

**Interpreting Political Cartoons – Lesson Plan for English Learners (ELs)**  
*Attitudes toward immigration in the United States in the late 1860s*

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## Background:

Primary sources, direct or first-hand accounts, often provide a window into the past both as a mirror reflecting societal values and issues and a window into alternative perspectives. According to the Library of Congress, political cartoons, one type of primary source, are primarily to persuade and make one thing about individuals, issues or events. Cartoonists use persuasive technique including caricature, symbolism, exaggeration, analogy, irony and literary or historical references. Interpreting political cartoons requires sufficient background knowledge about the historical context / time period, the source (publication / cartoonist), and the issue. Simultaneously, students have to interpret the language and images while comparing it with other evidence to determine the cartoonist's argument.

In the United States in the mid to late 19<sup>th</sup> century, political magazines included political cartoons. From 1857 to 1916, *Harper's Weekly* was published in New York City. The *Weekly's* circulation quickly grew to over 200,000 and was known for its illustrations. Thomas Nast, a German immigrant, gained fame and influence through his cartoons in *The Weekly*. Nast was given editorial freedom by the publisher of *The Weekly*. His cartoons were often anti-Irish but also supportive of Native American and Chinese Americans, anti-slavery, anti-segregation and anti-KKK violence. His cartoons expressed his political views and influenced local and national politics. From 1876 – 1941, *The San Francisco Wasp* was a weekly satirical magazine whose primary readership was on the west coast of the U.S. George Frederick Keller, also a German immigrant, began as a cigar box lithographer and eventually drew cartoons for *The Wasp*. It is assumed Keller, unlike Nast, was told what positions to promote in his cartoons. Anti-Chinese and anti-immigrant sentiments were consistently portrayed in *The Wasp*.

In this mini-unit, students analyze two political cartoons that provide different perspectives on immigration, integration and equity. After analyzing the cartoons, students will work in teams to extend their understanding. There are three assessment options including creating a political cartoon.

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## Primary Sources:

Cartoon 1: "Uncle Sam's Thanksgiving Dinner," *Harper's Weekly* (New York)  
Artist: Thomas Nast  
Published: November 22, 1869

Cartoon 2: "Uncle Sam's Thanksgiving Dinner," *The San Francisco Wasp* (California)  
Artist: G.K. Keller  
Published: 1877

Additional Political Cartoon on 19<sup>th</sup> century immigration: Historical Society of Pennsylvania  
<https://digitalhistory.hsp.org/hint/politics-graphic-detail/topics/immigration>

**Goals:**

Students will be able to decode and interpret two political cartoons in order to interpret attitudes in the United States toward immigration in the late 1860s / 1870s.

Students will be able to create an historical or current cartoon related to themes of immigration, integration, suffrage or equality.

**Essential Question:**

How did United States political cartoons represent beliefs about equality, integration and immigration in the late 1860s - 1870s?

**Standards:**

PA Core Standards

Standard - CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Standard - CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Standard - CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

C3 (College, Career, and Civic Readiness) Framework Standards:

D2His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D.4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies.

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**Lesson Plan**

**(1) Preparing the Learner**

English Learners, particularly ELs who are new to the United States, may have little concrete background knowledge on mid 19<sup>th</sup> century U.S. history. They may have ample understanding of historical thinking, skills and interpretation – continuity and change, cause / effect, multiple perspectives, sourcing, contextualizing, analyzing primary sources, and claim / evidence. They may have ample understanding of the perspectives, significant events and key documents in their home country. Therefore, the lesson should build on their prior experiences and understandings to make connections to the issues, events and people related to the topic of the cartoons: Cartoon 1’s ethnic diversity, equality and support for immigration and Cartoon 2’s stereotypes and opposition to immigration.

**Build on prior knowledge / Establish an interest / Introduce a few essential terms**

The number of scaffolds – or supports – provided as background knowledge is determined by the teacher. Students may need extensive scaffolds to minimal scaffolds.

**Options:**

To familiarize students with the concepts of the key issues / events from the mid 19<sup>th</sup> century U.S., see the sample lesson at the bottom of the page:  
<http://www.ushistory.org/catto/resources/english.html>

The following are tasks or strategies to build background. Select the tasks / strategies that will provide the students with sufficient background to analyze the cartoon.

**Task 1: Quick Write**

1. Independently respond to the following prompt.
2. Share your response with a partner.
3. Volunteers share their experience with the group

*Option 1:*

- When does your family celebrate with a big meal (food)? My family celebrates with a big meal at \_\_\_\_\_.
- What do you eat? We eat \_\_\_\_\_.
- Why are you celebrating? We are celebrating \_\_\_\_\_ because \_\_\_\_\_.

*Option 2:*

- What do you say “thank you?” I say “thank you” when \_\_\_\_\_
- What does it mean to be “thankful?” Thankful means to \_\_\_\_\_
- Are you “thankful” for something? (Yes) (No), I am thankful for \_\_\_\_\_

*Option 3:*

*Post the essential question:*

How did United States political cartoons represent beliefs about equality, integration and immigration in the late 1860s - 1870s?

Students may complete a *Knowledge Rating* for four key terms in the essential question. (L1 = first language). Students may also create the Word Family chart. (Remove some terms before giving the chart.)

