Want To Have Some Fun With Technology and Political Cartoons?

Dr. Susan A. Lancaster

Tennessee Education Technology Conference

TETC

Political and Editorial Cartoons In U.S. History

- Political cartoons are for the most part composed of two elements:

  caricature, which parodies the individual, and allusion, which creates the situation or context into which the individual is placed.

- Caricature as a Western discipline goes back to Leonardo da Vinci's artistic explorations of "the ideal type of deformity"-- the grotesque-- which he used to better understand the concept of ideal beauty

- Develop Cognitive Thinking and Higher Levels of Evaluation, Analysis and Synthesis
- Create Student Drawings and Interpretations
- Express Personal Opinions
- Real World Issues
- Authentic Learning
- Critical Observation and Interpretation
- Perspective
- Historical and Government Events
- Group Work
- Individual Work
- Current Events
- Sports Events
- Editorial Issues
- Foreign Language and Foreign Events
- Visual Literacy and Interpretation
- Warm-up Activities
- Writing Prompts

POLITICAL CARTOONS BY DAVID HORSEY

Jesse thGov

A good editorial cartoonist can produce smiles at the nation's breakfast tables and, at the same time, screams around the White House. That's the point of cartooning: to tickle those who agree with you, torture those who don't, and maybe sway the remainder.

http://www.newseum.org/horsey/

Why include Political Cartoons in your curriculum?

My goal was to somehow get the students to think in a more advanced way about current events and to make connections to both past and present

Tammy Sulsona

http://nieonline.com/detroit/cftc.cfm?cftcfeature=tammy

Cartoon Analysis

Level 1 Visuals Words   (not all cartoons include words)

List the objects or people you see in the cartoon.

Identify the cartoon caption and/or title.

Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

Record any important dates or numbers that appear in the cartoon.

Level 2 Visuals Words

Which of the objects on your list are symbols?

What do you think each symbol means?

Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

List adjectives that describe the emotions portrayed in the cartoon.

Level 3

Describe the action taking place in the cartoon.

Explain how the words in the cartoon clarify the symbols.

Explain the message of the cartoon.

What special interest groups would agree/disagree with the cartoon's message? Why?

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http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html

Bloom's Taxonomy

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

http://www.officeport.com/edu/blooms.htm

ANALYSIS

subdividing something to show how it is put together;

finding the underlying structure of a communication;

identifying motives;

separation of a whole into component parts

> What are the parts or features of...?
>
> Classify...according to...
>
> Outline/diagram...
>
> How does...compare/ contrast with...?
>
> What evidence can you list for...?

SYNTHESIS

creating a unique, original product that may be in verbal form or may be a physical object;

combination of ideas to form a new whole

> What would you predict/infer from...?
>
> What ideas can you add to...?
>
> How would you create/design a new...?
>
> What might happen if you combined...?
>
> What solutions would you suggest for...?

EVALUATION

making value decisions about issues;

resolving controversies or differences of opinion;

development of opinions, judgements or decisions

> Do you agree...?
>
> What do you think about...?
>
> What is the most important...?
>
> Place the following in order of priority...
>
> How would you decide about...?
>
> What criteria would you use to assess...?

Political Cartoons Throughout History

- Political cartoons began to appear in 1700 as a means of communicating political news and ideas to a broader audience.

- At that time the majority of people could not read.

- Political cartoons represented their only link to current political news and ideas.

- They have endured because they continue to present the ideas of the day in a succinct and entertaining format.

http://histpres.mtsu.edu/then/Documents/page9.html

- **Benjamin Franklin's "Join or Die", which depicts a snake whose severed parts represent the Colonies, is acknowledged as the first political cartoon in America.**

JOIN, or DIE.
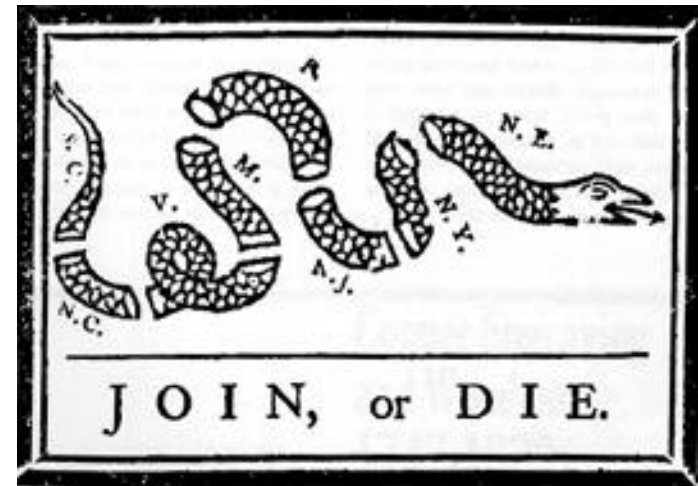
Marbury v. *Madison* (1803)

http://www.landmarkcases.org/marbury/cartoon.html

12
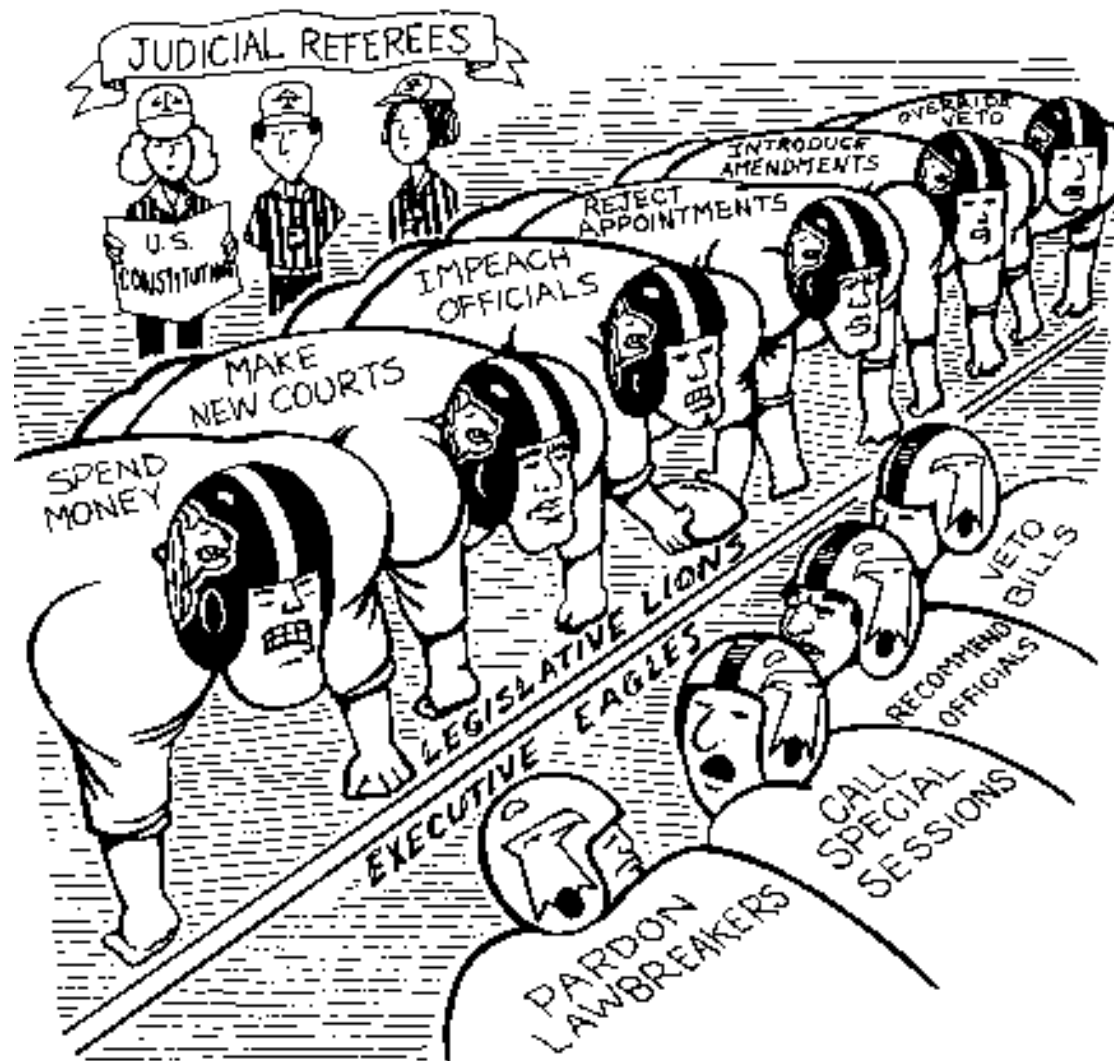
Marbury v. *Madison* (1803)

Political Cartoon Analysis

Analyze the cartoon in terms of its meaning related to the *Marbury* v. *Madison* case.

- What do you see in the cartoon? Make a list. Include objects, people, and any characteristics that seem to be exaggerated.

- Which of the items on the list from Question 1 are symbols? What does each symbol stand for?

- What is happening in the cartoon?

- What is the cartoonist's message?

- Do you agree or disagree with the message? Explain your answer.

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http://www.landmarkcases.org/marbury/cartoon.html

Thomas Nast

- In 1873, Nast used his *Harper's Weekly* cartoons to crusade against New York City's political boss William Magear Tweed, and he devised the Tammany tiger for this crusade.

- He popularized the elephant to symbolize the Republican Party and the donkey as the symbol for the Democratic Party, and created the "modern" image of Santa Claus.

- Thomas Nast's obituary in 1902, *Harper's Weekly* stated, "He has been called … the Father of American Caricature."

http://cartoons.osu.edu/nast/

Thomas Nast's Santa

"Santa Claus in Camp,"

Cover

Harper's Weekly,
January 3, 1863,

http://cartoons.osu.edu/nast/santa_claus.htm

Thomas Nast's Donkey

The donkey first appeared as a symbol for the Democratic Party in the 1830s when the Democrat Andrew Jackson was President. The donkey continued in American political commentary as a symbol for the Democratic Party thereafter.

"A LIVE JACKASS KICKING A DEAD LION."

And such a Lion! and such a Jackass!

Thomas Nast's Elephant
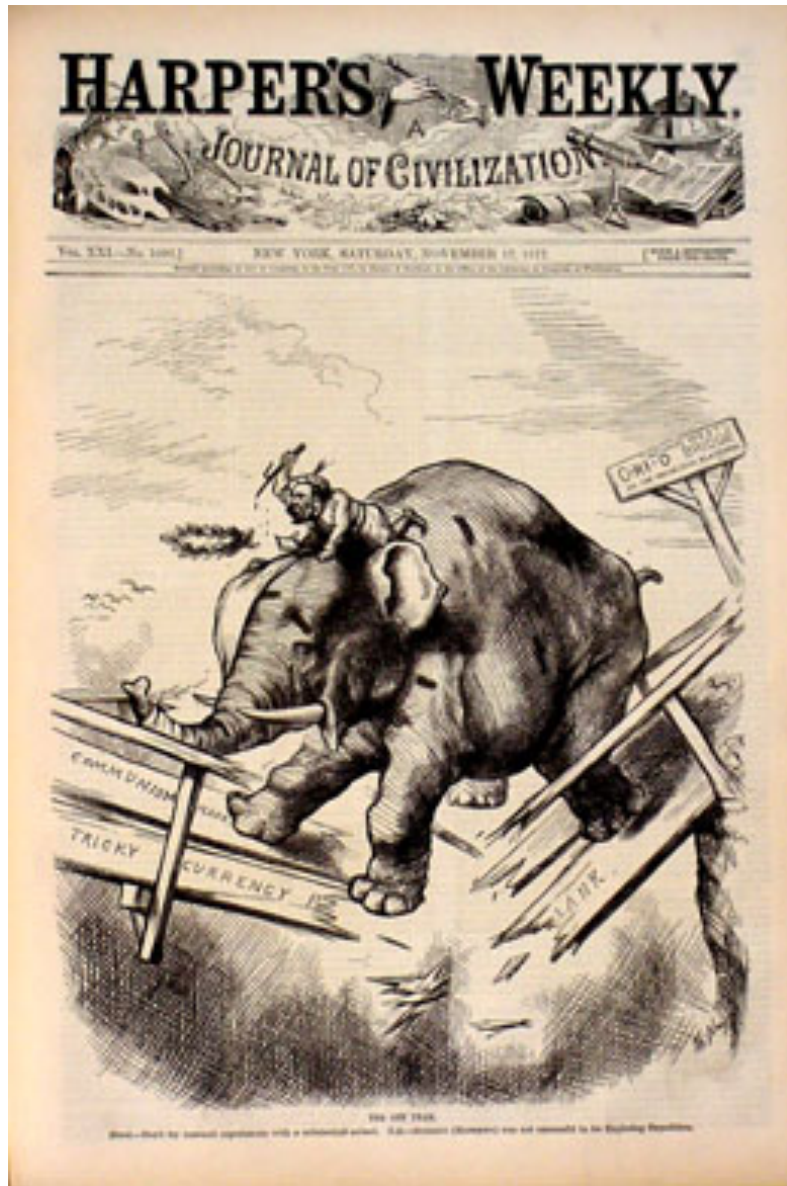
The elephant has been a symbol of strength since Roman times. It is believed that the first use by the Republican Party dates from a printer's cut of an elephant during Abraham Lincoln's 1860 presidential campaign.

Thomas Nast was a staunch Republican, and he deliberately chose the elephant as a symbol for his own Party because of the animal's great size, intelligence, strength, and dignity.

