

Political Cartoon Challenge
CARC Social Studies

Grade Level	6	General Outcome	6.2 Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.
Time Frame	3 classes	Enduring Understanding (purpose of the lesson)	Students will understand how the values of equity and fairness are an important part of democracy.
Developed By	Darcie McDonald		
Critical Challenge/Big Idea	Create a cartoon that effectively demonstrates how the values of equity and fairness were part of the structure of government in ancient Athens and the Iroquois Confederacy		
Other Questions of Inquiry	What are some symbols that represent Canada? Ancient Athens? The Iroquois? Why? In what ways do we still follow the democratic values of Ancient Athens and Iroquois societies?		
Value and Attitude Outcomes		Knowledge and Understanding Outcomes	
6.2.1 appreciate the relationship between the values of a society and the model of government adopted within a society (PADM)		6.2.3 analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon: 6.2.3.5 To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens? (I, PADM) 6.2.4 analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon: 6.2.4.7 To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)	
		Skills and Process Outcomes	
		Decision Making and Problem Solving 6.S.4.2 consider multiple perspectives when dealing with issues, decision making and problem solving 6.S.4.3 collaborate with others to devise strategies for dealing with problems and issues express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates Oral, Written, and Visual Literacy 6.S.8.2 express reasons for their ideas and opinions, in oral or written form detect bias present in the media Media Literacy	

6.S.9.2 examine and assess diverse perspectives regarding an issue presented in the media
6.S.9.3 analyze significant current affairs
6.S.9.4 identify and distinguish points of view expressed in electronic sources on a particular topic

Summative Assessment Strategies

None – this task is only formatively assessed.

Introductory Activity/ The Hook

Activity 1: Introducing Political Cartoons

1. Show students several political cartoons from a number of resources (newspaper, caglepost.com, Google Canadian Political Cartoons)
 Use Think-Pair-Share to discuss:
 - What symbols are being used?
 - What do you see?
 - What do you think is the issue this cartoonist is 'drawing' about?

Teaching/Learning Strategies and Activities

Activity 2: Cartoon Critique

1. Hand out rubrics and ensure understanding.
2. Review the techniques of cartooning, use the handout below.
3. Have students use computers and newspapers to research their own political cartoons to critique in small groups. Students use the 'Cartoon Critique' hand out examining the various cartoons.
4. Teacher assess for understanding before continuing.

Activity 3: Discovering Symbols

1. Create a chart with three columns; Ancient Athens, Iroquois Confederacy; Contemporary Canada. Brainstorm a list of symbols that can be used to when representing these cultures? Example:

Ancient Athens	Iroquois	Canada
Voting jar	Tree of Peace	Beaver
Olympic rings	Wampum belt	Maple leaf

2. Play Canadian Music (Mikeford.ca) when the music plays students can dance. When it stops touch someone's shoulder who is close to you.
3. Students will share their list with new partners and add to their own list.
4. Repeat until all students have an extensive list of possible symbols.
5. Review equity and fairness. Teacher led discussion about how the three societies we are studying demonstrate equity and fairness. Create a class chart. Example:

Ancient Athens	Iroquois	Canada
Allowed all men to vote	Allowed men and women important roles in society	Charter of Rights and Freedoms
Allowed all men to have a say in government	All citizens had to agree on decisions	All citizens have the right to vote
A short time as leader allowed more men the chance to lead	Men, women and even children were given a chance to voice opinions	Certain groups such as the disabled are given special rights

6. Students will work within a small group to collaborate and share ideas about how each of the three societies shows equity and fairness.

Activity 4: Creating a Political Cartoon

1. As a class develop criteria for an equitable society. Note the difference between equity and equality.
For example - attempts to provide an equal quality of life for all members, all adult members have an opportunity for participation in government ...
2. Students individually rank the equitability of the societies studied and give reasons for their answers. (See Chart)
3. Students use their knowledge of symbols, equity and fairness to create a political cartoon demonstrating the society they chose as the most fair and equitable and why.
4. While a political cartoon is still in pencil students should complete the peer assessment. Students should make any needed changes before they color.

Closing: Students complete reflection piece.

<p>Resources</p>	<p>Bowers, V. (2004) <u>That's Very Canadian</u>, Maple Tree Press</p> <p>Cagle, D. <i>Daryl Cagle's Political Cartoonist Index</i>. Retrieved March 24, 2010 from www.caglepost.com</p> <p>Canada Free Press. (2009) Retrieved March 24, 2010 from http://www.canadafreepress.com/toons/canadianpolitical.htm (See bottom of right column for obtaining copyright permission)</p> <p>Ford, M. (2004) <i>Mike Ford</i>. Retrieved March 24,2010 from www.mikeford.ca</p> <p>Harding, J. C., and Sears, A. (2008). <i>Voices in Democracy: Action and Participation</i>. Don Mills, Ontario: Pearson Education Canada.</p> <p>Various local newspapers</p>
<p>Assessment Strategies</p>	<p>Charts Peer Assessment (TAG) Cartoon Critique</p>
<p>Accommodations</p>	<p>ESL students in my class love to draw and were able to do this activity with minimal extra help from me.</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Cartoon Critique Handout

Cartooning Techniques:

1. **Caption or title** – adds information about topic
2. **Relative size** of the objects – larger objects are meant to be more important than smaller ones.
3. **Labels** for people, places or things – help interpret
4. Use of **Light and dark** – objects are shaded or left white for emphasis
5. **Composition** – Objects in middle are of greater importance to objects on periphery.
6. **Symbolism** – represent larger idea or idea of greater importance
7. **Caricature** – exaggeration, oversimplification or distortion of objects are intended to emphasize a characteristic.

	Evidence	Inference
Caption/title		
Relative size of objects	What objects are larger? Smaller?	
Labels	What is labeled? What is unlabeled?	
Light and dark	What objects are shaded?	What is the effect of white areas?
Composition	What objects are in the middle? Periphery?	
Symbolism	What are the symbols? What are the larger ideas they represent?	
Caricature	What is exaggerated, oversimplified, distorted?	

Overall message of the cartoon is _____

Whose perspective is the cartoon drawn from? How do you know? _____

Ranking Equity in
Ancient Athens, Iroquois Confederacy
and Contemporary Canada

Name of Civilization	Reasons for Ranking
Civilization #1 <hr/> (5 points)	1. 2. 3.
Civilization #2 <hr/> (4 points)	1. 2. 3.
Civilization #3 <hr/> (3 points)	1. 2. 3.