<i>Term</i>	<i>I understand</i>	<i>I might understand</i>	<i>I do not understand</i>	<i>Definition / Example</i>	<i>Term in L1</i>
Beliefs				Think something is true or real	
Equality				Same rights	
Integration				To bring together	
Immigration				Move from 1 country to another country	

*Word Families* – groups of words formed from a base word

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>	<i>Adverb</i>	<i>Antonym (Opposite)</i>
Belief(s) Believer	Believe	Believable	Believingly	Disbelief
Equality	Equalize (to make equal)	Equal Equitable	Equitably	Unequal
Integration	Integrate	Integrated		Segregation
Immigration Immigrant	Immigrate Migrate Immigrating			Non-immigrant Native

**Task 2: Deep Reading of an Image**

1. Organize students in groups of 4 or 5.
2. Show images from the Philadelphia Inquirer article “Thanksgiving is special for refugee families,” November 22, 2015 - [http://www.philly.com/philly/news/20151122\\_Thanksgiving\\_is\\_special\\_to\\_refugee\\_families.html](http://www.philly.com/philly/news/20151122_Thanksgiving_is_special_to_refugee_families.html)

Additional Images

HIAS

<https://www.hias.org/blog/across-us-refugees-celebrate-their-first-thanksgiving>

Nationalities Service Center

<https://nationalities-service-center.ticketleap.com/annual-thanksgiving-dinner-for-philadelphias-newest-immigrants/>

Ask students if any have celebrated “Thanksgiving” in the United States. (Students may celebrate a harvest festival in their home country.)

3. Model using the chart with one image.
4. Give each group one image to analyze by noting the people, place(s), and things in the image.
5. As a class, complete the chart.

<i>People</i>	<i>Place(s)</i>	<i>Things</i>

6. What does the event and what do the photos tell us about “Thanksgiving” in the United States? What does the event and do the photos tell us about welcoming immigrants in Philadelphia?

7. Teacher may share brief information on the U.S. Thanksgiving – a harvest celebration. Many cultures have harvest festivals. In the early 17<sup>th</sup> century, the Wampanoags Native Americans shared planting and harvesting knowledge, hunting and food preparation with the Puritans colonizers from England. American Indian, or Native American, food ways and local knowledge enabled European colonizers to survive. The official U.S. Thanksgiving holiday began in 1863 during the U.S. Civil War. Today, Thanksgiving may be a celebration of giving and family. Some Native American communities hold a day of mourning. Some family celebrations may include turkey and U.S. football but families choose to celebrate in different ways.

For additional ideas: American Indian Perspective on Thanksgiving -  
[https://nmai.si.edu/sites/1/files/pdf/education/thanksgiving\\_poster.pdf](https://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf)

Thanksgiving Through the Lens of Native Americans –  
<http://www.pbs.org/newshour/extra/lessons-plans/on-thanksgiving-giving-thanks-to-todays-native-americans-lesson-plan/>

National Day of Mourning – Since 1970, some Native Americans have observed a National Day of Mourning on the U.S. Thanksgiving holiday. The National Day of Mourning is in recognition of the genocide of millions of indigenous people, the theft of Native lands and attacks on Native culture. <http://www.uaine.org/>

**Task 3: Anticipatory Guide**

1. Independently read each statement and “agree” or “disagree.”
2. Share your responses with a partner using these formulaic expressions to justify your opinion:

*I agree/disagree with this statement because...*  
*I don't think this statement is true because...*  
*I think this statement is true because...*  
*Sometimes this statement is true, but I also know...*

Statement	Opinion		Provide a reason for your answer.
	Agree	Disagree	I agree/disagree because...
1. All people are equal.			
2. All people want to be treated equal or the same.			
3. People from different cultures, religions and countries should get together.			
4. Eating a big meal (food) is a good way for people to get together.			

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**Task 4: Knowledge Rating for Political Cartoons 1 (Nast)**

- a. Ask students to use the Knowledge Rating to identify terms / phrases they know and do not know. (Note: The terms are disciplinary and/or slogans. While students may understand, for example, “free and equal,” they may not understand the term in the context of post Civil War U.S.)
- b. After students complete the Knowledge Rating, project the cartoon and show them where the terms appear in the cartoon.
- c. The cartoon does not provide a lot of clues about the terms. Tell students they will be reading a paragraph about the information in the cartoon. The Knowledge Rating will provide the teacher with background information on the students’ background knowledge related to the terms / phrases in the cartoon.

<b>Term / Phrase</b>	<b>I do not know the term</b>	<b>I have seen the term before</b>	<b>I know the term</b>
Uncle Sam			
Thanksgiving			
15 <sup>th</sup> Amendment			
Universal suffrage			
Free and equal			
Come one / Come all			

## (2) Interacting with Text and Concepts (Cartoon)

### Task 1: Understanding terms in context / Echo or Choral Reading of a text

#### Political Cartoon 1: Adapted from text in Harp Week:

<http://www.harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=November&Date=22>

Teacher should model determining a definition or synonym for academic (bold) and disciplinary (underlined) terms. Explain that we will read the academic terms in many texts. The disciplinary text is more common in a history text. We learn vocabulary by using it – not writing definitions or memorizing out of context.

#### *Vocabulary scaffolds:*

- Students may add the term in L1 (first language).
- Students may know the cognate (e.g. prominent in Spanish; proportion in Spanish and French) For example, political, celebrate, amendment
- Teacher should address morphology. Where have students seen the root word, the prefix or suffix? For example: *immigrated* - root word is “migrate” (to move from one place to another) and prefix is “im” meaning “move to.”
- Teacher should address “word families:” (1) to migrate (verb), immigrant (noun), immigration (noun), emigrate (verb), and migration (noun); (2) to amend (verb), amendments (nouns), etc.

After the first reading of the text, ask students to include a definition or synonym (or L1). Then, in groups, have students share their responses and agree on a group definition / synonym. Continue with echo or choral reading of the text.