The elephant first appeared in his 1874 cartoon, "The Third Term Panic," which expresses fear that Grant would run for a third term as President. Nast continued using the elephant thereafter, and gradually it became the Republican icon as it was adopted by other cartoonists.
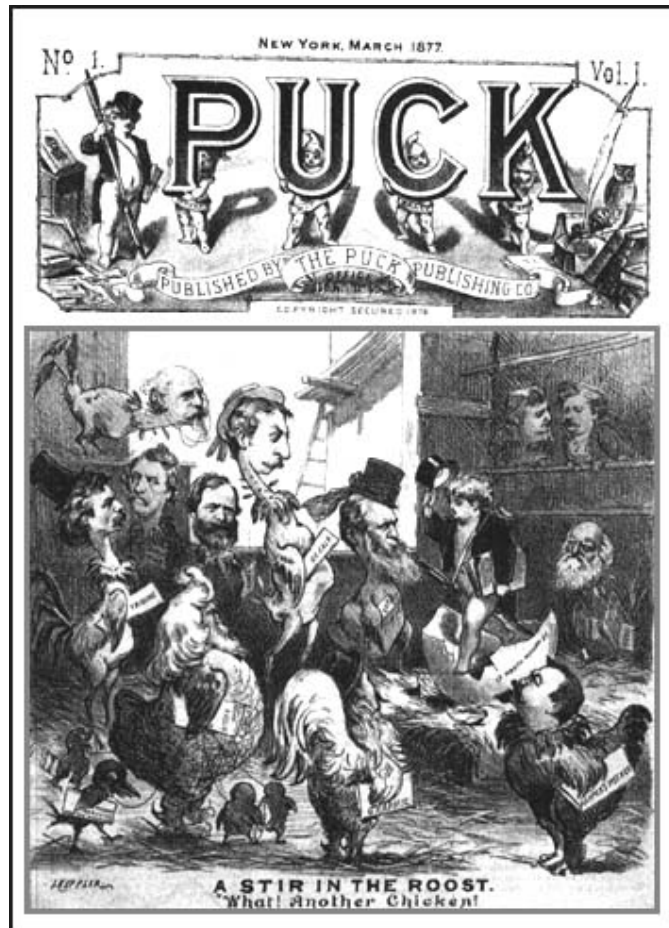
Puck

Building off of the person-oriented caricature, other small details in *Puck* usually regarded the transformation of certain objects into symbolic counterparts. Some of the cartoons look as if the main characters are about to be crowded out of the frame by the various and sundry symbols piled up around them;

18
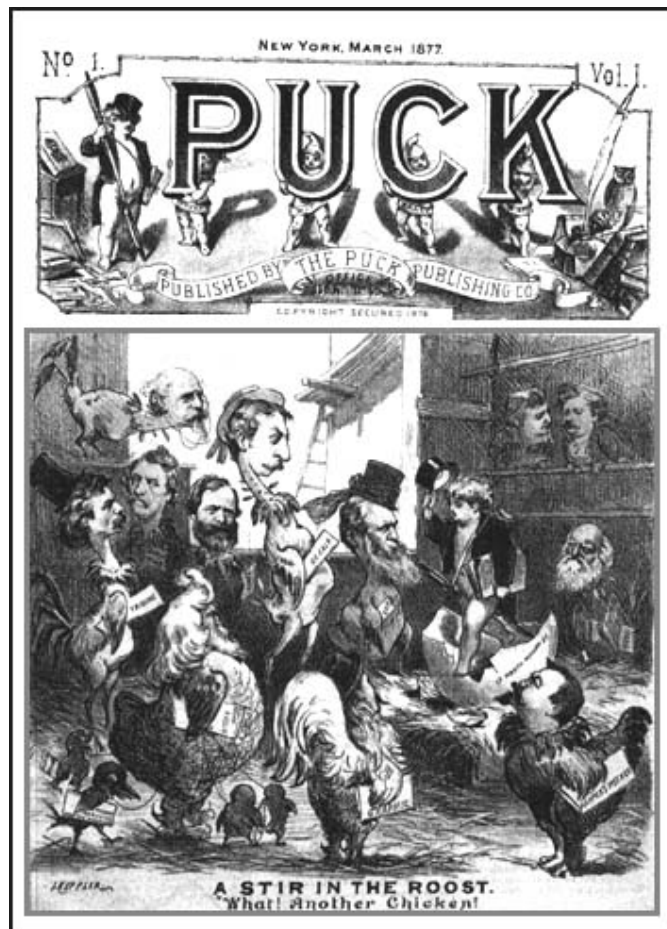
The rise of photography in the nineteenth century had a great deal of impact on the cartoons in *Puck*

"Our National Dog Show"
June 16, 1880

http://xroads.virginia.edu/%7EMA96/PUCK/322.jpg

19

The caricature of public men as different breeds of canine affords plenty of humor in itself: they are all of a similar non-human species, but they have each been endowed with peculiar personal traits by nature of their specific pedigrees
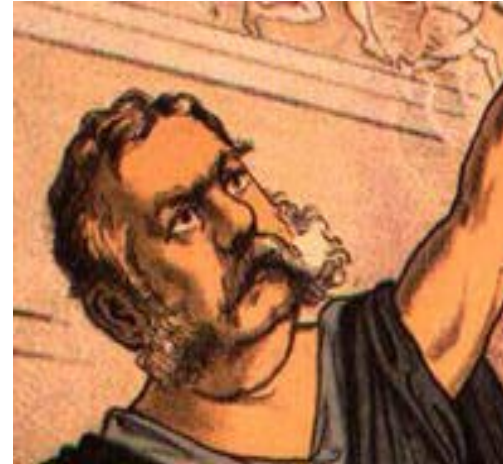
Caricatures

James A. Garfield (1881)

Chester A. Arthur (1881-1885)

Vocabulary of Political Cartoons

Vocabulary of Political/Editorial Cartoons

Editorial (political) cartoons are illustrations.

Editorial (political) cartoons are located in the editorial section, (sometimes called the Op-Ed section,) of newspapers.

Editorial (political) cartoons are designed to make the reader think about current issues and to sway the reader toward the cartoonist's point of view.

- **Editorial**   An article presenting an editor's point of view or opinion

- **Cynical**   Distrusting of people's motives

- **Symbol**   Something that stands for or represents something else

- **Caption**   Title of a Drawing or illustration

- **Personification**   Attributing human characteristics to animals or other objects

Exaggeration/Caricature: Overstating an aspect of a problem or exaggerating a person's physical features

Analogy: Comparing two things; for instance, directly or indirectly comparing a situation or event with a historical or fictional event

Irony: Contrasting (often humorously) between appearance or expectation and reality

Political Cartoons and the United States Presidency

Dr. Eric Roorda, Bellarmine University

BORN TO COMMAND.

OF VETO MEMORY.

HAD I BEEN CONSULTED.

KING ANDREW THE FIRST.

Andrew Jackson grew up in NC, moved to TN.

He was the first Democrat, elected in the first election when men without property could vote.

He used presidential power so much that critics accused him of ruling like a king. That was ironic, because Andy was the first president who was poor as a child and had little formal education. But he ignored the Supreme Court when it ruled in favor of the Cherokee Nation, and threatened war against SC over federal tax policy.

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Many political cartoons of the time made fun of Lincoln.

COLUMBIA DEMANDS HER CHILDREN!

Richmond 14 Jan 1863.

Some were really harsh!

Abe Lincoln grew up in IN and KY, then moved to IL. Like Jackson, he came from a poor family.

The first member of the new Republican Party to become president, he also used his power very vigorously during the Civil War, such as abolishing slavery.

THEODORE ROOSEVELT, PRESIDENT OF THE UNITED STATES

Theodore Roosevelt was the first urban president, born and raised in New York City.

After a period when the presidents were not very powerful, the next strong president was Teddy, who was a Republican (also called the Party of Lincoln or the GOP, for Grand Old Party).

He traveled widely in his youth, and was the first president to leave the country while in office, to Panama to see the Canal being built.

Three former or future presidents vied for the White House in 1912.

TR from NY, incumbent William Taft of OH, and Woodrow Wilson, who grew up in VA and moved to NJ. It was a close election, won by Democrat Wilson when TR's third party, the "Bull Moose" or "Progressive" party, split the Republicans, led by Taft. All three were fun to draw!

HOW THEY'RE ACTING — AND HOW THEY FEEL

26572

© 1999 J.N. "Ding" Darling Foundation

"Progressive" means using the government to solve social problems. Presidents of both political parties have been "progressive," putting federal authority to work for people. TR and WW were both very progressive, one GOP, the other Dem. Wilson had been a teacher and college president, and as Chief Executive, he tried to teach the world to behave peacefully. But his policies led to war in Haiti, the Dominican Republic, Mexico, and in Europe during WWI.

Wilson spent months in Paris during his presidency, negotiating the end of WWI. Herbert Hoover was the most widely traveled of the presidents during his career as a mining engineer, including periods spent living in China and Australia before he entered government service.

Hoover was the third Republican president in a row following Wilson. The stock market crash and Great Depression ruined his chances for re-election. He became identified with rich bankers…

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AN ORPHAN AT 10

PRESIDENT OF THE UNITED STATES AT 54

HOOVER

©1999 J.N. "Ding" Darling Foundation

…which was ironic, because Hoover, like Jackson and Lincoln, was very poor as a child. He grew up in a tiny shack in IA, was an orphan at the age of ten, yet made it to college at Stanford in CA.

He believed that government power should be used very sparingly, and that the "rugged individualism" of the Americans would lead them to help themselves and each other through hard times. His views changed, shown in cartoons by Iowan "Ding" Darling, his friend.

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JUS' MINDIN' HIS BUSINESS AND GOIN' ALONG!

FDR was the most progressive of all, in terms of laws passed. Like distant cousin Teddy, Franklin was a NY boy, but very rich!

Unlike Teddy, FDR was a Democrat, and he pronounced his name "rose-a-velt," not "roos-a-velt," like TR did. Franklin married Teddy's niece, Eleanor Roosevelt, who was the first strong First Lady since Dolly Madison.

Although he grew up in a mansion on the Hudson River and traveled around Europe as a teenager, FDR ID'd himself as a friend of "The Forgotten Man."

Breaking Down Economic Isolation

Franklin Roosevelt was also an internationalist, who tried to bring countries together in trade and peace pacts. But the economic isolation depicted here turned to war in Europe in 1939, so FDR was the first and last to run for a third, then a fourth, term in office.

"John Bull" is the British Uncle Sam!

FDR developed strong opinions about the British and German people during his bike tour at age 17.

Before and during WWII, FDR traveled around the world to meetings: Argentina, Canada, Egypt, Iran, and the Crimean Peninsula on the Black Sea in Russia.

Harry Truman from MO was the fourth different VP for FDR, who became president when he died.

Facing election on his own, the former haberdasher from Kansas City ran into trouble with Democrats in the South. Some of them formed a third party called the "Dixie-crats," with Strom Thurmond of SC as candidate. Truman won anyway.

"Tsk Tsk—Somebody Should Do Something About That"

CIVIL RIGHTS CRISIS

CHIEF

HERBLOCK
©1956 THE WASHINGTON POST CO.

4/3/56

Dwight Eisenhower from KS was one of six brothers who grew up on a farm in Abilene. He worked at a dairy to put his brother through college, then went to West Point himself.

Serving a career in the Army and rising to be the top general in Europe during WWII, "Ike" had never voted in his life when he ran for president! Both parties asked the great warrior to represent them in 1952!

The Civil Rights Movement gained momentum during his two terms. Although accused of inaction here, he enforced the Brown school integration ruling of the Supreme Court by sending troops into Little Rock, AK.

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John F. Kennedy from MA was the son of a man who became wealthy from illegal activities such as smuggling, who went on to be ambassador to England!

JFK hurt his back in a shipwreck during WWII, but he became a Democratic senator and then the first Catholic president.

World War Three almost began when he was president, in the famous Cuban Missile Crisis. He and Soviet premier Nikita Khrushchev are the subjects of this cartoon about the Cold War menace.

"OUR POSITION HASN'T CHANGED AT ALL"

VIET-NAM ESCALATOR

©1965 HERBLOCK
THE WASHINGTON POST

Lyndon Baines Johnson took over when JFK was killed. He was from TX, where his father was a failure as a farmer in the drought-prone hill region near Austin, but a success as a state legislator.

LBJ was a big man who could use his size and powerful personality intimidate people in "the Johnson treatment," towering over them as shown here.

He was a progressive, inspired by FDR. His "Great Society" package included civil rights laws that only a southerner could propose, and "War on Poverty" aid for Appalachian and urban poor.

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Richard Nixon was the first suburban president, growing up near Los Angeles, CA. He had trouble with his public image while serving as Eisenhower's VP. This 1954 cartoon accused him of Red Scare sewer politics for the GOP cause. After losing to JFK in 1960, he came back in 1968, when LBJ bowed out of the race due to the Vietnam War.


"HERE HE COMES NOW"

WELCOME

WELCOME

HERBLOCK
©1954 THE WASHINGTON POST CO.

After squeaking through in the violent, tight, 3-party election of 1968, Nixon won a landslide in 1972.

Nixon traveled widely as VP and President, including a historic visit to China. But he was never popular with the print press, and cartoonists had a field day with his long nose and heavy jowls. His morose expression got gloomier as the twin crises of Vietnam and the Watergate Scandal wrecked his presidency.

Once one of the most powerful presidents, he became the only one to resign, doing so in 1974.

"IT COMES OUT FUZZY"

COMMUNICATIONS REPAIR

©1978 HERBLOCK
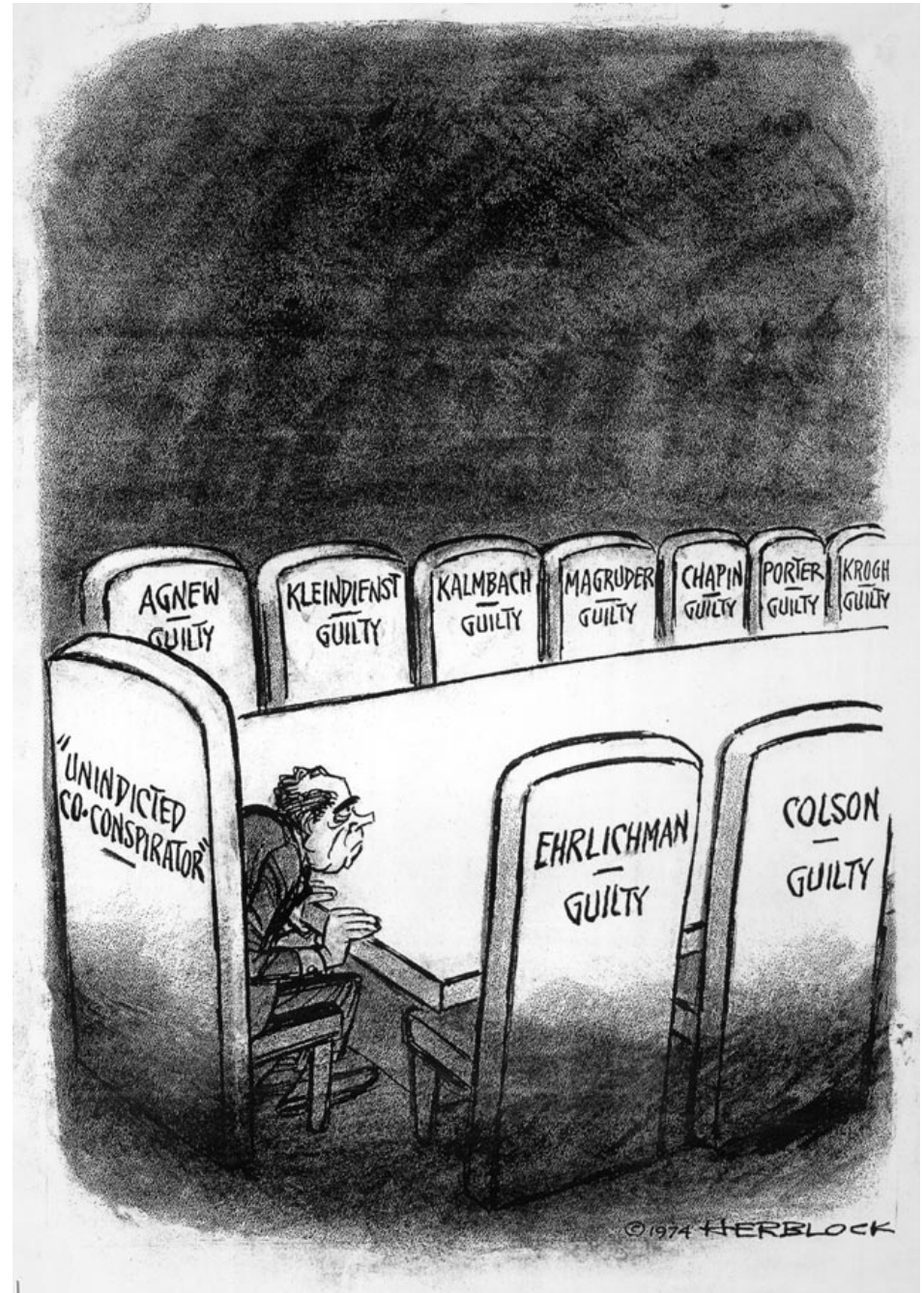
Jimmy Carter grew up in a small town in GA called Plains, where his family farmed peanuts. After a career in the Navy and as governor, he campaigned as an "outsider" in the wake of the Watergate scandal.

