk. This will allow you to view their cartoons in color. Also, they should be saving all of their projects and essays on disk or to the school network, because they will be using all of their work in their final project, the newspaper web page. If they are saving on to disk, you will need all of their disks of work so far for class tomorrow.

3. Political Cartoons – Tell students that they only have one class period to work on their cartoon, so they need to get right to work. They must complete Steps 4 through 7 on the **Guidelines for Project 2: Political Cartoons**. Remind them to get your initials along the way, as they complete the various steps.

4. Print and Save – Ten minutes before the end of the period, have students print out their work. You may want to divide the class up to have them print at different times. Remind them that this is proof the assignment was complete on time. It will also be part of their portfolio. Have them save their work, too.

5. Clean Up – At the end of the period, have students clean up their workstations, shut down their computers, and push in their chairs. Collect their disks and their hard copies. If there are any students who are not finished, have them work on it tonight (if they have access to a computer that has Photoshop) or make arrangements to use the school lab on their own time. If you are feeling generous, you may offer to open the lab for them at lunch and after school today so that they may finish their work.

6. Review Homework – tell students that, based on their journal entries the night before (how *Malcolm X For Beginners* would be different with a different target audience), they should draw a cartoon to reach that new target audience.

7. Remind students to meet in the computer lab tomorrow.

HOMEWORK

1) Continue reading novels.
2) Draw a cartoon for *Malcolm X For Beginners* for the new target audience you imagined yesterday.

GROUP ROLES

None

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

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

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Final Project Image
Final Exam

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