**Political Cartoon 1**

<b>Academic Language and Disciplinary Language in context</b>	<b>Individual definition/ Synonyms / L1 (first language)</b>	<b>Group definition / Synonyms / L1 (first language)</b>
<p>The cartoon was drawn by Thomas Nast. Mr. Nast was born in 1840 in <u>Germany</u>. His family <b>immigrated</b> to the United States when he was six-years-old.</p>		
<p>Some people call Thomas Nast the “Father of the American Cartoon.” The “father” means the person who started <u>political cartoons</u> in the United States.</p>		
<p>The political cartoon was <b>published</b> in November 20, 1869 in <i>Harper’s Weekly</i>. It was a <u>political magazine</u>. The magazine was published in New York City, New York.</p>		
<p>In the cartoon, “Uncle Sam’s <u>Thanksgiving</u>,” the Thanksgiving meal or feast is celebrated by “<u>Uncle Sam</u>” or the United States (U.S.). Many different people are at the feast.</p>		
<p>Behind “Uncle Sam” is a large picture of <u>Castle Garden</u>. Castle Garden was an important <u>immigrant station</u> in New York City. New immigrants traveled on ships and went to Castle Garden. They were <b>processed</b> for entry into the United States.</p>		

<p>The cartoon also has the words “<u>15<sup>th</sup> Amendment.</u>” The <u>U.S. Constitution</u> has <b>amendments</b>. The amendments change – <b>amend</b> - the Constitution. The 15<sup>th</sup> Amendment gave all male citizens the right to vote. The 15<sup>th</sup> Amendment was <b>debated</b> in 1869. It became part of the U.S. Constitution in March 1870.</p>		
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**Political Cartoon 2: Adapted from Uncle Sam’s Thanksgiving Dinner – Two Coasts, Two Perspectives**

<b>Academic Language and Disciplinary Language in context</b>	<b>Individual definition/ Synonyms / L1 (first language)</b>	<b>Group definition / Synonyms / L1 (first language)</b>
<p>The cartoon was drawn by George Frederick. Keller. Mr. Keller was born in 1846 in <u>Germany</u>. He <b>immigrated</b> to the United States in the 1860s.</p>		
<p>Mr. Keller drew pictures but did not know how to draw <u>political cartoons</u>. His boss told him what to draw.</p>		
<p>The political cartoon was <b>published</b> in 1877 in <i>The San Francisco Wasp</i>. It was a <u>political magazine</u>. The magazine was published in San Francisco, California.</p>		

<p>In the cartoon, “<u>Uncle Sam’s Thanksgiving.</u>” the Thanksgiving meal or feast is celebrated by “<u>Uncle Sam</u>” or the United States (U.S.). Many different men are at the feast.</p>		
<p>There cartoon has “<u>Uncle Sam</u>” sitting at the table. He is waiting to eat the <u>turkey</u>. The turkey is alive. Everyone at the table is a man. The men are eating different food.</p>		
<p>The cartoon has a picture of “<u>Columbia.</u>” She <b>represents</b> the United States. She is dressed as a cook. An African American man is serving the food.</p>		

## Task 2: Think Aloud with Political Cartoon 1

*Students may be able to use the graphic organizer to analyze the cartoon in small groups or may need the teacher to model the process with a Think Aloud.*

- (1) Teacher models reading the cartoon with the graphic organizer.
  - Before I read the words on a cartoon, I look it over, or preview it. What do I notice?
  - I notice the people, the things and the place.
  - I look at the title (Uncle Sam’s Thanksgiving). I know the title – “Uncle Sam’s Thanksgiving” is about the U.S. Thanksgiving. (Student may or may not know “Uncle Sam” is a caricature / symbols or phrase that represents or means the United States – U.S.)
  - The words in the cartoon are: (select a few to emphasize: universal suffrage, free and equal, come one / come all, 15<sup>th</sup> amendment, Lincoln, Washington, Grant, self-government), welcome, Castle Garden\*).
  - I notice the people. Most of the people are sitting at a table. There is food. They are wearing different clothes. They are talking to each other. One person is carving (cutting) meat. (turkey) Why are they sitting at the table? Where are they from?
  - I look at the date and publication (newspaper): November 20, 1869, *Harpers Weekly*
  - I look at the cartoon again. What did I miss? (people with different clothes, man / “Uncle Sam” cutting / carving turkey, photos on the walls, trophy? on the middle of the table with words “universal suffrage” and “self-government,” picture of Castle Garden, etc.)
  - At the time of the cartoon – 1869 – the U.S. recently had a civil war (1861 – 1865). The three paintings are of U.S. presidents. The U.S. Constitution was being amended or changed to give more people, especially African Americans, freedom and rights.
  - The message of the cartoon may be all people are equal. Possible response: The U.S. is a country of many different people. People are welcome (“come one, come all”). The changes to the U.S. Constitution (e.g. 15<sup>th</sup> Amendment, universal suffrage) will bring people together. Thanksgiving is a time to bring people together; people are equal.
  - The perspective of the cartoonist is he is hopeful. He believes the United States should welcome all people. He believes in the 15<sup>th</sup> Amendment (all male citizens may vote). He believes everyone can get along., Etc. (Is Nast promoting assimilation?)

\*Castle Garden was a large immigration-processing center in Manhattan, NY before Ellis Island. It operated from 1855 – 1890. The Historical Society of Pennsylvania’s library of political cartoons includes a political cartoon set at Castle Garden by George Frederick Keller. <https://tinyurl.com/ycbd538j>

## Task 3: Think Aloud with Political Cartoon 2

- (1) Teacher models reading the cartoon with the graphic organizer.
  - Before I read the words on a cartoon, I look it over, or preview it. What do I notice?
  - I notice the people, the things and the place.