Nixon had been the first Republican to sweep the "Solid South" from the Democrats since the end of Reconstruction, but Carter won it back in the bicentennial election year of 1976. A weak though honest executive, Carter was doomed by the Iran hostage crisis.

Ronald Reagan grew up in small towns in IL before seeking his career as an actor in Hollywood. After performing in many movies and TV shows, he was elected governor of CA. Trained as a strong communicator, his style contrasted with Carter's low-key "fireside chats," which he borrowed from FDR.

Reagan was a strong president with a Republican Congress who served two terms. He was not a progressive, believing that private power was preferable to that of the government in solving problems.

©1987 HERBLOCK

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Political Cartoonists

Dr. Seuss

Dr. Seuss Went to War:
A Catalog of Political Cartoons
By

Theodor Seuss Geisel

http://orpheus.ucsd.edu/speccoll/dspolitic/

Society of Red Tape Cutters Elects Roosevelt

Note: 1942 Cartoon using the signature Dr. Seuss

Dr. Seuss (Theodor Seuss Geisel, 1904-1991) was a life-long cartoonist: in high school in Springfield, Massachusetts; in college at Dartmouth (Class of 1925); as an adman in New York City before World War II.

"Such nice boats we buy our leetle boy Benito . . . and so mean the big boys treat him over at the pond!"

Dr. Seuss

Cartoon using the signature Dr. Seuss

http://orpheus.ucsd.edu/speccoll/dspolitic/

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But for two years, 1941-1943, Seuss was the chief editorial cartoonist for the New York newspaper *PM* (1940-1948), and for that journal he drew over 400 editorial cartoons.

Buy United States Savings Bonds and Stamps

One Buck out of Every 10 !

ONE BUCK OUT OF EVERY 10!

The Buck (with the $ antlers) looks like a
familiar Dr. Seuss character

http://orpheus.ucsd.edu/speccoll/dspolitic/

Dr. Seuss drew a set of war bonds "cartoons" which appeared in many newspapers as well as in *PM*

INSURE YOUR HOME AGAINST HITLER!

Dr. Seuss

BUY WAR SAVINGS BONDS & STAMPS

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"AND NOW, THE POSSIBILITIES FOR THE NEXT ELECTION—

LATE RETURNS

Herb Block

Won three Pulitzer Prizes, died at 91 in 2001.

"IT COMES OUT [...]

©1978 HERBLOCK

©1987 HERBLOCK

VIETNAM ESCALATOR

©1965 HERBLOCK
THE WASHINGTON POST

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Pat Oliphant

No one is safe from the acid brush of Pat Oliphant, acknowledged by many as the nation's most influential political cartoonist. A master of what he calls "confrontational art," Oliphant spares neither the liberal nor conservative, sinner nor saint. As the most widely syndicated political cartoonist in the world and a winner of the Pulitzer, he produces work that is as visually stunning as it is metaphorically powerful.

http://www.ucomics.com/patoliphant/index.phtml
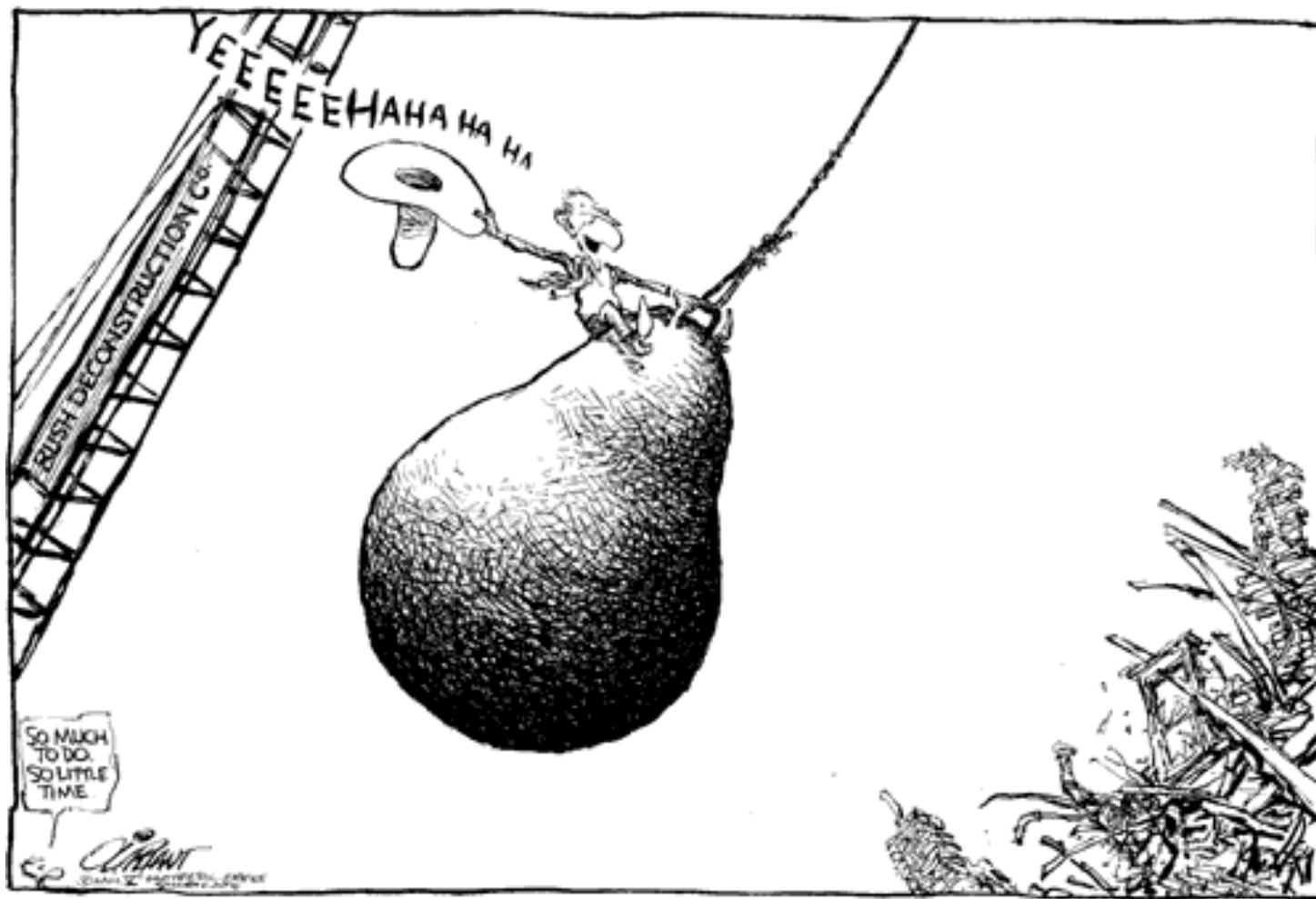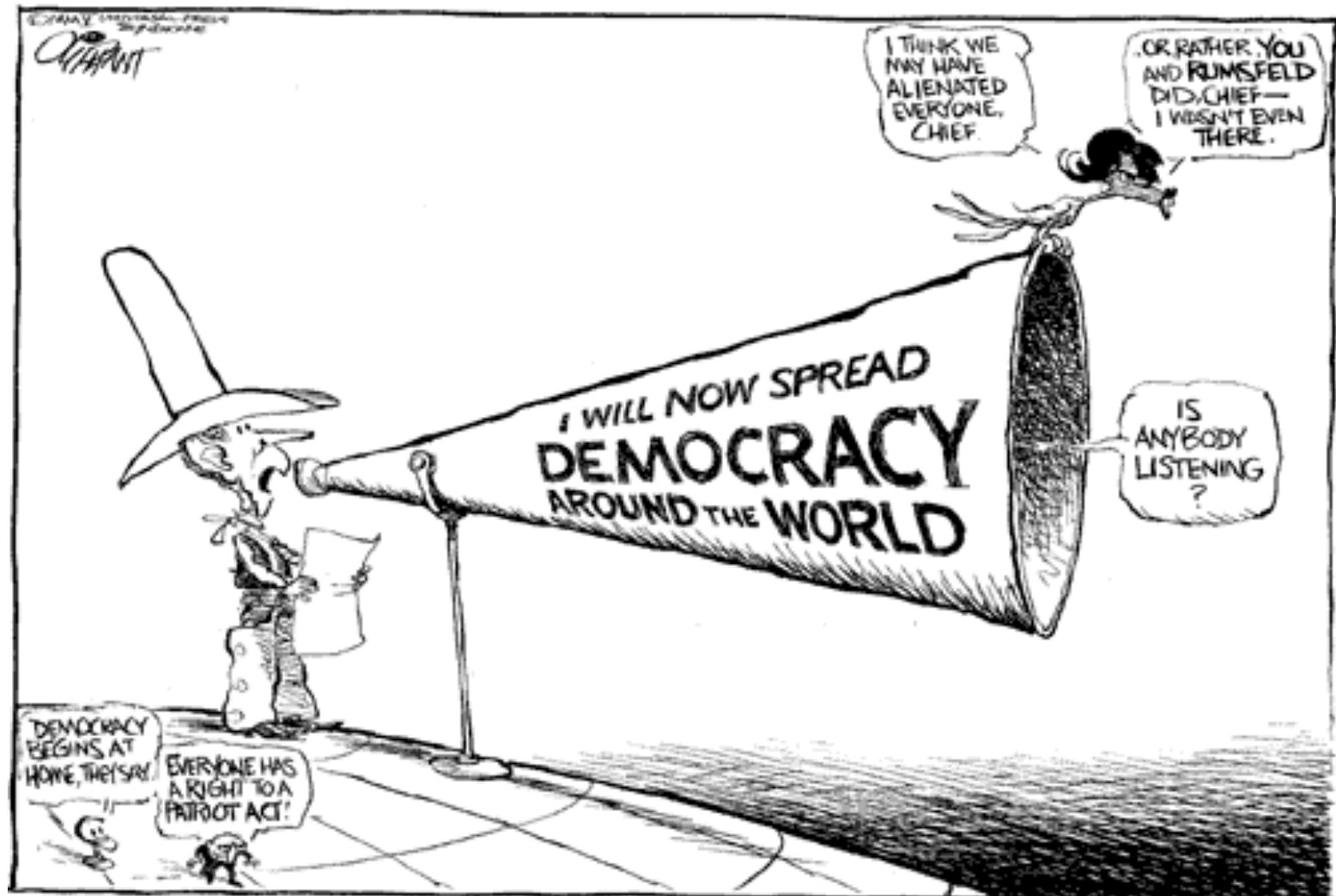
Pat Oliphant

- **Oliphant won the Pulitzer Prize for editorial cartooning in 1966 with this cartoon showing Ho Chi Minh, president of North Vietnam, carrying a dead Viet Cong soldier.**

Pat Oliphant

A Gallup Poll surveying the Democrats in the 1980 presidential campaign was released on December 11, 1979. It showed President Jimmy Carter ahead of Senator Edward Kennedy for the first time in two years

http://www.loc.gov/exhibits/oliphant/part1.html

Pat Oliphant

George Bush

The enviornmentalist as well as….

"Read my lips—No new taxes!"

http://www.loc.gov/exhibits/oliphant/part1.html

Pat Oliphant

1992

Independent presidential candidate Ross Perot

Pat Oliphant

During the 1992 election Clinton had been featured playing his saxophone on numerous occasions throughout the campaign

http://www.loc.gov/exhibits/oliphant/part7.html

The side comments by the Oliphant narrator

'. . . BUT FIRST, LET'S HEAR YOUR POSITION ON THE ALASKA PIPELINE AND INDEPENDENT GAS DISTRIBUTORS!'

The side comments by the Oliphant narrator

http://www.kingfeatures.com/features/comics/comics.htm

EDITORIAL CARTOONS

COMICS   EDITORIAL CARTOONS   COLUMNS   PUZZLES & GAMES   WEEKLY SERVICE

Featured

Jim Borgman   Ed Gamble   Mike Peters   Mike Shelton   Mike Smith

Stock Cartoons

Best and the Wittiest

Rex Babin   Scott Bateman   John Branch   Gary Brookins   Brian Duffy

David Hitch   Jeff Koterba   Jimmy Margulies   Rick McKee   Mike Ritter

Jim Borgman. Cincinnati Enquirer's PULITZER PRIZE winner, National Cartoonists Society's Best Editorial Cartoonist 4 times and NCS Reuben Award winner!

http://www.kingfeatures.com/features/comics/comics.htm

Ed Gamble, the first-ever editorial cartoonist for The Florida Times-Union in Jacksonville, knows how to make his point. The award-winning cartoonist has been nationally syndicated for more than 20 years

http://www.kingfeatures.com/features/comics/comics.htm

Mike Peters. Dayton Daily News' PULITZER PRIZE winner, National Cartoonists Society's Best Editorial Cartoonist two times and NCS Reuben Award winner!

