UofSC TPS Project Lesson Plan Template		
School: Buford Middle School		**Author(s):Linda Mackay**
Course: Social Studies		**Grade Level(s):8th Grade**
Length of Class: 90 min	**Number of Students: classes of 20-25 students**	

Lesson Title:	Cartoons As Political Commentary
Overview:	This lesson will examine cultural perspectives of the Civil Rights Movement and its various issues (voting rights, education, public access, etc.) through political cartoons, notably through the African American lens.

Learning Objective:	Students will learn to look at primary sources through a critical lens to develop understanding of how the time period and attitudes of the Civil Rights Era affected African Americans.
	
	TPS Goals:
	
	    ● **Goal 8** - Analyze a set of related primary sources in order to identify multiple perspectives
	    ● **Goal 9** - Facilitate a primary source analysis using Library of Congress tools

SC Social Studies College and Career-Ready Standards:	**Standard 5**: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present. **Indicator**: **8.5.CE** Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.
Essential Question:	How is public policy shaped?
Supporting Question(s):	Who has the power to shape policy? What voices do people listen to when deciding public policy? Whose voices are often left out?

Digital Primary and Secondary Sources:	Block, Herbert, Artist. Jericho, U.S.A. / Herblock. 1965 March 21. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/00652224/>.
	
	Block, Herbert, Artist. "Race" / Herblock. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2009632472/>.
	
	Harrington, Oliver W. , Artist. Dark laughter. "My Daddy said they didn't seem to mind servin' him on the Anzio beach-head. But I guess they wasn't
	
	    gettin' along so good with them Nazis then!". [Apr. 2 publication date] Photograph. Retrieved from the Library of Congress,
	
	    <www.loc.gov/item/2016684936/>.
	
	Harrington, Oliver W. , Artist. Dark laughter. Now I aint so sure I wanna get educated. [Sept. 21 publication date] Photograph. Retrieved from the Library of Congress,
	
	    <www.loc.gov/item/2016684946/>.
	
	    Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2016684919/>.
	
	Mauldin, Bill, Artist. Civil Rights. [publication date] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2016686674/>.
	
	Mauldin, Bill, Artist. Independence Day. [July 5 publication date] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2016686723/>.
	
	Mauldin, Bill, Artist. Runaway. [June 5 publication date] Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2016686586/>.

Required Classroom Materials:	Teacher: Laptop/Smartboard or Screen to show images Students: Chromebooks Google Classroom/Google Slides
Classroom Environment:	Ideally, the room should be set up in groups of desks. Students will be able to access the written portion of the lessons and see the images on a Smartboard. In partners and then groups they will discuss analysis of each image.They will do their own reflection on Google Docs.

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

%	Independent reading	39%	Partner work	%	{Add your own}
11%	Independent writing	17%	Group work	%	{Add your own}
22%	Direct Instruction by teacher	%	{Add your own }	%	{Add your own}
11%	Engaging in whole group discussion	%	{Add your own}	%	{Add your own}

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	**Detailed Description of Teaching and Learning** (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
10 min	Writing Prompt: Show Bill Maudlin's "Independence Day" cartoon. Have students reflect on the following prompts: What does this image show? What feelings does it evoke? What does it leave out? Have some students share their thoughts.
20 min	Teacher explains primary sources in the form of political cartoons. Focus on point of view, close "reading" of images, and LOC Analysis tool. Do one together as a class.
35 min	Station Rotation. In pairs, students will rotate in 7 minute intervals, looking at the various political cartoons, discussing, and analyzing them using the LOC analysis tool.
15 min	Debrief and discuss in table groups using the following questions as guides for the discussion: What themes emerged as you analyzed the cartoons? What did you learn about the Civil Rights Movement? Who has the power in these cartoons?

	Do you think these cartoons might be controversial? How might these shape public policy or opinion?
10 minutes	For the last 10 minutes of class, students should write a reflection of what they learned and why it matters. Some questions they can consider: Is this a surprising view of the civil rights movement? Why or Why not? Why is it important to see events from multiple sides? How is the notion of power represented in these images? What role might cartoons such as these have in shaping public policy?

Homework for Tomorrow
Go to the Library of Congress website (LOC.gov) and find a political cartoon that speaks to civil rights. Be prepared to explain the point of view, whose voices might be absent, and how it could fit into the larger scheme of the Civil Rights Movement.
Assessments
What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback? Evaluation for this lesson comes from the group analysis (filled out LOC analysis tools), discussion, and students' written reflection at the end. They will receive verbal feedback through discussion and written feedback based on their reflections from the instructor.
Learning Extensions
Ideas for extending the lesson or connecting to other curricular topics or lessons Political cartoons are still prevalent and popular today. They may be connected to meme culture, or on their own as commentary on today's social justice issues.
Adaptations
In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners. ● Instead of 7 images, students could focus on fewer images and go deeper into analysis. ● They could also get a list of definitions about what public policy is, some examples of current public policy that was shaped by public opinion (or the news media). ● Finally, they could verbally discuss the takeaways with a teacher if writing is an issue.