- I look at the title (Uncle Sam's Thanksgiving). I know the title – “Uncle Sam's Thanksgiving” is about the U.S. Thanksgiving. (Student may or may not know “Uncle Sam” is a caricature / symbols or phrase that represents or means the United States – U.S.)
- There are no words in the cartoon.
- I notice the people. All of the people at the table are men. There are hats on the wall. The hats are different. They are wearing different clothes. They are eating different food. More men want to sit at the table. Why are they sitting at the table? Where are they from? What are they not talking?
- I look at the date and publication (newspaper): 1877, *The San Francisco Wasp*
- I look at the cartoon again. What did I miss? (people with different clothes, man / “Uncle Sam” waiting to eat, “Columbia” (woman standing), Chinese man eating a rat, large man (German?) eating a sausage, Native American man eating a head (?), etc.)
- At the time of the cartoon – 1877 – the U.S. had a long economic depression. Reconstruction, or rebuilding after the U.S. Civil War, ended. In San Francisco, there were riots (fights) against Chinese immigrants.
- The message of the cartoon may be against immigration. No one is talking. Everyone eats their own food. They do not “integrate” or come together. Possible response: The U.S. has too many different people. Immigrants and African Americans are not equal. They are not welcome. People are welcome (“come one, come all”).
- The perspective of the cartoonist is he is not hopeful. He believes the United States should not welcome all people. He draws stereotypes. He is opposing immigration.

**Task 4: Reading a Political Cartoon**

**Title:** \_\_\_\_\_ **Cartoonist:** \_\_\_\_\_

(1) Look at the cartoon. What do you <i>notice</i> or see first?	(2) What is the <i>title</i> (or caption)? What does it mean?
I notice...  I first see....	Title:  It means...
(3) What <i>words</i> do you notice or see?	(4) What do you notice about the <i>people</i> in the cartoon? What are they doing?
The words I notice or see are...	I notice the people are...  They are...
(5) What is the <i>date</i> of the cartoon? Where was the cartoon <i>published</i> ? Who is the <i>cartoonist</i> ?	(6) What else do you notice about the cartoon?
The date of the cartoon is...  The cartoon was published in ....  The cartoonist is...	I also notice...
(7) <i>What was happening</i> when the cartoon was created? (laws, events, etc.) (Think about the background information on the cartoon.)	(8) What is the <i>message</i> of the cartoon?
When the cartoon was created, ....	The message of the cartoon is...

<p>(9) What is the <i>perspective</i> (point of view) of the cartoonist about the United States? (1869) (1877)</p>	<p>(10) What <i>did you learn</i> about the United States in (1869) (1877) from the cartoon?</p>
<p>The perspective of the cartoonist about the United States in _____ is...</p>	<p>I learned ....</p>
<p>(11) What <i>questions</i> do you have about the topic of the cartoon? The perspective of the cartoon?</p>	<p>(12) How does the cartoon make you <i>feel</i>? Why?</p>
<p>My questions about the topic are...</p> <p>My questions about the perspective are...</p>	<p>The cartoon makes me feel...</p>
<p>(13) What <i>evidence</i> does the cartoonist include to support the perspective or point of view?</p>	<p>(14) How is the cartoonist trying to <i>convince</i> or <i>persuade</i> the reader of the perspective or point of view?</p>
<p>The evidence the cartoonist includes to support the perspective is...</p>	<p>The cartoonist is trying to convince or persuade the reader by...</p>
<p>(15) Is the information / perspective (point of view) of the cartoon similar or different from what you learned in the other cartoon? Why or why not?</p>	<p>(16) What are possible reasons for the differences? The similarities?</p>
<p>The cartoons are similar because...</p> <p>The cartoons are different because...</p>	<p>Possible reasons for the differences are...</p> <p>Possible reasons for the similarities are...</p>

### **(3) Extending Understanding**

#### **Task 1: Collaborative Poster**

##### Goals:

Students gain access to text and cartoons through academic, text-based dialogue and collaboration.

Students identify the main idea and supporting evidence to support their analysis of the cartoon.

##### Task:

Students work collaboratively on a poster to represent the main ideas of a cartoon. Students should refer to the text to help them analyze the cartoon.

##### Questions:

1. What is the message or main idea of the Political Cartoon 1? Political Cartoon 2?
2. How are the messages similar? Different?
3. Why was the message important in the United States in 1869? 1877?
4. What are possible reasons for the differences / similarities between the cartoons?

1. Students work in teams of 4 (or 5). Students may answer the 3 questions for Political Cartoon 1, 2 or both.
2. Using the graphic organizer, students should discuss answers to the 3 questions.
3. Students write the question - Why is the message of the cartoon(s) important in the United States in (1869) (1877)? OR What are possible reasons for the differences / similarities between the cartoons?
4. Write the main ideas that answer the question(s) as an original phrase – or a paraphrase – of the main idea. (Students may need support in distinguishing paraphrasing from summarizing or quoting.)
5. Decide on 2 images that provide evidence to support the main ideas.
6. Political Cartoon 1 - Decide on 2 quotes from the cartoon that provide evidence to support the main idea.
7. Each student should use a different color marker, and all students sign the poster. (This verifies each student's contribution).
8. Optional – Ask students to include key disciplinary vocabulary in the poster.

##### Sentence starters:

- The message or main idea of the cartoon is...
- This message was important to the U.S. in (1869) (1877) because...

##### Options:

Gallery Walk: Have students provide feedback via sticky-notes on each group's poster.

Presentations: Each group presents their poster. Compare / contrast main idea and use of evidence.

Rubric

<b>Performance Indicators</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Needs Revision</b>
Content	Poster includes 2 strong and compelling images (and two quotes from the cartoon) and an original phrase. The entire poster successfully communicates the main idea of the cartoon. The entire poster has evidence to support the main idea.	Poster includes 2 images (and two quotes from the cartoon) and an original phrase. The poster communicates something about the main idea of the text. The poster includes evidence to support the main idea.	Poster lacks either a quote, images or phrase. The poster fails to communicate the main idea of the cartoon. There is insufficient evidence to support the main idea.
Presentation	Poster creatively amplifies the meaning of the images and quotes. Poster is organized so the reader understands the main idea. Poster is neat.	Poster design does not distract from the meaning of the main idea. Poster organization is clear but some information is distracting. Poster is neat.	Poster design distracts from the meaning of the main idea. Poster is disorganized. Poster is sloppy.
Collaboration with Peers	During the planning of the poster, each student is actively involved and contributes to ideas for the images, quotes and main idea statement. All group members encourage peers' participation and work to incorporate their ideas into the poster.	During planning, each group member pays attention and contributes. All group members respond to each other's ideas.	During planning, one or more group members fail to pay attention or contribute. One of more group members do not contribute to the poster.