Mike Shelton. Always conservative, from the Orange County Register

Mike Smith. Award-winning editorial cartoonist for the Las Vegas Sun

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More Political Cartoonists

ON LINE

- Style of the drawing

- The student can draw his/her own

- What the artist is trying to say

- How timely (Regionally appropriate, locally, nationally

- Analyze, evaluate, synthesize information

- Caption/no caption

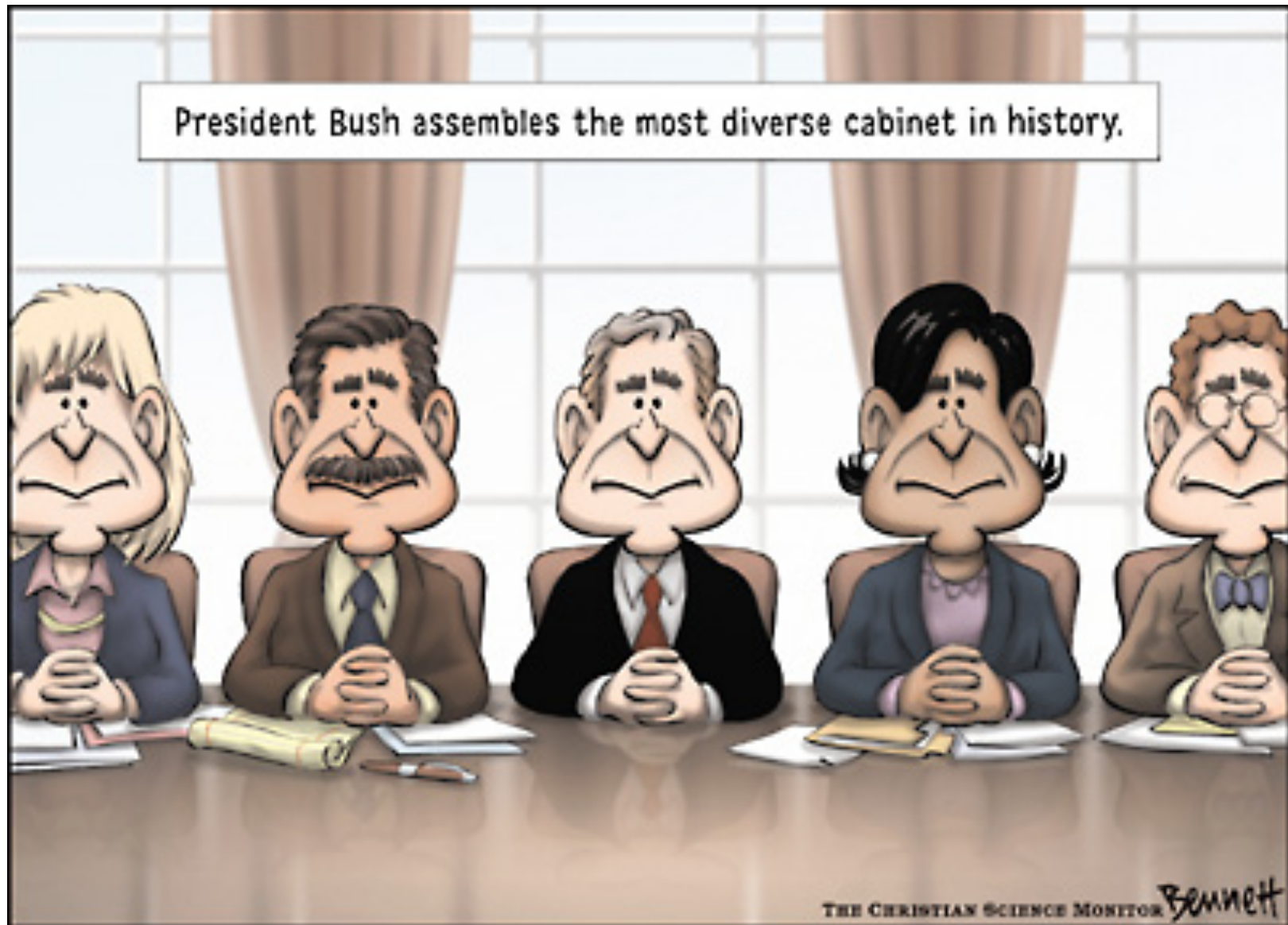- Non-readers of History

Favorite Editorial Cartoonists on line

Christian Science Monitor
Clay Bennett Cartoons

THE EDITORIAL CARTOONS OF CLAY BENNETT

http://www.csmonitor.com/news/clayLatest15Static.html
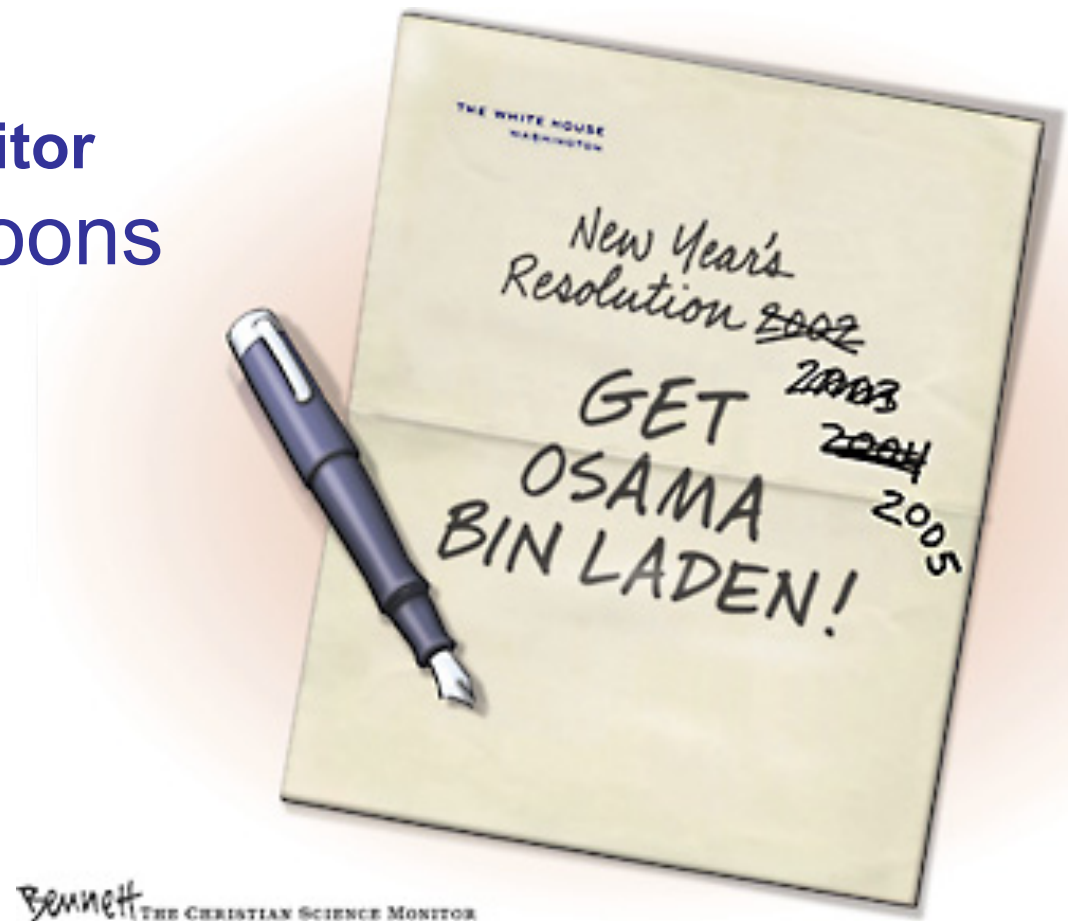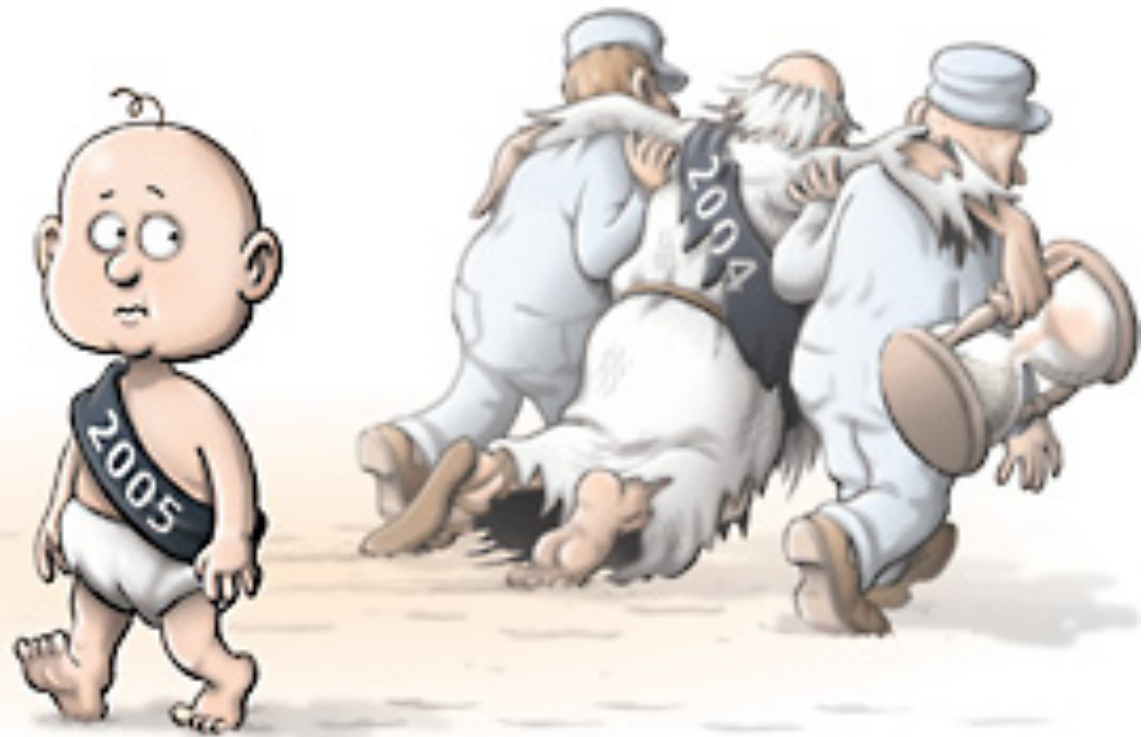
Bennett | THE CHRISTIAN SCIENCE MONITOR

http://www.csmonitor.com/news/clayLatest15Static.html

http://www.csmonitor.com/news/clayLatest15Static.html

Clay Bennett

- Born January 20, 1958 in Clinton, South Carolina. Growing up the son of a career army officer, he led a nomadic life, attending ten different schools before graduating in 1976 from S. R. Butler High School in Huntsville, Alabama.

  Served as editorial cartoonist for his college paper and managing editor of the alternative student newspaper while attending the University of North Alabama. Graduated in 1980 with degrees in Art and History.

- Worked as a staff artist for both the *Pittsburgh Post- Gazette* and *The Fayetteville (NC) Times* before accepting the editorial cartooning position with the *St. Petersburg Times* in 1981.

  Leaving the *Times* in 1994, he trained in computer graphics and digital animation to create fully animated editorial cartoons for the internet while continuing to produce print cartoons for syndicated distribution.

- In 1998 he joined the staff of *The Christian Science Monitor* where he produces five cartoons a week, all in full color.

Some of Clay Bennett's AWARDS:

