

Civil War Political Cartoons From Dona Stratton

Grade 8

Length of class period- 1.5 hours

Inquiry- Essential Questions

1. What are the various techniques used in political cartoons?
2. How are political cartoons used to influence public opinion?

Objectives

1. Students will analyze various political cartoons.
2. Students will examine specific techniques that are used in political cartoons.

Materials

Handout

Political Cartoons

- 1860 election- Abraham Lincoln, Stephen Douglas, John Breckinridge, John Bell
- Sambo tearing a map of the United States down the middle
- Lincoln swimming, pushing Sambo away

Activities

For 1.5 hr class:

1. Teacher will hand out packet to students.
2. Teacher will introduce students to three important figures in Civil War era political cartoons- Uncle Sam, Sambo, and Columbia.
 - a. Uncle Sam- a figure that became prominent in the beginning of the 1800s.
 - b. Sambo- a derogatory, racial term to describe an African or an African American in this case. Sambo was a character in Uncle Tom's Cabin, but was a term used even before that. Often times, Sambo is used to represent slavery or a slave, and often appears uneducated, ignorant, etc.
 - c. Columbia- often seen as a goddess of liberty, fighting for her country, protecting soldiers and citizens.
3. Teacher will introduce students to four types of techniques often used in political cartoons.
 - a. Symbols
 - b. Exaggeration
 - c. Labeling
 - d. Analogy

4. Students will write descriptive words that would correspond to each character- Uncle Sam, Sambo, Columbia.

5. - Students will work in groups to complete the graphic organizer on their handout. After students have finished their handout, students will create a political cartoon to represent Lincoln placing Maryland under martial law.

e. Teacher will remind students why Maryland was placed under martial law:

- Marital law - the military was in charge and the citizens' rights were suspended

- Southern sympathizers destroyed railroad and telegraph lines

- To make sure Washington was not surrounded by the Confederacy

- Maryland citizens who were suspected of disloyalty were put in jail without a fair trial

7. Teacher will lead discussion about the use of political cartoons, the use of various techniques to get a point across, and the importance of being critical and looking for bias.

Assessment

1. Students will be assessed by their handout "Analyzing Political Cartoons".
2. Students will be assessed by their class participation.

CT Framework Performance Standards

1.1 Students will demonstrate an understanding of significant events and themes in United States history

2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)

2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies iss

Name _____

Date _____ SS 1 2 3 4 5

ANALYZING POLITICAL CARTOONS

Symbols- Cartoonists use simple objects or symbols to stand for larger concepts or ideas.



Uncle Sam
Columbia



Sambo

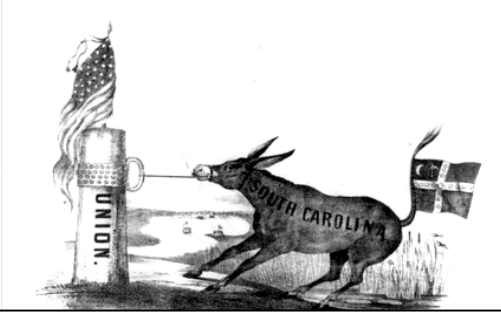


Exaggeration- Sometimes cartoonists overdo or exaggerate characteristics in order to make a point. Ex: Abraham Lincoln's legs.



Labeling- Cartoonists often label objects or people to make it clear exactly what they stand for.

Analogy- An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.



PART I

**Describe each character with different words
that he/she would represent**

Ex. South Carolina pulls away from the Union as a bull would pull away from the post.