## Task 2 - Extension: Student Created Cartoons

Option 1: The cartoon may be connected to the world of Octavius Catto. After learning about Catto and people who influenced his life and world, remind students Catto was murdered attempting to make the 15<sup>th</sup> Amendment to the U.S. Constitution a reality. Ask students to brainstorm possible cartoon topics from the following chapters in *Octavius V. Catto: Remembering a Forgotten Hero*:

Chapter 3: The I.C.Y. school

Chapter 5: Streetcars

Chapter 7: Voting Rights

Website: Catto's People - <http://www.ushistory.org/catto/philly/people/>

If Catto invited people to a Thanksgiving dinner, who would be at the table? What would be at the table? In the room? What would be the message of the cartoon? What slogans would be used?

Option 2: The cartoon may have a message for today. Ask students to brainstorm response to the following questions or to generate questions based on the cartoon:

- Today, how might Mr. Nast or Mr. Keller draw a cartoon for Thanksgiving?
- Who is welcome in the United States? Is the message "come one, come all?" Is the message "stay out?" Is the message integration or segregation?
- Do people support "universal suffrage?" (all citizens may vote)
- What does it mean to treat people as "free and equal?"

(a) After brainstorming possible responses to the Introduce students to the elements or parts of a political cartoon. Use either "Elements of a Political Cartoon" – a short definition and visual examples – or "Elements or Parts of a Political Cartoon" – a short definition and student created cartoons.

The elements include: drawing / design, literary and/or historical references, captions / labels, symbols and analogy, exaggeration / hyperboles and understatement, focus / main idea, humor and irony and caricatures and/or stereotypes.

The teacher may have students review the elements by (1) finding additional, visual examples, including examples from their home countries / culture, which represent the elements, or (2) finding additional examples in other political cartoons.

(b) Student may create a political cartoon, incorporating some of the elements, individually or with a partner.

Drawing political cartoons

1. Has a single, clear idea (focus) or point of view on an issue / event / topic
2. Demonstrates understanding of the issue / event / topic
3. Includes a “visual tease” - the idea or image encourages the viewer to use his or her imagination and view the cartoon
4. Includes elements such as exaggeration / hyperbole, understatement, captions, labels, symbols, humor, irony, caricatures, and/ or stereotypes.
  - a) The topic of the cartoon is \_\_\_\_\_.
  - b) My position on the issue / event / topic is \_\_\_\_\_
  - c) The elements I used in the cartoon are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
  - d) The cartoon demonstrates my knowledge of the topic or theme because \_\_\_\_\_

*Optional questions:*

- a) The steps I took to develop my topic and/or point of view were \_\_\_\_\_
- b) I selected the images and language used in the cartoon because \_\_\_\_\_
- c) The strengths of my cartoon are \_\_\_\_\_. To improve the cartoon is will \_\_\_\_\_.
- d) My position or point of view on the topic was influenced by \_\_\_\_\_.
- e) My advise for other cartoonists is \_\_\_\_\_.
- f) The viewer should appreciate the drawing / design of the cartoon because \_\_\_\_\_

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Below Expectations	1 - Incomplete
Appropriate topic for time period / event/ issue	Topic specific and shows unique insights about the issue / event	Topic specifically about the issue / event	Topic too general or not specific about the issue / event	Not on issue / event
Elements of the cartoon	Contains 3+ clear and identifiable elements: <i>all aspects work together and enhance the message of the cartoon a</i>	Contains 3+ clear an identifiable elements	Only two clear and identifiable elements of a cartoon	Only one clear and identifiable elements of a cartoon
Historical / Personal / Literacy information	Clear, accurate, clever or unique use of the information / reference	Clear and accurate use of the information / reference	Not all of the information / reference is clear	Inaccurate and/ or unsupported / incomplete information
Appearance	Neat, legible, and proudly presented	Neat and legible	Sloppy but legible	Sloppy and illegible
Explanation paragraph **	Explains the 3 or more elements and viewers reaction in a thorough, clear, concise and convincing manner	Explains the 3 or more elements and viewers reaction in a thorough and clear manner	Incomplete explanation or the 3 elements; includes the intended viewers reaction but not clear	Incomplete explanation and viewers reaction

## Appendix

### Political Cartoon 1



<http://www.harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=November&Date=22>

<http://www.loc.gov/pictures/item/2002714704/>

Uncle Sam's Thanksgiving Dinner  
November 22, 1869  
Thomas Nast  
*Harper's Week*

## Political Cartoon 2



Uncle Sam's Thanksgiving

G. F. Keller

*San Francisco Wasp*

1877

Library of Congress, Collection: The Chinese in California

<https://thomasnastcartoons.com/selected-cartoons/uncle-sams-thanksgiving-dinner-two-coasts-two-perspectives/>

### Political Cartoon 3



Reception of European Emigrants Twenty Years Ago/Reception of Asiatic Emigrants in the Present Time, *San Francisco Illustrated Wasp*

Creators: Keller, George Frederick, 1846- (artist), E. C. MacFarlane & Co. (publisher)