Grand Prize,
2004 National Population Cartoon Contest

2004 National Headliner Award
for Editorial Cartoons

Finalist,
2003 Pulitzer Prize for Editorial Cartooning

2002 Pulitzer Prize for Editorial Cartooning

2002 Best Editorial Cartoons,
The National Cartoonists Society

2002 National Journalism Award,
Scripps Howard Foundation

2001 Sigma Delta Chi Award,
Society of Professional Journalists

First Place,
2001 John Fischetti Editorial Cartoon Competition

2001 Editorial Cartoonist of the Year,
Editor & Publisher Magazine

Finalist,
2001 Pulitzer Prize for Editorial Cartooning

2000 National Headliner Award
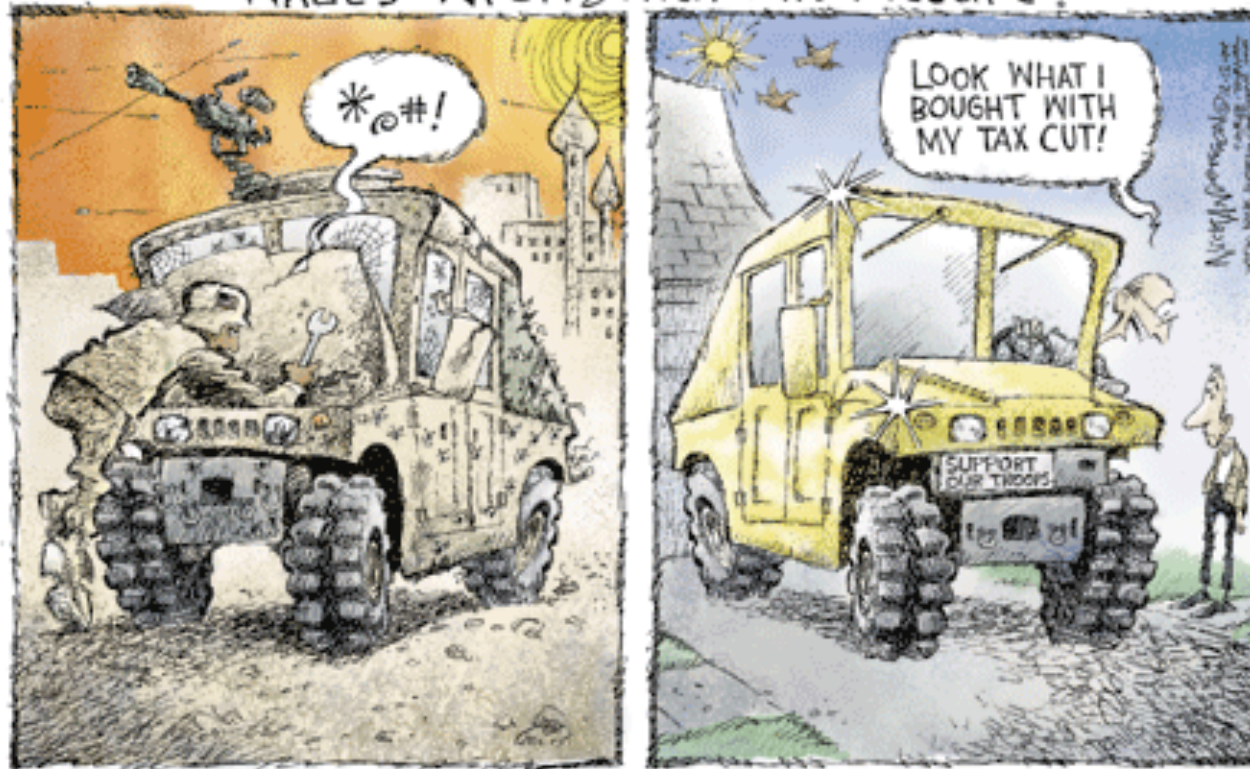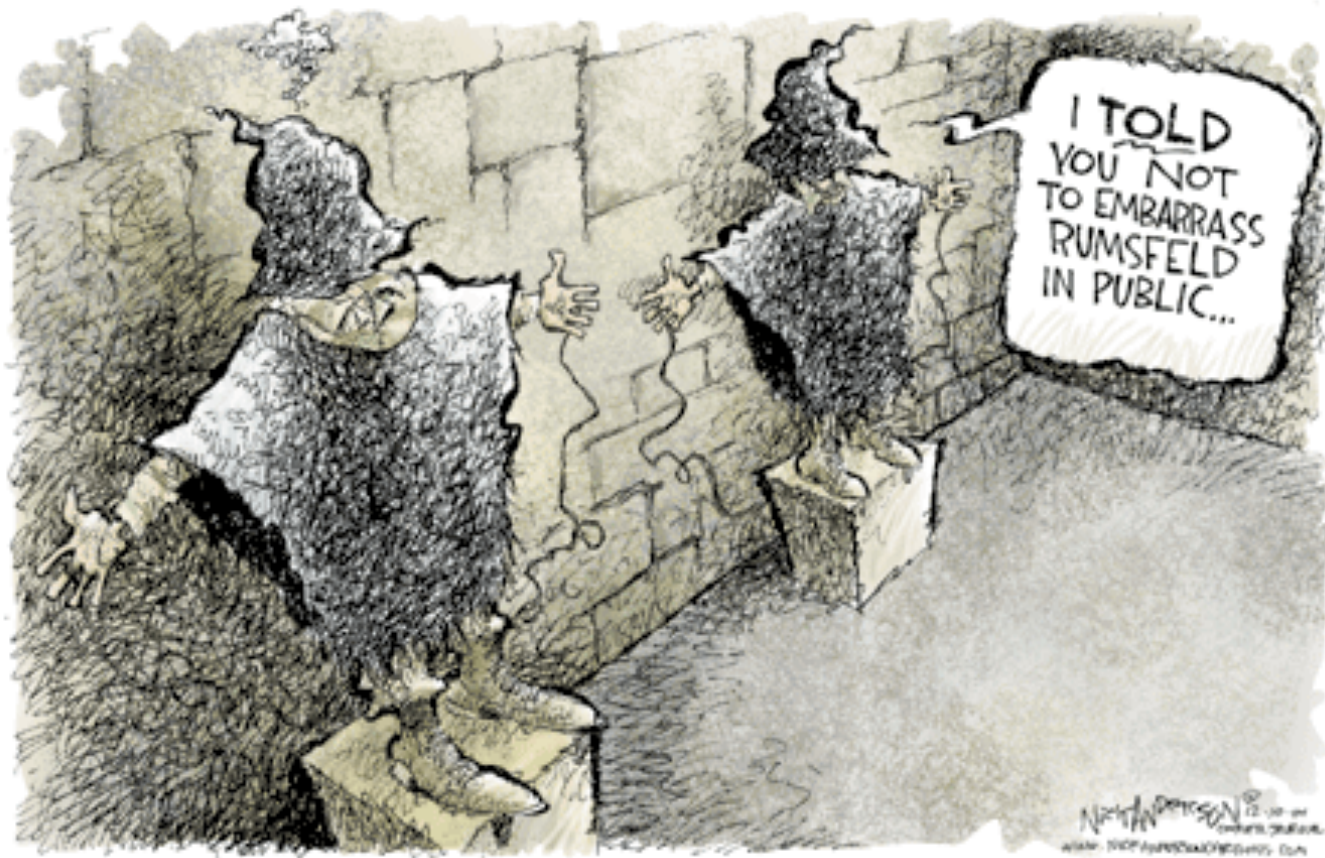for Editorial Cartoons

About Nick Anderson

- **The Washington Post Writers Group says, "Nick Anderson brings a fresh, youthful approach to editorial cartooning. His clean lines and classic style belie an unconventional message that carries wide appeal."**

- **Since joining the Louisville Courier-Journal in January 1991, a month after graduating from Ohio State, Anderson's cartoons have been published in Newsweek, The New York Times, The Washington Post, USA Today, and the Chicago Tribune.**

- **At Ohio State, Anderson majored in political science and was editorial cartoonist for the university newspaper.**

- He interned one summer with The Courier-Journal. After graduation, the newspaper created a position for him as associate editorial cartoonist and illustrator. He was promoted to chief editorial cartoonist in September, 1995

- Anderson, 34, grew up in Toledo, Ohio, in a family that was apolitical. At 15, he started drawing cartoons for his high school newspaper and immediately knew his calling.

- In his spare time, he enjoys mountain biking and kayaking. In 1988 he cycled across the country from Oregon to Massachusetts. He lives in Louisville with his wife Cecilia, and their sons Colton and Travis.

- His son's names are hidden in all of Nick's cartoons.

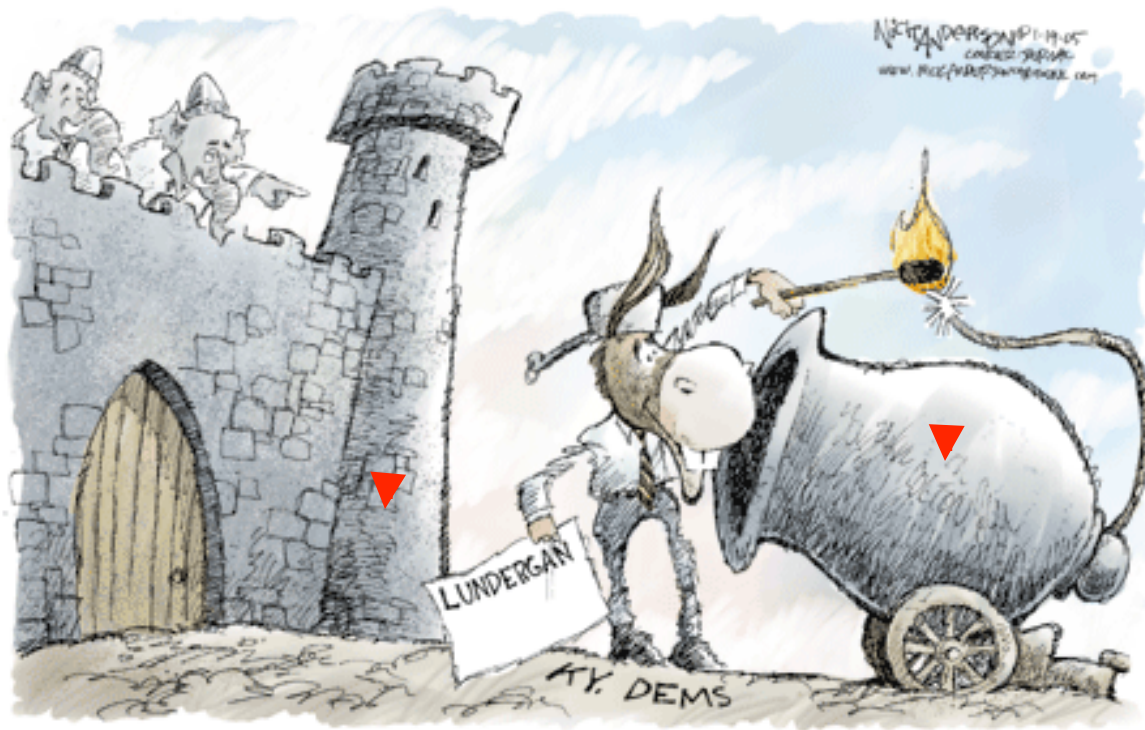http://cagle.slate.msn.com/politicalcartoons/PCcartoons/andersonNICK.asp

87
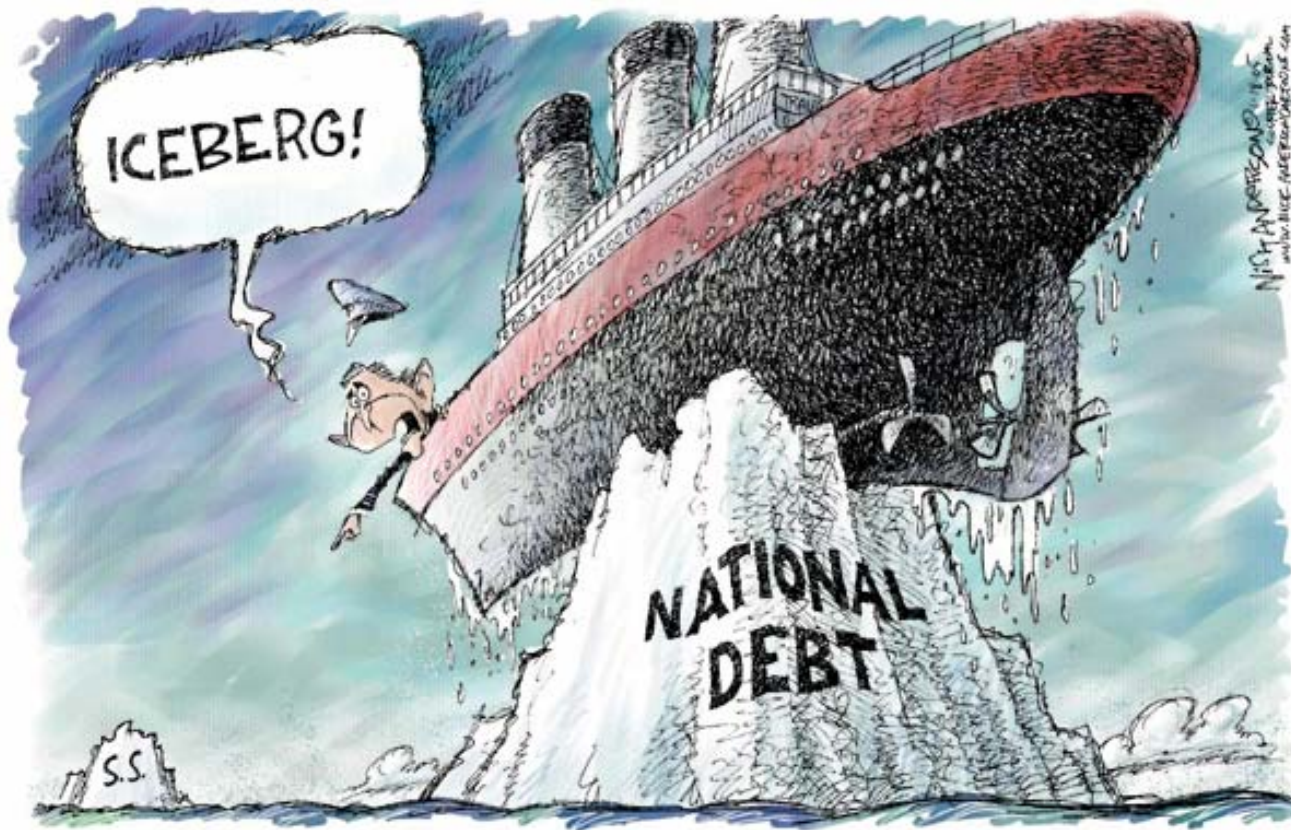
Travis and Colton

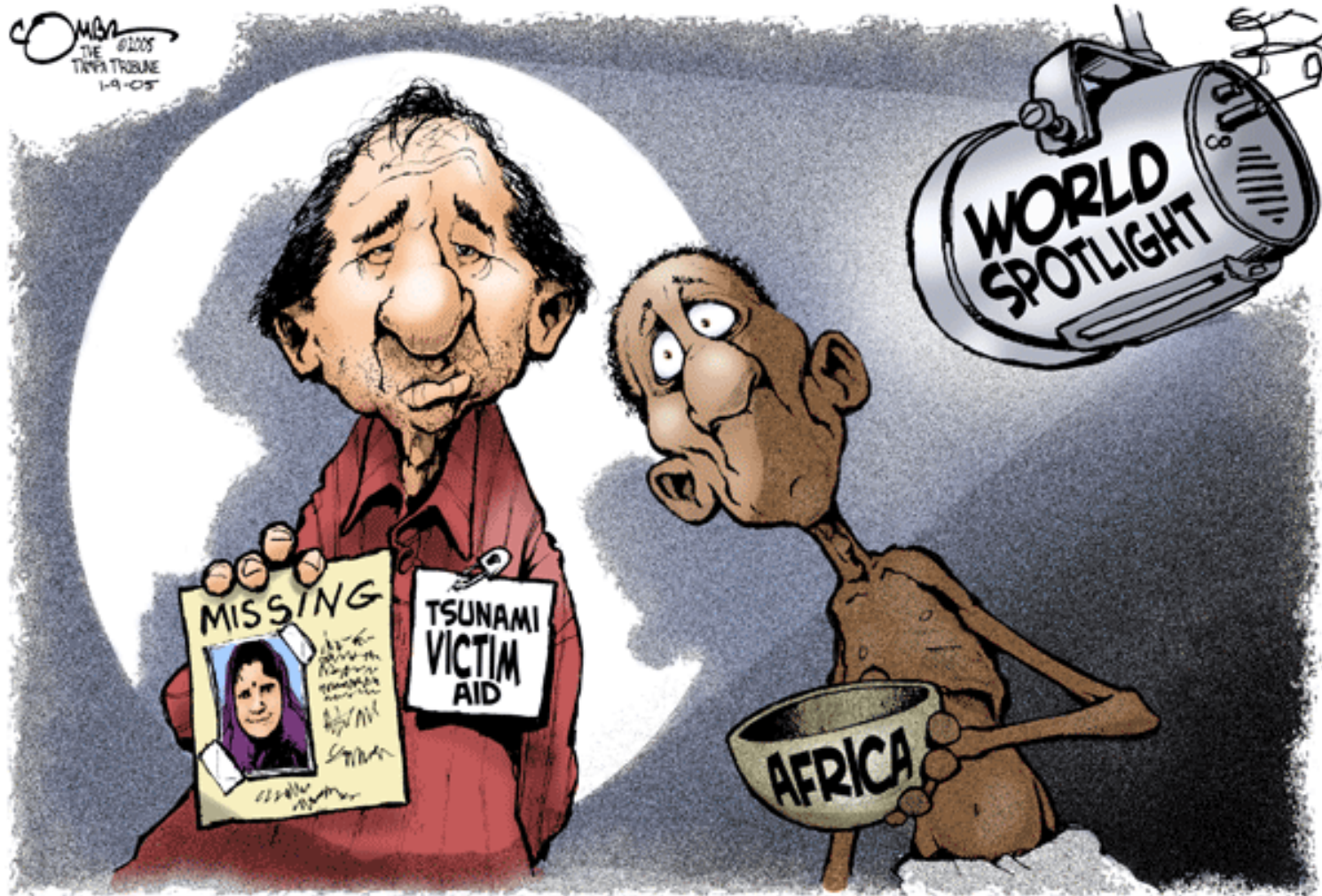# James Casciari - Award winning editorial cartoons from the Scripps Howard News Service

