

Political Cartoon lesson plan



Day: Monday

Date: 10th August 2014

Time: 10am – 11am

Year Level: Yr 12

Learning Area: Media

Topic: Political Cartoons

Briefly outline relevant details about the class

- Advanced Year 12 ATAR media class; 25 students
- Equally mixed gender
- Culturally and Linguistically Diverse (CALD) group; ten CALD students, five of which are Aboriginal and Torres Strait Islanders; one International student; all have lived in Perth longer than 5 years in urban, inner city living.
- Some students may need assistance with making lists of things that need defining; a glossary is provided via a learning object: website.
- To assist students with English as a Second Language I will imply that the choice of methods and strategies can be flexible.

Students' Prior Knowledge and Experience:

This is an introduction to political cartoons.

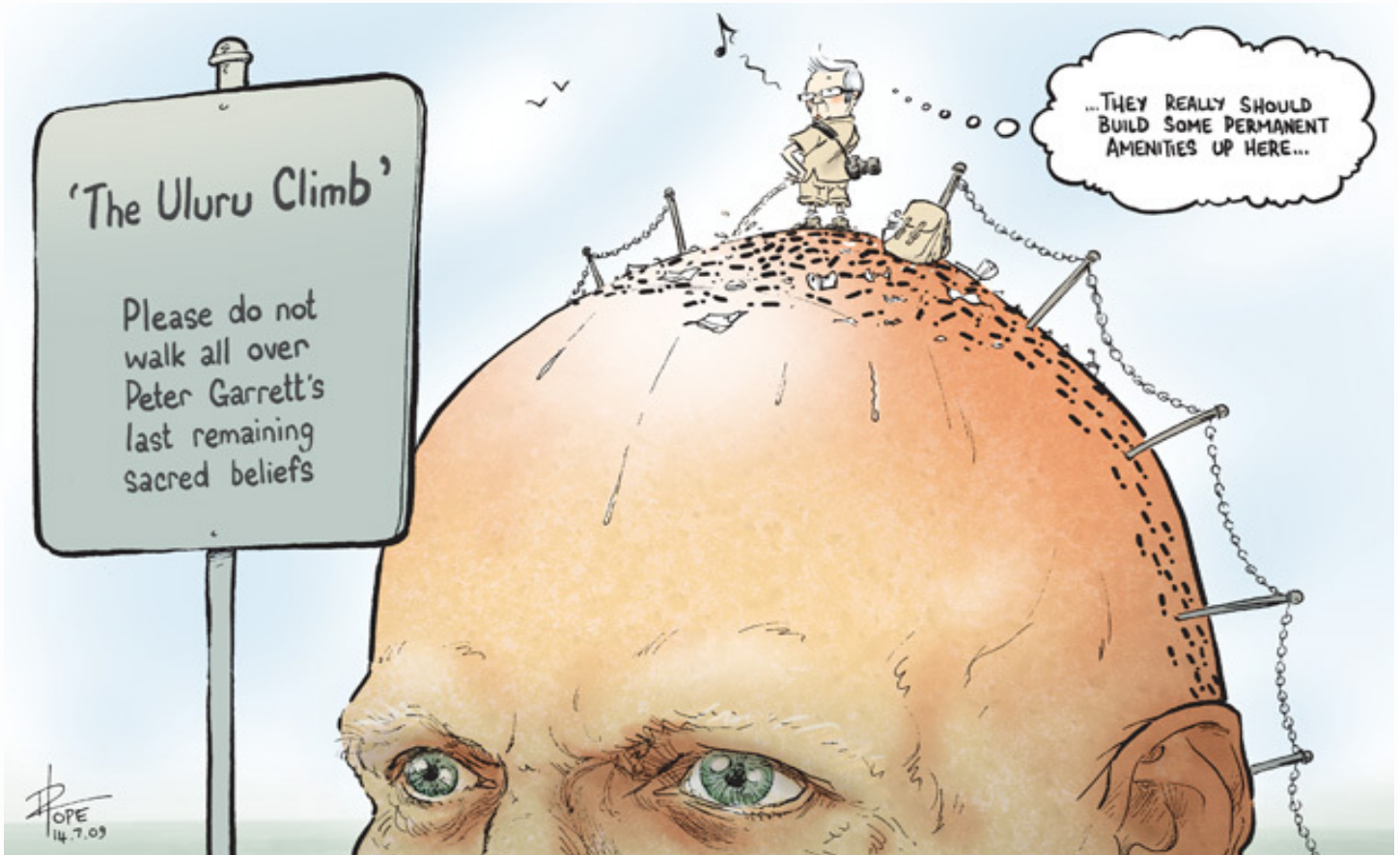
This lesson will allow students to express themselves and value their current understandings and knowledge of political cartoons. Students have been questioned in an informal way in previous lessons to determine their knowledge of political cartoons.