Uncle Sam

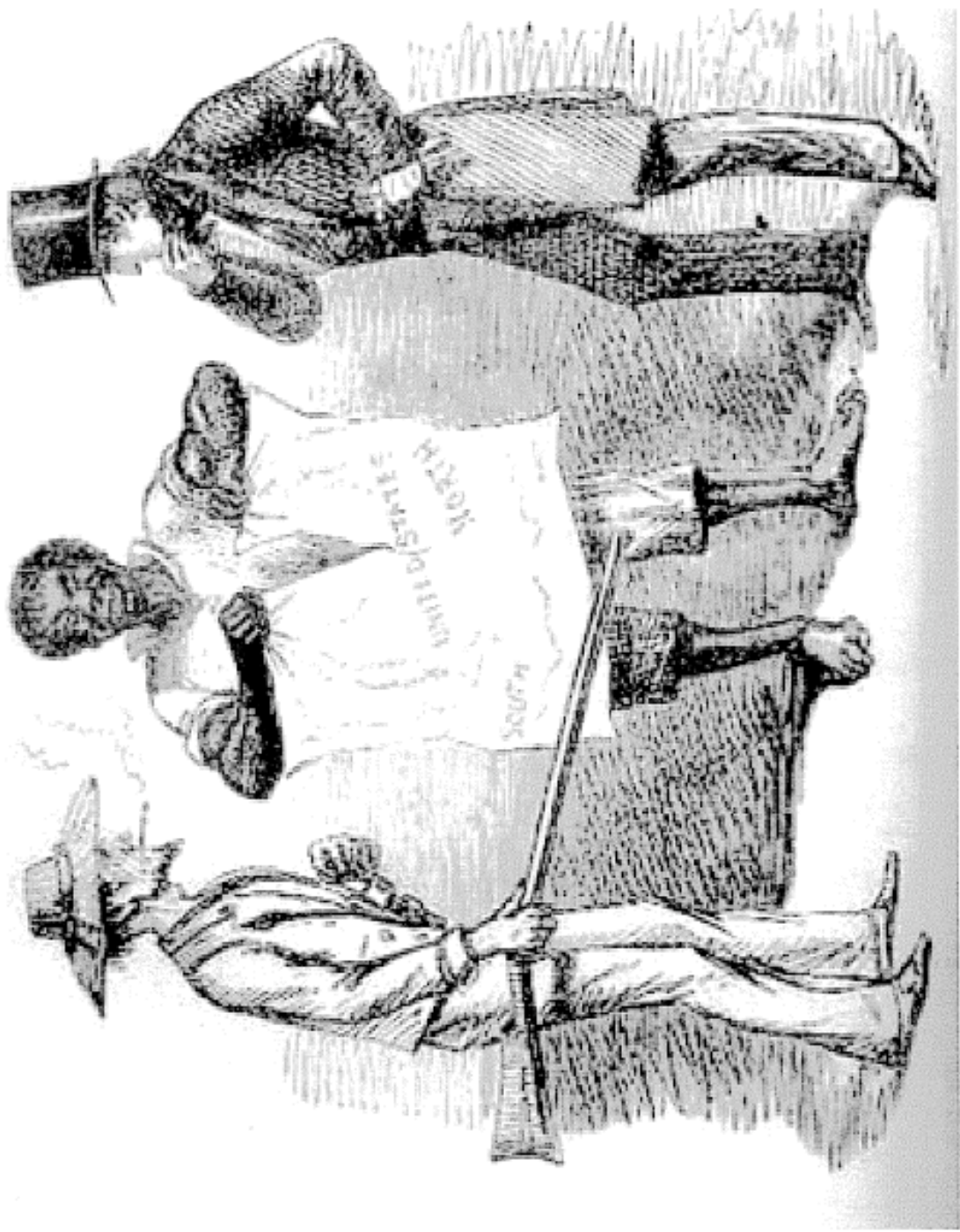
Sambo

Columbia

PART III

Independently, you will complete the chart using the political cartoons provided.

	<u>#1</u>	<u>#2</u>	<u>#3</u>
Which characters are used?			
Which symbols are used?			
What is the overall message? Write the message in one sentence.			





LINCOLN—"I'm sorry to have to drop you, Sambo, but this concern won't carry us both!"

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