Paul Combs   Tampa Tribune

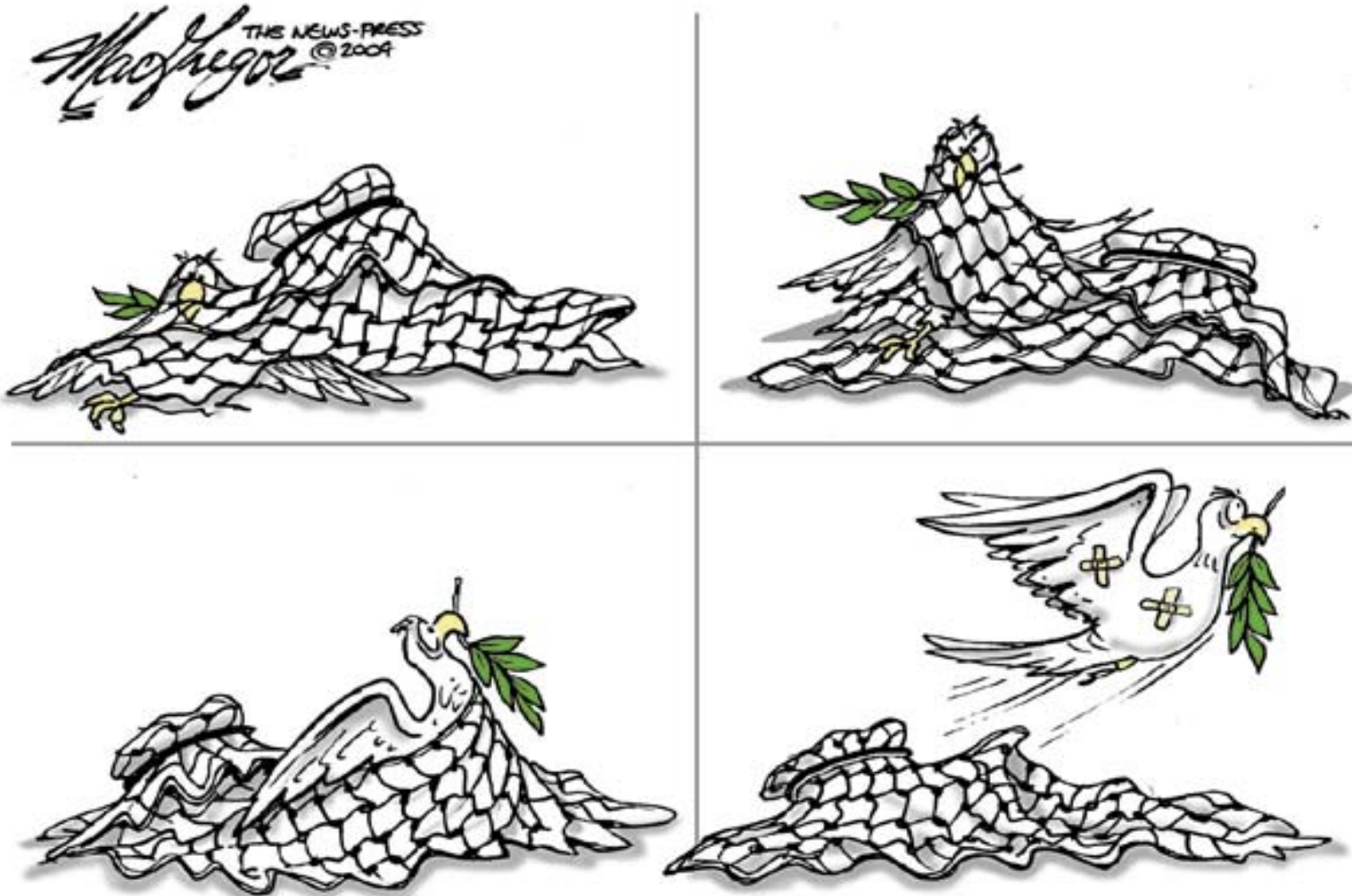http://www.cagle.com/politicalcartoons/PCcartoons/combs.asp

Doug MacGregor,
The Ft. Myers News-Press

http://www.cagle.com/politicalcartoons/PCcartoons/macgregor.asp

Jeff Parker, Florida Today

http://www.cagle.com/politicalcartoons/PCcartoons/parker.asp

Steve Kelley,
The New Orleans Times-Picayune

http://www.cagle.com/politicalcartoons/PCcartoons/PCbest2.asp

http://www.cagle.com/news/ClintonLibrary/1.asp
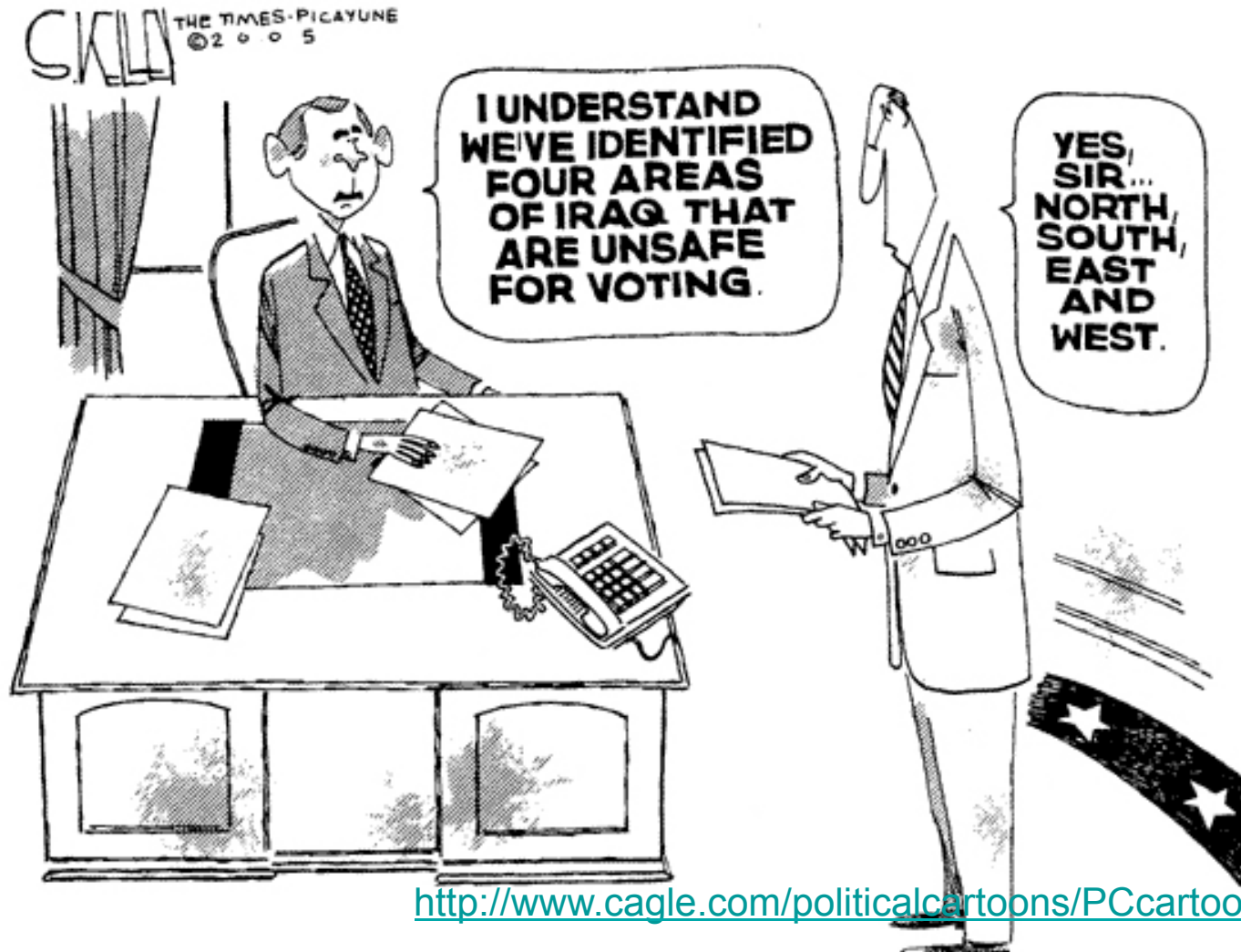
Additional Comments

At first students are critical because it requires them to think, later on their chores become interesting challenges. I believe teaching through editorial cartoons is the way to reach many students who will not read the textbook or a newspaper.

http://nieonline.com/detroit/cftc.cfm?cftcfeature=feedback

Bloom's Taxonomy

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

http://www.officeport.com/edu/blooms.htm

ANALYSIS

subdividing something to show how it is put together;

finding the underlying structure of a communication;

identifying motives;

separation of a whole into component parts

> What are the parts or features of...?
>
> Classify...according to...
>
> Outline/diagram...
>
> How does...compare/ contrast with...?
>
> What evidence can you list for...?

SYNTHESIS

creating a unique, original product that may be in verbal form or may be a physical object;

combination of ideas to form a new whole

> What would you predict/infer from...?
>
> What ideas can you add to...?
>
> How would you create/ design a new...?
>
> What might happen if you combined...?
>
> What solutions would you suggest for...?

EVALUATION

making value decisions about issues;

resolving controversies or differences of opinion;

development of opinions, judgements or decisions

> Do you agree...?
>
> What do you think about...?
>
> What is the most important...?
>
> Place the following in order of priority...
>
> How would you decide about...?
>
> What criteria would you use to assess...?

http://www.officeport.com/edu/blooms.htm

Garner's Multiple Intelligences

Linguistic: syntax, phonology, semantics, pragmatics

Musical: pitch, rhythm, timbre

Logical mathematical : number, categorization, relations

Spatial: accurate mental visualization/transformation of images

Bodily kinesthetic: control of one's own body, control in handling objects

Interpersonal: awareness of others' feelings, emotions, goals, motivations

Intrapersonal: awareness of one's own feelings, emotions, goals, motivations

Naturalist: recognition and classification of objects in the environment

http://zelenskidesigns.com/technology.htm

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MarcoPolo   http://www.marcopolo-education.org

Internet Content for the Classroom

MarcoPolo provides the highest quality, standards-based Internet content and professional development to K-12 teachers and students throughout the United States.

Partner Developed Content

ARTSEDGE (The Kennedy Center / marcopolo)

1. Drawing **Political Cartoons**
   Note: Click above to connect directly to this resource.
   The purpose of using **political cartoons** is to develop both factual knowledge and interpretive skills. In this lesson, from ARTSEDGE, students explore background information on current events, analyze a **political cartoon** or drawing, and then create a polit...
   Grade: 9 | 10 | 11 | 12   Display Full Record

EconEdLink (National Council on Economic Education / marcopolo)

2. **Political Cartoon** Questions
   Note: Click above to connect directly to this resource.
   This student interactive accompanies the EconEdLink lesson titled "One is Silver and the Other's Gold." This activity has students answer questions about a **political cartoon**. In the lesson, students learn about the money supply and that it...
   Grade: 6 | 7 | 8 | 9 | 10 | 11 | 12   Display Full Record

read·write·think (International Reading Association / NCTE / marcopolo)

3. Boston Tea Party
   Note: Click above to connect directly to this resource.
   This calendar entry, from ReadWriteThink, focuses on the Boston Tea Party. Two hundred and thirty years ago, a group of angry colonists disguised themselves as Native Americans and dumped tea into the Boston Harbor in an act of defiance to the British Gov...
   Grade: All   Display Full Record

EDSITEment (NATIONAL ENDOWMENT FOR THE HUMANITIES / marcopolo)

4. The Campaign of 1840: The Democrats, the Whigs, and the Issues
   Note: Click above to connect directly to this resource.
   This lesson plan from EDSITEment introduces students to the personalities and issues behind the 1840 American presidential campaign, called "the first modern campaign." Students investigate the differences between the Whigs and Democrats and con...
   Grade: 9 | 10 | 11 | 12   Display Full Record

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Drawing Political Cartoons

Lesson Overview:

   The purpose of using political cartoons is to develop both factual knowledge and interpretive skills. Students must have background information before they can analyze a political cartoon or drawing, so it is easiest to teach this skill using a current event. Once the students have mastered the analysis of current events, they should able to approach similar tasks with historical cartoons and drawings.

Length of Lesson:

   Four 45-minute periods

Instructional Objectives:

Students will:

• **analyze visual and language clues to determine the meaning of contemporary and historical political cartoons.**

• **create a political cartoon based on a current event.**

http://www.artsedge.kennedy-center.org/content/2100/

Instructional Plan:

Introduction

- Read the following quote to the class:

  "A cartoonist is a writer and artist, philosopher, and punster, cynic and community conscience. He seldom tells a joke, and often tells the truth, which is funnier. In addition, the cartoonist is more than a social critic who tries to amuse, infuriate, or educate. He is also, unconsciously, a reporter and historian. Cartoons of the past leave records of their times that reveal how people lived, what they thought, how they dressed and acted, what their amusements and prejudices were, and what the issues of the day were." (Ruff and Nelson, p. 75)

- Tell students that they will be creating a political cartoon based on a current event, providing them with their own opportunity to leave a record of their time.