<p>Learning Purposes: <i>Students will learn to identify the key elements of a political cartoon and replicate the process themselves by creating a political cartoon. students will recognize symbolism, exaggeration, irony, analogy and captioning in political cartoons from Australian politics, determine the effectiveness of the artist & create their own cartoon using some of these elements.</i></p>	<p>Student Evaluation: Informal in-class Q & A participation. Short Quiz Blog; 5-10 minutes each class. Forum participation; post lesson. <i>Worth 10% of their Semester 1 mark.</i></p>
<p>Preparation and Resources: <i>Require 25 computers, internet, hard copy newspapers, magazines from previous month. (most recent that can be found)</i></p>	

<p>Timing:</p>	<p>Learning Experiences:</p> <p>Lesson introduction <i>Share learning purpose with students. "You will be given an assignment by the editor of the Sunday Times. Your job is the political cartoonist for the paper and you have one day to create a cartoon of a news event, person or issue."</i></p> <p>Main body <i>(consider teaching strategy/ies, questioning, scaffolding, key learning points, managing the learning environment, managing student interactions)</i></p> <p>The elements of a political cartoon will be thoroughly explained and defined. There will be an in depth question and answer session on how these elements have been used historically with the power point slide show using primary source material from recent Australian political events.</p> <p>In small groups discuss the political cartoon 'the uluru climb'</p> <p>Words Identify the cartoon's caption and/or title. Record any important dates or numbers that appear in the cartoon. List the words or phrases used by the cartoonist to label objects or people within the cartoon. How do the words in the cartoon clarify the symbols? Which words or phrases appear to be the most significant? Why?</p> <p>Action Describe the action taking place in the cartoon. What facial expressions are portrayed in the cartoon? How does the cartoonist use lines to suggest expression?</p> <p>Meaning What political event or idea is the cartoon referring to? What conclusions can you draw about the cartoonist's opinion? What specific details in the cartoon led you to this conclusion? What special interest groups would agree/disagree with the cartoon's message? Why? Whose opinion or point of view is not represented in this cartoon? How is the cartoon effective in your opinion? In your groups: Find 3 political cartoons to analyse and answer the questions above.</p> <p>Conclusion <i>Review learning objective with the students and set the assignment task to create their own political cartoon. They will have five minutes to commence planning for it and we will continue with it next lesson.</i></p>
-----------------------	---

Catering for student diversity

- Use of peer collaboration for modeling and scaffolding purposes
- Encourage an atmosphere of trust to encourage learners to take risks



Cartoonists use 5 main elements to convey their point of view.

- symbolism – using an object to stand for an idea.
- captioning & labels – used for clarity and emphasis.
- analogy – a comparison between two unlike things that share some characteristics.
- irony – the difference between the way things are & the way things are expected to be.
- exaggeration – overstating or magnifying a problem or a physical feature or habit: big nose, bushy eyebrows, large ears, baldness, etc.

Uluru-Kata Tjuta National Park to call for a total ban on the climb. They faced uproar from tour operators but won the backing of Environment Minister Peter Garrett. Not long after Prime Minister Kevin Rudd announced prohibiting the ascent would not be considered by the Federal Government.

Political cartoons have a long history in Australia, and remain one of the most popular forms of political commentary. Though caricatures and satirical illustrations appeared in some of Australia's earliest newspapers, it was not until the 1830s that they became a frequent and respectable feature of the print media. Publications such as the Melbourne Punch, the Sydney Punch, the Bulletin featured both caricatures and cartoons, and it was through these publications that political cartoons became a popular element of the Australian press.

David Pope is an editorial cartoonist for the Canberra Times.