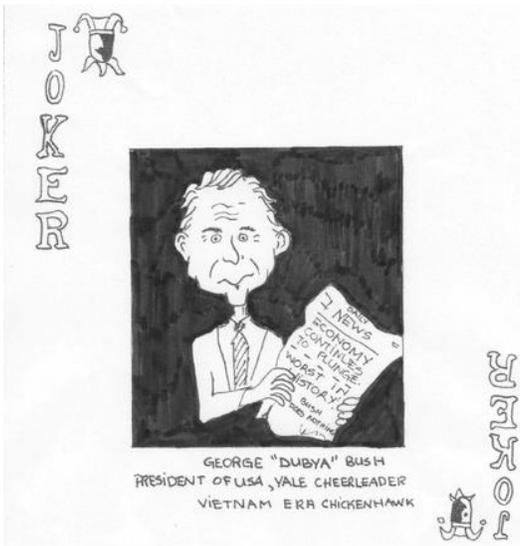
Publication Information E.C. MacFarlane & Co, **San Francisco, June 15, 1878**, volume 2, issue 98, page 728-729

Collection Information; Historical Society of Pennsylvania, Balch Institute Broadside (3213)  
[http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object\\_id/11905](http://digitallibrary.hsp.org/index.php/Detail/Object/Show/object_id/11905)

“The broadside is divided into two sections. In the first section, a mob of Americans attack a group of European immigrants who have just arrived in New York City and are passing through the Castle Garden immigrant station. In the background, there are ships and a sign labeled "Castle Garden". A woman wearing a scarf and carrying a trunk watches in horror as men throw stones and punch each other. A man carrying a parcel and a large bag has suffered a serious injury to his eye. In the second section, a group of Chinese immigrants, wearing conical hats and long braids have just arrived in San Francisco, and are riding in a wagon. Americans throw stones at them and try to pull them from the wagon. One man pulls the braid of an immigrant.”

**Elements or Parts of a Political Cartoon**

(Cartoons were created in a US history classes at Northeast High School, Philadelphia, PA students in 2003-2004 - <http://learningbycartooning.weebly.com/>)

<p><i>Drawing / Design</i> is the way the cartoonist draws including colors / shades, space, images, and the focus.</p> <p>“The U.S. on Cruise Control”                  “U.S. Intervention”                  “Next Stop...”                  Hawaii, 1893                  Puerto Rico, 1898                  Philippines, 1901                  Panama, 1908</p> <p>Cartoonist: Kate M.</p>	
<p><i>Literary and Historical References</i> refer or point to something to show a connection. Literary is from literature or a story, poem, character, etc. Historical is from history or a person, event, etc.</p> <p>“Win or Win.”</p> <p>(U.S. creating the Panama Canal and taking the land from Colombia.)</p> <p>Cartoonist: Carols C.</p>	
<p><i>Captions / Labels</i> are the title, labels and words in a cartoon give meaning to the cartoon.</p> <p>“Joker”</p> <p>George Dubya Bush                  President of US, Yale                  Cheerleader, Vietnam Era                  Chicken Hawk</p> <p>US Economy Continues to Plunge... Worst in History</p> <p>Cartoonist: Biljana T.</p>	

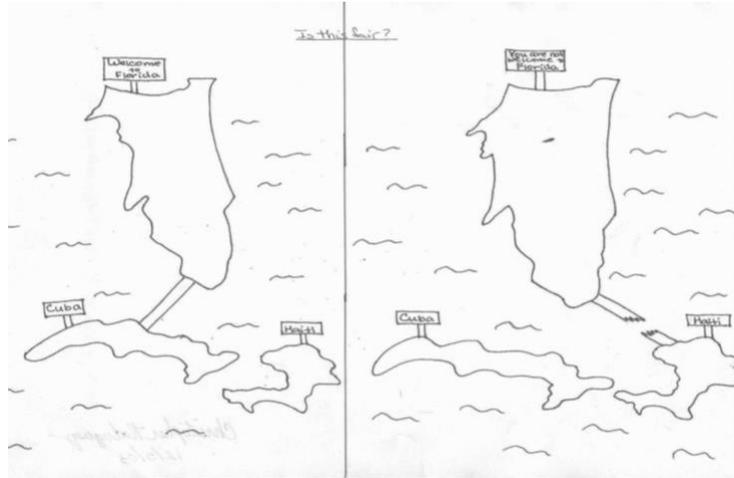
*Symbols and analogy*  
 A symbol is an image / object that stands for something else. An analogy compares two things that may or may not be the same (alike).

*“Is this Fair?”*

Florida to Cuba – “Welcome to Florida”

Florida to Haiti – “You are not welcome in Florida”

Cartoonist: Chris R.



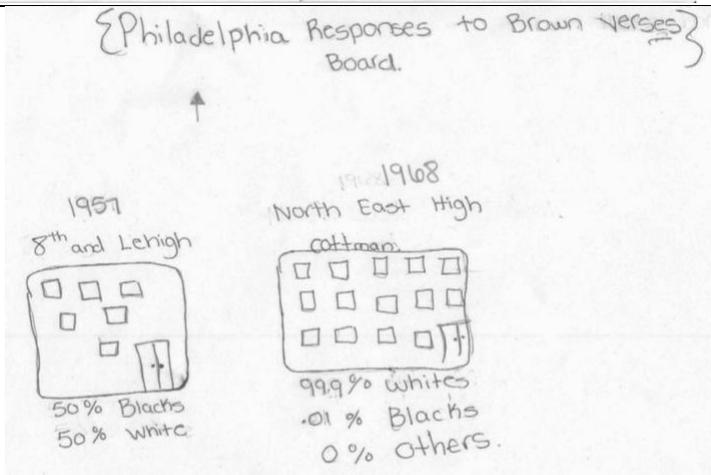
*Irony* is using words or images to show the opposite of what you expect. It is a contradiction (contra = against).