In one of Charles Schulz's *Peanuts* strips, Lucy announces that she's going to be a political cartoonist "lashing out with my crayon." Just as Charlie Brown asks the subject of her work, she strikes the paper with such a bold stroke that it snaps her crayon in half. "I'm lashing out," she says, "at the people who make these stupid crayons."

http://www.loc.gov/rr/print/swann/herblock/cartoon.html

The following are suggestions for analyzing cartoons:

- Every cartoon should be placed in a historical and geographical context (i.e., time and place).

- All personalities represented in a cartoon should be identified.

- Cartoon analysis should finish with a description of the overall message of the cartoon.

- Students must be taught how to interpret symbols, the visual clues sent out from the cartoon, as well as how to interpret captions, the verbal clues sent out from the cartoon.

- Students need to pay attention to size and placement of people, objects, symbols, and writing on the cartoon.

- Teachers should select cartoons according to the students' knowledge and ability level.

- Teachers should get the class to brainstorm ideas to evoke different responses. Divergent answers should be accepted. Interpretation must be open-ended.

Rubric for
Student Created Political Cartoon

	Needs Work	**Satisfactory**	**Strong**
Context	Cartoon reflects today's society	Cartoon reflects a controversial issue in today's society.	Cartoon reflects the complexities of a controversial issue in today's society.
Caption	Title's connection to the design and issue is unclear.	Title is related to the design and issue.	Title is related to design and provides a clear verbal clue about meaning and issue.
Design	Work incorporates design elements in a limited fashion.	Work incorporates at least two important elements of political cartoon design.	Work incorporates three or more design elements as visual clues about the meaning of political cartoons
Oral Presenta-tion	Discusses cartoon in a general way.	Articulates both the context and design elements of cartoon	Presents a synthesis of issues and identifies how the elements contribute to meaning.

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Targeted Standards:

The National Standards For Arts Education:

Visual Arts (9-12)
Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts (9-12)
Standard 6: Making connections between visual arts and other disciplines

Other National Standards:

Historical Understanding IV (9-12) Standard 1: Understands and knows how to analyze chronological relationships and patterns

Historical Understanding IV (9-12) Standard 2: Understands the historical perspective

Political Cartoons: Introduction to Symbols

- Discuss why symbols are used and why they are effective

- The students will decide together what the actual meaning of each symbol is.

- The students can then show their knowledge through a group project where they develop their own cartoons

http://www.trumanlibrary.org/whistlestop/teacher_lessons/cartoon_symbol.htm

- Divide students into groups and have them examine political cartoons at

- [1948 Campaign Political Cartoons](http://www.trumanlibrary.org/whistlestop/teacher_lessons/cartoon_symbol.htm).

- Make a list of the symbols used in these cartoons. Have each group discuss what they think the symbols mean

http://www.trumanlibrary.org/whistlestop/teacher_lessons/cartoon_symbol.htm

Franklin Delano Roosevelt's Deception: Was It Successful? You Decide!

FDR Cartoons

Waiting For the New Deal	Foreign Relations	The First One-Hundred Days	Farm Issues
Alphabet Soup			Supreme Court Reform 1937
Downloading Cartoons			The War Years 1942
The War Years 1943			The Road To Pennsylvania Avenue

http://www.nisk.k12.ny.us/fdr/FDRcartoons.html

- **Overview: By viewing historic photos and political cartoons, students will examine the success of FDR's attempts to hide the extent of his physical disability.**

- **Student Activity: After presenting the above introduction, explain to the students that they are to work in groups of three or four and come to a group consensus regarding whether FDR was successful or unsuccessful in concealing the extent of his disability from the American people. They will do this by examining the large collection of historic photos and political cartoons available on the Internet**

- **After coming to their conclusions, they will choose two photos and two political cartoons that they believe provide the best evidence to support their position. Each group will present their photos and cartoons along with an explanation, to the rest of the class.**

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EDITORIAL CARTOONS

http://www.comics.com/categories/index.html

Brian Adcock
Robert Ariail
Best of Latin America
Chuck Asay
Steve Benson
Chip Bok
Daryl Cagle
Cam Cardow
Patrick Chappatte
M.E. Cohen
John Cole
Bill Day
Bob Englehart
Brain Fairrington

Jerry Holbert
Sandy Huffaker

Etta Hulme

Mike Keefe
Mike Lane
Mike Lester

Drew Litton
Mike Luckovich
Vince O'Farrell
Jeff Parker
Henry Payne
Stephane Peray
Dan Reynolds
Rob Rogers
Bill Schorr
Jeff Stahler
Ed Stein
Paul Szep
Tab
Gary Varvel
Monte Wolverton
Larry Wright

A Sampling of Political Cartoons Online

Lesson Plans and Resources For Teachers

Grades K-12

TEACHERS GUIDE!
http://www.cagle.com/teacher/

National Archives
http://www.archives.gov/digital_classroom/
lessons/analysis_worksheets/cartoon.html

Newspapers in Education
http://nieonline.com/detroit/cftc.cfm

http://www.cagle.com/politicalcartoons/main.asp

Canadian Artists

Aislin
Montreal Gazette
Bado
Journal LeDroit/Ottawa
Cameron Cardow
Ottawa Citizen
Patrick Corrigan
Toronto Star
Gary Clement
National Post, Toronto
Dale Cummings
Winnipeg Free-Press
Michael DeAdder
Halifax Daily News
Tim Dolighan
Canada Freelance
Andy Donato
Toronto Sun

WorldWide Artists

Brian Adcock
Scotland
Wolfgang Ammer
Vienna, Austria
Anjomrooz Sepideh
Tehran, Iran
Arcadio Esquivel
San Jose, Costa Rica
Ares
Latin America
Ross Bateup
Adelaide, Australia
Fritz Behrendt
Netherlands
Joep Bertrams
Amsterdam, Netherlands
Bleibel
Beirut, Lebanon

American Artists

- **Lalo Alcaraz**
L.A. Weekly
Eric Allie
Pioneer Press (IL)
Kirk Anderson
St Paul Pioneer Press
Nick Anderson
Louisville Courier-Journal
Chuck Asay
Colorade Springs Gazette
Robert Ariail
The State, SC
Rex Babin
Sacramento Bee
Pat Bagley
Salt Lake Tribune, UT

- **Scott Bateman**
National/Freelance
Bruce Beattie
Daytona News-Journal
Clay Bennett
Christian Science Monitor
Steve Benson
Arizona Republic
Randy Bish
Pittsburgh Tribune-Review
Chip Bok
Akron Beacon-Journal
John Branch
San Antonio Express-News

- **Steve Breen**
San Diego Union-Tribune
Chris Britt
State Journal-Register
Gary Brookins
Richmond Times-Dispatch
Jonathan Brown
Deseret News, Utah
Daryl Cagle
Slate.com
James Casciari
Scripps Howard
Ken Catalino
National/Freelance

- **David Catrow**
Springfield News-Sun
M. e. Cohen
National/Freelance
John Cole
Durham Herald-Sun
Paul Combs
Tampa Tribune
Paul Conrad
Tribune Media Services
J.D. Crowe
Mobile Register
Tom Curry
Alpine Observer, TX
Jeff Danziger
Miami Herald

Teacher Guide!

http://www.cagle.com/teacher/

Grades 6 through 8 / Lesson Plans
www.cagle.com/teacher

Objectives: Students will be able to better understand the importance of current events.

Materials: Computer lab with internet access-1 station per 2 students

Activities: Explore significant events from the news through an investigation of editorial cartoons.

Direct students to log onto interent & proceed to www.cagle.com & select editorial cartoons contents page from the left hand navigation column then select editorial cartoons:

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TEACHERS GUIDE!   http://www.cagle.com/teacher/

This is the Teachers' Guide for using the
Professional Cartoonists Index web site in your classes. We
have developed lesson plans for using the editorial cartoons
as a teaching tool in Social Sciences, Art, Journalism and
English at all levels --click on the icons to the left to visit our
lesson plans.

We're working with our friends at ClassBrain to create new
daily lesson plans. We will feature five new cartoons each
week, often with comments by the cartoonists who drew the
cartoons. Click on the arrow to scroll through the five cartoon
lesson plans. Teacher's are welcome to print these cartoons
out for use in their classrooms --you dont have to ask for
permission. We may give you permission to republish these
cartoons in your publications also, contact cari@cagle.com.

Lesson plans
http://nieonline.com/detroit/cftc.cfm

Elementary (K-4)
Middle (5-8)
Secondary (9-12)
Current events
Geography Quiz
Detroit Pop Quiz
Quiz Archive
Today in history
Cartoons for the Classroom

Cartoons for the Classroom

Presented in cooperation with the Association of American Editorial Cartoonists (AAEC)

- http://nieonline.com/detroit/cftc.cfm

Current Events Project #1

By Artist - Mike Lester, The Rome News-Tribune
Project - Sarah Lane & Cynthia Kirkeby

Dec 21, 2004

In a move that sparked many a raised eyebrow the Federal Communications Commission (FCC) will examine the ban on using cellular telephones on airborne aircraft. They will explore technical options for permitting controlled use of cellular handsets and other wireless devices on airborne aircraft as a means to increase communications options available to the travelling public, as well as public safety personnel.

The FCC currently requires all cellular handsets to be turned off once an aircraft leaves the ground to avoid interfering with terrestrial cellular systems. The Federal Aviation Administration (FAA) restricts the use of mobile telephones and other portable electronic devices on aircraft.

Do you think this is a good idea? Why or why not?

What's the most annoying thing anyone has ever done on an aircraft while you were flying?

If the Commission were to relax the current ban, what would be the advantages?

What would be the disadvantages?

Is airborne connectivity or communication options for wireless users a priority for you?

Do you think this change will actually go into effect? If so, when?

Sites to See

Federal Communications Commission (FCC)

Federal Aviation Administration (FAA)

- Students will look at all editorial cartoons on all the pages & record all the events depicted. Can be done individually or in pairs.

- Students will write a general description of cartoons for which they are not aware of a specific event.

****

- Compare & contrast the lists generated
- Homework: Write about the significance of one of the events depicted in the editorial cartoons.
- Evaluation: Assess comprehension of the events depicted through discussion & written assignment.
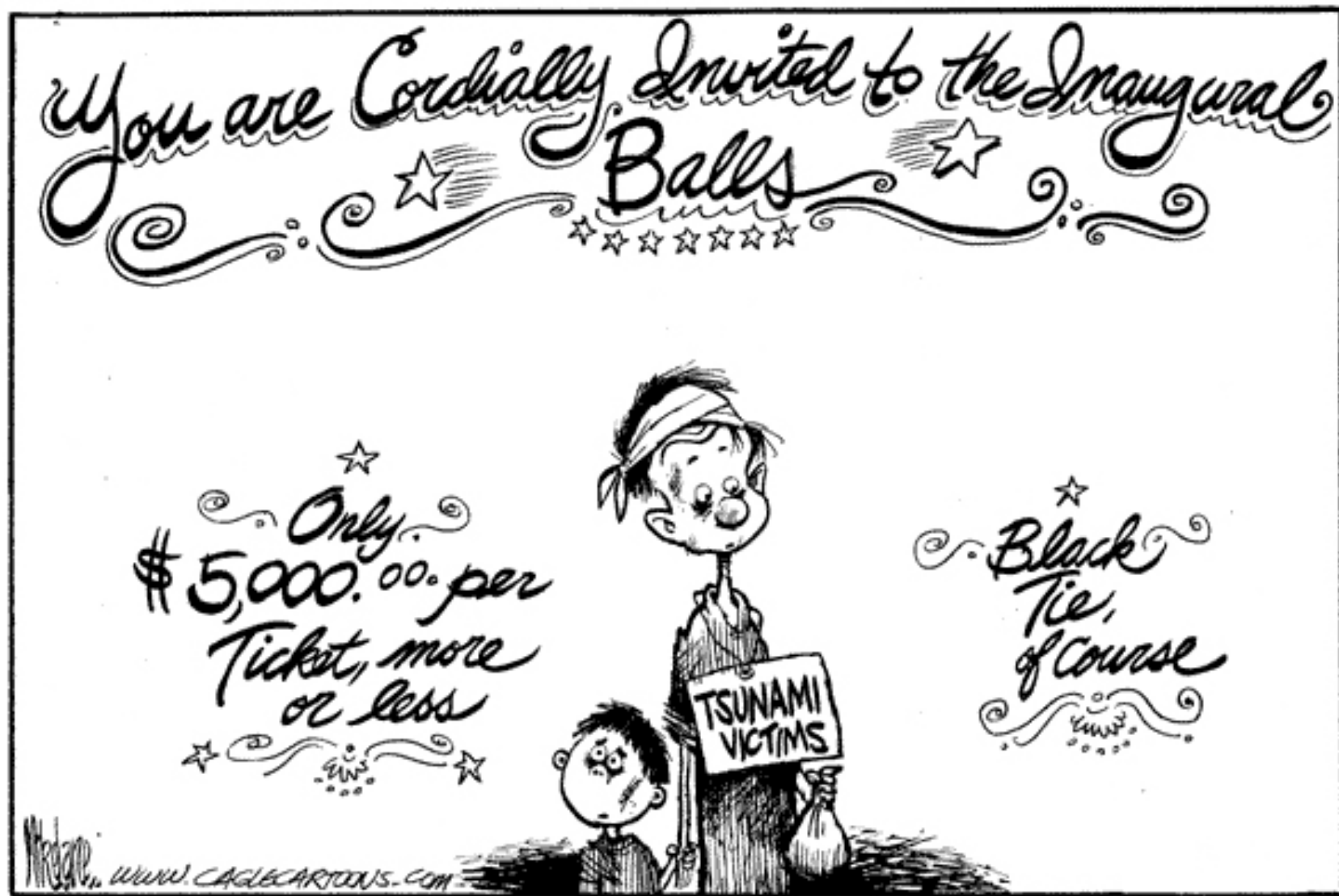
Mike Lane, Baltimore, Maryland, The Baltimore Sun

Cartoon Analysis

Level 1 Visuals Words   (not all cartoons include words)

List the objects or people you see in the cartoon.

Identify the cartoon caption and/or title.

Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.

Record any important dates or numbers that appear in the cartoon.

Level 2 Visuals Words

Which of the objects on your list are symbols?

What do you think each symbol means?

Which words or phrases in the cartoon appear to be the most significant? Why do you think so?

List adjectives that describe the emotions portrayed in the cartoon.

Level 3

Describe the action taking place in the cartoon.

Explain how the words in the cartoon clarify the symbols.

Explain the message of the cartoon.

What special interest groups would agree/disagree with the cartoon's message? Why?

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html

- Find an example of an editorial cartoon in a newspaper, and briefly analyze it by answering the following questions on your own paper. Then, share and discuss your cartoon and analysis with a group of two or three classmates.

