

Picturing History: Editorial Cartooning in America, 1754-2011

Lesson Plans

*****Please note- this lesson is designed for a high school resource World Studies class for students with learning disabilities.**

1. Title of Lesson

The Great Depression

2. Grade Level/ Identify the **content standard** or **standards** that the lesson fulfills, and the relevant benchmarks (Ohio and national standards)

Social Studies/History D9

Assess the global impact of post-World War 1 economic, social and political turmoil including: 1. disarmament; 2. World-Wide Depression; 3. Colonial Rebellion; 4. the rise of militarism and totalitarian states in Europe and Asia.

3. Estimate duration of lesson:

Two (2) days

4. Learning objectives:

Through the use of editorial cartoons, students will be able to determine/understand the artist message in presented cartoons. This will be decided through classroom discussion with instructor and post-assessment assignment.

5. Complete **summary** of the lesson:

Day 1

1. What is your favorite cartoon and why?

2. What do you think is the definition of the term “Editorial cartoon?” What is their importance and where do you find them? (Share explanation/history of editorial cartoons.)

3. Brief review of what life was like during the Great Depression. Remind students that most Americans had no work, were hungry, and had no hope for their future.

4. Share the following cartoon:

A Wise Economist Asks A Question



29 Pulitzer prize cartoon for 1925. John McCutcheon's prize cartoon "typifies the ease with which McCutcheon handled leading topics of the day. In a few strokes of the pen he recorded for posterity the plight of the people in this period of our history." It appeared in the Chicago Tribune.

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What is title of this cartoon? What is the squirrel saying? The man? Why do you think he is saying this? Was the man really unwise?

5. *Share the following cartoon by Harry Westerman?*



What do you see? Who are the characters in this cartoon? Who is the man with the umbrella? Who is the man without an umbrella? What does the rain represent? What do you think the artist was trying to say?

Day 2

Students will be provided with art supplies and asked to develop a cartoon based on something they agree/disagree with in our school.

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6. Provide a **pre-assessment/diagnostic** and a scoring guideline:
Class discussion will begin with brainstorming.

7. Describe the instructional steps to implement the lesson
Day 1

- *Brainstorming*
- *Review*
- *Discussion*
- *Review of new material*

Day 2

- *Short review of previous day materials*
- *Application of instruction*

8. Provide a **post-assessment** and its scoring guideline
Students will be asked to design a cartoon concerning an issue they see in our school with which they agree/disagree. Examples could be: use of cell phones, wearing hats in class, personal computers in the classroom, dress code, etc.

9. List **materials** needed by **teachers**:
Two cartoons, art paper, markers/colored pencils/crayons

10. List any **materials** needed by **students**:
Everything will be provided by the classroom teacher

11. Extension activities:
Future editorial cartoons can be used as bellringer activities

12. List of cartoons and other primary sources. Include for each:

Creator *John McCutcheon*

Title *“A Wise Economist Asks a Question”*

Publication *The Chicago Tribune*

Publication Date *1931*

Summary/Description of cartoon or source *Man on a park bench. Squirrel asking why didn't he save money and the man saying he had. He lost it all in the financial collapse.*

Source *Economic Depression topic file.*

Creator *Harry Westerman*

Title *“Let A Smile Be Your Umbrella”*

Publication *Unknown*

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Publication Date *Unknown*

Summary/Description of cartoon or source

Two men walking in a rainstorm. One happy man (Other great American interests) holds an umbrella which says, "Government Protection." Second man has no umbrella so he is wet (great American Farmer). The rain is heavy (great financial rain).

Source *CGA.AC.G12.120 (15876)*