*“Philadelphia Responds to Brown versus Board”*

Northeast High School  
 1957 / 1968

(The school was moved from North Phila., 8<sup>th</sup> and Lehigh, to Northeast Phila., Cottman Ave).

Cartoonist: Dina S.



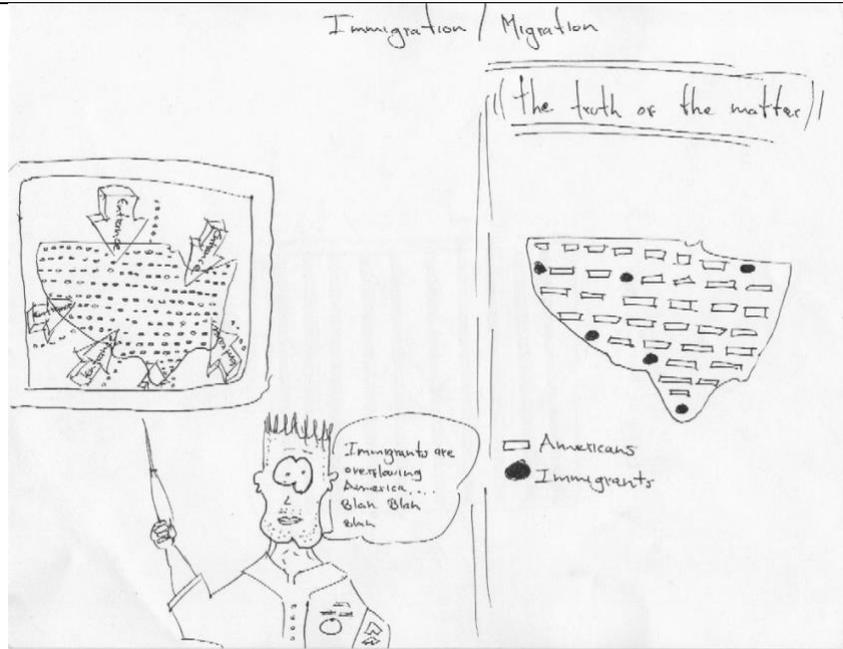
*Exaggeration / Hyperbole and Understatement*

Exaggeration or hyperboles is making something bigger or more important than in real life. Understatement is making something small or less important than real life.

Immigration / Migration

*“Immigrants are invading America... Blah...Blah, Blah... The truth of the matter”*

Cartoonist: Carlos C.



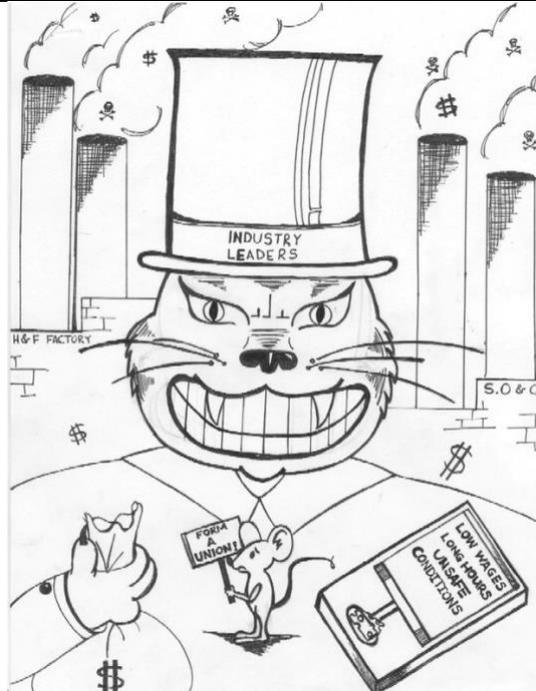
*Caricatures and / or stereotypes*

A caricature makes a person or thing look funny or foolish. A stereotype is based on something that is too simple or not true.

“Industry Leaders”

“Low wages”  
 “Long Hours”  
 “Unsafe Conditions”

Cartoonist: Kate M.



-----  
 “President Roosevelt”

“Hmmm, How can this benefit US?”

Presidential Advisor:  
 “Sir, the kids are fighting again.”

“Dominican Republic Citizens?”

Cartoonist: James C.



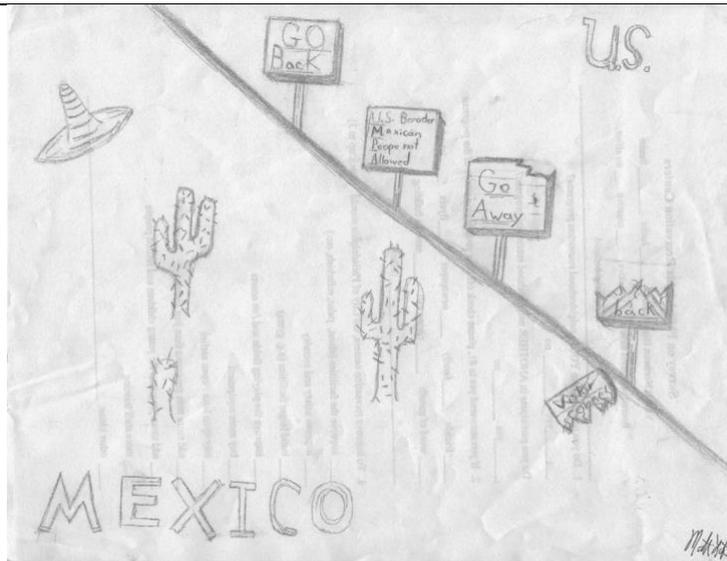
*Focus / Main Idea*

The focus or main idea is the most important or central idea. It is the topic, issues or point of view.

U.S. / Mexico

“Go Back”  
 “U.S. Border: Mexican People Not Allowed”  
 “Go Away”

Cartoonist: Matthew L.