- What is the issue addressed in the cartoon?

- What do you think is the cartoonist's opinion about the issue?

- Which techniques (symbolism, exaggeration/caricature, analogy, or irony) are used in the cartoon?

- Is the cartoon humorous? What makes it humorous?

- What is another opinion a person could have about the issue treated in the cartoon?

- How could the cartoon be revised to communicate that opinion?

http://go.hrw.com/elotM/0030526671/student/ch07/lg1407284_287.pdf

Editorial Cartoons
Uncle Sam & Terrorism

http://www.classbrain.com/artfree/publish/article_120.shtml

Additional Comments

We always have a great discussion in class when we have PC Fridays! (Political Cartoons Friday) This is probably the only class in which students get to say what they think without fear of "being wrong". Everyone's opinion is important and it drives home the fact that we live in a free society in which these political views can be expressed.

http://nieonline.com/detroit/cftc.cfm?cftcfeature=feedback

Bloom's Taxonomy

http://www.officeport.com/edu/blooms.htm

NETS/ISTE Standards

National Educational Technology Standards (NETS)

Technology productivity students

Students use technology tools to enhance learning and promote creativity

Technology communication tools

Students use telecommunications to interact with peers, experts and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology research tools

Students use technology to locate, evaluate and collect information from a variety of sources.

Technology problem-solving and decision making tools

Students use technology resources for problem solving and making informed decisions.

Sunshine State Standards

Social studies: Grades 6-8

Time, Continuity, and Change [History]

(SS.A.1.3) Standard 1: The student understands historical chronology and the historical perspective.

2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.

Social Studies
Curriculum Standards
Approved by the Tennessee State Board of
Education
August 31, 2001

- *at Level 3, the student is able to*

- 3.6.tpi.9. explain a point of view with reasons, evidence and support.

Sixth Grade

analogy (part to whole/function),
appositive
caption, chronology
common feature
criticism
dialect (introduction)
edit
literal vs. figurative
point of view (1st, 3rd limited, and 3rd
omniscient)

Seventh Grade

analogy (verb forms, rhymes), anecdote
assumption /assume,
clarify, generalization
imagery, imagery,
inconsistency, interpretation
literary elements (irony, mood, foreshadowing,
flashback, tone, symbolism)
revision, stereotype, strategy

Eighth Grade

allusion (define concept with simple illustrations)
bias, coherent order , debate
dramatization, jargon
persuasive writing techniques
synthesize/analyze

Political Cartoons on the Web
History of Political Cartoons

http://www.boondocksnet.com/gallery/pc_links.html

- **History of Caricature**
  By James Parton, *Harper's Monthly* (Feb.-Dec. 1875), links to the full magazine publication of Parton's landmark scholarly study of the history of political cartoons from Ancient times to the 1870s, fully illustrated throughout.

- **America in Caricature, 1765-1865**
  Exhibit at the Lilly Library, Indiana University, with text and a selection of color prints by William Charles and caricatures of Abraham Lincoln and others.

- **Scartoons: Racial Satire and the Civil War**
  Student project by Ian Finseth that gives an overview of the development of political cartoons and analyzes racial caricatures of the Civil War era, at the American Studies program, University of Virginia.

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- **Australian Political Cartooning -- A Rich Tradition**
  Article with selected cartoons from a National Museum of Australia exhibit, at Australia's Cultural Network.

- **Caricature and Caricaturists**
  By Richard Grant White, *Harper's Monthly* 24 (April 1862), page images at Making of America, Cornell University.

- **Contemporary American Caricature**
  By John Ames Mitchell, *Scribner's Magazine* 6 (Dec. 1889), page images at Making of America, Cornell University.

- **Early Political Caricature in America**
  By Joseph Bucklin Bishop, *Century Magazine* 44 (June 1892), page images at Making of America, Cornell University.

- **The Civil War Envelopes**
  By J. Howe Adams, *New England Magazine* 18 (March 1895), page images at Making of America, Cornell University.

- **Cartoonists on Stage: Lecture Bureau Advertisements**
  Links to more than one hundred brochures, broadsides and other advertisements for stage performances by cartoonists in the lecture circuit during the first decades of the twentieth century.

- **Kate Carew**
  Brief biographical sketch and an interview with Kate Carew, one of the earliest female political cartoonists, at Barbara Schmidt's Twainquotes.com site.

Collections of Historical Political Cartoons

- **Herblock's History: Political Cartoons from the Crash to the Millenium**
  Exhibit of Herbert Block's cartoons from 1929 to 2000, with an essay by Block about cartoons.

- **Thomas Nast**
  Part of Judy Brody's *Graphic Witness* site featuring a good introduction to Nast's work and many of his cartoons.

- **Frederick Burr Opper**
  Part of Judy Brody's *Graphic Witness* site featuring the "Willie and His Papa" cartoons published in William Randolph Hearst's *New York Evening Journal* during and after the 1900 presidential campaign.

- **Frank Beard: An American Illustrator and Caricaturist**
  Brief biographical sketch and a solid collection of his cartoons for *The Ram's Horn* on religious and reform issues, at the History Department, Ohio State University.

- **Cartoons by Horace Taylor**
  Cartoonist for *The Verdict*, with a good sidebar on the magazine's political purpose, at the History Department, Ohio State University.

- **Cartoons of the Gilded Age and Progressive Era**
  Color cartoons from *The Verdict*, at the History Department, Ohio State University.

- **William McKinley in Political Cartoons**
  Color cartoons from *The Verdict*, at the History Department, Ohio State University.

- **A Gallery of Pen Sketches in Black and White of Our Michigan Friends "As We See 'Em."**
  By the Newspaper Cartoonists' Association of Michigan (1905), page images at the Library of Congress.

http://nhs.needham.k12.ma.us/nhs_media/cartoonspolitical.html

America in Caricature, 1765-1865
http://www.indiana.edu/~liblilly/cartoon/cartoons.html
Political Cartoons of the Lilly Library; topics include: About Caricatures, The Colonial Years 1765-1798, The War of 1812, Abraham Lincoln 1860-1865.

Cartoons of the Gilded Age and Progressive Era
http://www.cohums.ohio-state.edu/history/projects/uscartoons/GAPECartoons.htm
Cartoons from the Anti-Trust movement, Anti-Imperialism Movement, Election of 1900, Careers of Teddy Roosevelt and William McKinley.

Dr. Seuss Went to War
http://orpheus.ucsd.edu/speccoll/dspolitic/

Theodore Giesel was the chief editorial cartoonist from 1941-1943, for the New York newspaper PM (1940-1948), and for that journal he drew over 400 editorial cartoons.

The Era of William McKinley
http://www.cohums.ohio-state.edu/history/projects/mckinley/
 Political Cartoons about the era and presidency of William McKinley.

HarpWeek - Elections Homepage

http://elections.harpweek.com/default.htm
Cartoons from Harper's Weekly, Vanity Fair, Frank Leslie's Illustrated Weekly, Puck, and the Library of Congress Collection of American Political Prints: 1766-1876. Each cartoon is explained along with biographies of the figures, explanations of the issues, and campaign overviews. View the depiction of the seven presidential elections of 1860-1884 in the political cartoons and prints of the nineteenth century.

Hawaiian Political Cartoons

http://library.kcc.hawaii.edu/~soma/cartoons/

"This index represents a portion of the political caricatures and cartoons which were published during a pivotal period in Hawaii's history. Most of the prints, appearing prior to the overthrow and continuing through the annexation of Hawaii, were extracted from the American magazines, Puck and Judge."

Herblock: 5 Decades at Washington Post

http://www.washingtonpost.com/wp-srv/metro/specials/herblock/Washingtonpost

Cartoonist Herblock, whose name was actually Herbert L. Block, drew for over 50 years, from 1946 to 2001. His perspective is a unique reflection of history, as demonstrated in this archive.

Historical Political Cartoons

http://www.princeton.edu/~nmccarty/historical_political_cartoons.htm

Four political cartoons from the Election of 1800.

Impeachment of Andrew Johnson

http://www.impeach-andrewjohnson.com/ListOfCartoons/ListOfCartoons.htm

28 political cartoons, all centering on the impeachment of Andrew Johnson. Each features an analysis.

Penn Library - Political Cartoons

http://www.library.upenn.edu/resources/subject/social/communication/politicalcartoons.html

Listing of links to cartoon sites; topics range from Emma Goldman to the Versailles Treaty.

Political Cartoons and Cartoonists

http://www.boondocksnet.com/gallery/pc_intro.html

This resource traces the history of political cartooning from the beginning of the nineteenth century, documenting the evolution into an important element of influence. It also traces some of the uses of political cartoons, from Thomas Nast in the 1870s through the early twentieth century.

Political Cartoons Featuring Teddy Roosevelt

http://www.pbs.org/wgbh/amex/presidents/nf/teach/tr/toonsheet.html

From PBS, The American Experience.

Puck's Cartoon Archive

http://xroads.virginia.edu/~MA96/PUCK/toons.html
20 cartoons of Puck, taken with a digital camera from original issues.

Special Collections of Cartoons

http://www.cohums.ohio-state.edu/history/projects/uscartoons/SpecCollCartoons.htm
Four collections: Frank Bears, The Ram's Horn, Cartoons of Horace Taylor for The Vercit, and Cartoons Associated with William McKinley.

Theodore Roosevelt Political Cartoons

http://www.theodore-roosevelt.com/frames.html
Teddy Roosevelt's life through cartoons; a 3-minute movie is also available.

Welcome to 1896

http://iberia.vassar.edu/1896/
A website of political cartoons centering on the year 1896.

American Political Prints 1766-1876 - provides electronic catalog of prints from the Library of Congress collection

HarpWeek - Presidential Election Cartoons - collection of cartoons and prints commenting on United States presidential elections from 1860-1884.
- 1946-1995, with links to essays providing historical context

HerBlock's History - *Exhibition Sections* cover political cartoons from the stock market crash to the millennium, with explanations

Historical Political Cartoons - historical political cartoons of the 19th and 20th centuries, from Napoleon and Waterloo to Theodore Roosevelt, Uncle Sam, Mark Twain, the woman suffrage movement in the first decades of the 20th century

The Political Resource Page: Historical Editorial Cartoons - 1870-World War I, with links to historical documents in key areas

About.com: Political Humor - by publication and by topic-- includes **World Tour of Political Cartoons**

Daryl Cagle's Professional Cartoonists Index - by subject; current

New York Times on the Web: Cartoons

PoliticalCartoons.com - collection of editorial cartoons updated daily and hosted by Slate Magazine; includes teacher's guide for using cartoons in the classroom, and a comprehensive list of editorial cartoonists on the web

WashingtonPost.com: Cartoons

MarcoPolo http://www.marcopolo-education.org/

MarcoPolo search for Political Cartoons and Presidents

http://www.marcopolosearch.org/MPSearch/Search_Results.asp?orgn_id=2&log_type=1&hdnFilter=&hdnPerPage=15&txtSearchFor=political+cartoons+and+presidents&selUsing=all

Truman Presidential Museum and Library (Social Stuides Web Sites) http://www.trumanlibrary.org/educ/sites.htm

Election maps for 1860-1996 are at:
http://fisher.lib.virginia.edu/collections/stats/maps

There you can also click on election 2000 to download an Acrobat .pdf file.

Presidential Geography: A Journey Across America is one of several lesson plans on the site for teaching the presidents, including one of Teddy Roosevelt political cartoons and another on voting geography. http://www.historywise.com/lp_geography.html

Political Cartoons: Introduction to Symbols by Mark Adams

http://www.trumanlibrary.org/whistlestop/teacher_lessons/cartoon_symbol.htm

Library of Congress   http://lcweb.loc.gov

Herblock's Presidents

http://lcweb.loc.gov/rr/print/swann/herblock/presidents.html

US. National Archives and Records Administration   http://www.archives.gov

Digital Classroom

http://www.archives.gov/digital_classroom/index.html

NARA | Digital Classroom | Teaching With Documents: Political Cartoons Illustrating ...

http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/teaching_activities.html

Giant trove of FDR cartoons:
http://www.nisk.k12.ny.us/fdr/index.html

Lesson plan using a series of 7 Truman cartoons:
http://www.trumanlibrary.org/whistlestop/qq/coverpge2.htm

Links galore here: http://www.mtmercy.edu/lib/pcartoon.htm

An on-line exhibit from Indiana U. goes back to colonial times, focus on Lincoln:
http://www.indiana.edu/~liblilly/cartoon/cartoons.html

Teaching With Documents Lesson Plan: Political Cartoons Illustrating Progressivism and the Election of 1912
http://www.archives.gov/digital_classroom/lessons/election_cartoons_1912/election_cartoons_1912.html

The Educator's Reference Desk
http://www.eduref.org

Read All About It! An Educator's Reference Desk Lesson Plan
http://www.eduref.org/Virtual/Lessons/Social_Studies/History/HIS0010.html

Franklin Delano Roosevelt's Deception: Was It Successful? You Decide!
http://www.cloudnet.com/~edrbsass/fdrlessons.htm

Teacher Guide! Grades 6 through 8 / Lesson Plans

Welcome to American Presidents: Life Portraits

C-Span

C-SPAN in the Classroom American Presidents Resources

This web site is for teachers and students who want to use C-SPAN's television series, **American Presidents: Life Portraits** as a classroom resource.

Election 2004: Candidates & Information
   http://www.capwiz.com/c-span/e4/

Newseum --The world's first interactive museum of news
   http://www.newseum.org

Political Cartoons by David Horsey
   http://www.newseum.org/horsey/

Election maps for 1860-1996 are at:
   http://fisher.lib.virginia.edu/collections/stats/maps
   http://www.historywise.com/lp_geography.htm
   http://www.indiana.edu/~liblilly/cartoon/cartoons.html
   http://www.trumanlibrary.org/whistlestop/qq/coverpge2.htm
   http://www.nisk.k12.ny.us/fdr/index.html
   http://www.mtmercy.edu/lib/pcartoon.htm

From Grade 6 Social Studies

Historical Perspective

SS-6-H-1: Students will examine how human and physical geography influence past decisions and events.

SS-6-H-2: Students will analyze the influence of geographic factors on past decisions and events.

Geography

SS-6-G-5: Students will interpret current events in the United States and the world from a geographic perspective.

Government And Civics

SS-6-GC-1

Students will compare and contrast forms of government in the modern world.

SS-6-GC-2

Students will analyze how governments reflect and impact culture.

SS-6-GC-3

Students will examine the relationship between governments and the rights of individuals.

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From KERA

2.19: Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

- 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.