## Creating quality Social Studies lessons for English Learners (ELs)

Social Studies instruction and curriculum for English Learners (ELs) should be (1) culturally responsive, (2) relevant and (3) inclusive of the students' experiences and diverse knowledge base (Yoder, Kibler, Hover, 2016). Instruction should also be founded on sociocultural principles (Vygotsky, 1978) and include collaboration or cooperative learning strategies (Anstrom, 1999; Walqui & van Lier, 2010). Simultaneously, lessons must be "linguistically responsive" (Lucas & Villegas, 2010; Taylor, 2013, Yoder, 2013). This includes being aware of students' English language acquisition levels, building on their proficiency, and scaffolding instruction. If your school has an English as a Second Language teacher, s/he/they should be able to provide you with disaggregated English proficiency level information (e.g. ACCESS scores) and how to interpret them. This is one source of information helpful in planning your lessons for ELs.

According to Cruz and Thornton (2013), U.S. born students absorb, versus learn in school, aspects of U.S. history and culture by growing up in the U.S. and interacting with popular culture, families and friends. English Learners, especially older students, may have to learn U.S. history and culture at school. It is important to provide a culturally sensitive pedagogy that respects students' home / community culture(s), experiences and perspectives. Social Studies teachers should consider English Learners may be confused by:

- Nationalistic, U.S.-centric and cultural focused maps, information & perspectives in texts.
- U.S.-centric historical terms, government processes, and vocabulary.
- Texts containing complex sentences, passive voice, and extensive use of pronouns.
- The norms on expressing opinions, especially controversial opinions.
- Concepts which either are interpreted differently or do not exist in their home cultures such as privacy, individualism, individual rights, rights of the accused, etc.
- Being asked to contribute alternate view related to their home country / community.
- The use of a "timeline" vs. learning history by "dynasty" or "period."
- The amount of text covered, determining what is important and not important in the text.
- A focus on application of ideas / knowledge versus memorization of facts.

An approach adopted in the School District of Philadelphia for adolescent / secondary instruction is Quality Teaching for English Learners (QTEL). More information on QTEL may be found at <https://tinyurl.com/yakjqv1>

Walqui, Al. & van Lier, L. (2010). *Scaffolding: The Academic Success of Adolescent English Language Learners, A Pedagogy of Promise*. San Francisco, CA: WestEd.

### When planning a lesson or unit: Focus on

- (1) "amplifying" versus "simplifying" instruction – "give rich and varied examples, looking at difficult concepts from several angles" versus content simplification
- (2) integrating content and language instruction
- (3) providing ample opportunities for student to collaboratively interact – speaking / discussion is essential for language acquisition

- (3) holding high expectations with high supports (see scaffolds)
- (4) co-constructing learning (teacher/students; students/students)
- (5) building on students’ prior lives and experiences by drawing on the “funds of knowledge” from their communities, cultures and languages.

**Three Moments (components) of a lesson / unit**

Preparing the learners	<ul style="list-style-type: none"> <li>○ Focus attention on concepts to be developed</li> <li>○ Activate / build on prior knowledge and experiences</li> <li>○ Introduce essential new vocabulary in context</li> <li>○ Connect lessons to students’ experiences</li> </ul>
Interacting with Text / Concepts / Content	<ul style="list-style-type: none"> <li>○ Deconstruct text / concepts / content; focus on understanding a chunk and reconnect a chunk to the whole</li> <li>○ Establish connections between ideas within text / concepts / content</li> <li>○ Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc.</li> </ul>
Extending understanding	<ul style="list-style-type: none"> <li>○ Re-create text in a new genre or create new text to represent new understanding</li> <li>○ Apply newly gained knowledge to novel situations or use to problem-solve</li> <li>○ Connect ideas learned to other ideas and experiences outside the text / class – compare, synthesize, evaluate, create, critique, problem solve, etc.</li> </ul>

**Pedagogical Scaffolds**

*Modeling* – Give students clear examples, walk through the process, model appropriate language for the academic task

*Bridging* – Build on previous knowledge and understandings / activate prior knowledge; establish personal links between the students and subject matter / concept

*Contextualizing* – Embed the academic language within a “sensory context” (manipulatives, pictures, video clip, realia, etc.) to increase the accessibility of the language

*Schema building* – Make connections through a variety of activities

*Re-presenting text:* Transforming a text into another genre, poster, etc.

*Metacognition:* Explicit teaching of strategies (introduce each step, practice each step, explain each step) to enable learners to meet academic tasks

Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal for Bilingual Education and Bilingualism*, 9(2), 159 – 180.

**Additional Pedagogical Scaffolds** (adapted from WIDA, <https://www.wida.us/>)

<p><b>Sensory Supports</b></p>	<p>Real life objects (Realia) / concrete objects          Physical activities          Manipulatives          Illustrations, diagrams          Podcasts / audio books          Diagrams / drawings / cartoons          Models, figures          Magazines, newspapers          Posters / displays          Videos, films, broadcasts          Music, chants          Gestures          Audio books</p>
<p><b>Graphic Supports</b></p>	<p>Charts / Tables          Graphic organizers          Photos, pictures, maps, graphs          Graphing paper          Timelines</p>
<p><b>Interactive Supports</b></p>	<p>L1 (1<sup>st</sup> language)          Pairs / partners          Triads or small groups          Whole group          Cooperative groups          Interactive website / software          Teacher mentor / coach / modeling</p>
<p><b>Verbal / Textual Supports</b></p>	<p>Labeling          Repetition          Paraphrasing / Summarizing          Modeling          Wait Time          Guiding, clarifying, probing questions          Leveled questions (5Ws, H) / Question prompts / cues          Word Banks          Sentence frames / Sentence starters / Formulaic Expressions          Discussion Frames          Talk Moves (structured academic conversations – re-voicing/clarifying, restating, reasoning, adding on, wait time)          Wait time</p>

