Lesson Title – POLITICAL CARTOONS OF POLITICAL MACHINES: NEW YORK CITY 1860-1870 from Kate Ericson

Grade - 9-12

Length of class period – 45 minutes…plan for three class periods

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How do politicians impact the lives of the citizens?

Objectives (What content and skills do you expect students to learn from this lesson?)

• Analyze political cartoons on Boss Tweed drawn by Thomas Nast
• List the effects Tweed’s actions had on citizens: stated and/or inferred
• Examine the effectiveness of political cartoons.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Political Cartoons: See subsequent pages, 2-5, attached here taken from
http://cartoons.osu.edu/nast/portfolio.htm
http://www2.truman.edu/parker/research/cartoons.html
http://www.cartoonstock.com/lowres/csl0685l.jpg
http://www.cartoonstock.com/lowres/csl0670l.jpg
http://www.vw.vccs.edu/vwhansd/HIS122/Images/Tweed%20Cartoon.gif

Image Analysis Worksheet: Last Page

Activities (What will you and your students do during the lesson to promote learning?)

Prep: Make copies of cartoons(diff erent cartoon for each group.)

• Divide students into groups of 3 or 4.
• Hand out one cartoon and have students complete the Image Analysis worksheet. Depending on the level of the student, allow 20 minutes to complete task. Remind students they are to teach their classmates about their cartoon.
• Project a cartoon on LCD screen or overhead.
• Have each group report to the class their analysis of the cartoon, including its message.
• Repeat for all cartoons.
How will you assess what student learned during this lesson?

Discuss the following after all cartoons have been presented:

- What are some of the ways in which Boss Tweed was able to maintain control of New York City as a political boss?
- According to the cartoons, in what ways was Boss Tweed a threat to American citizens living in New York City?

In a short essay will answer the following questions; explain why Thomas Nast chose to draw political cartoons about this issue? How are political cartoons different than an editorial? How are they similar? Which mode of media (cartoon or editorial) do you think would have been more persuasive in the second part of the 19th century? Explain your answer.

Connecticut Framework Performance Standards –

- Students will apply knowledge of the U. S. Constitution, how the U. S. system of government works and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions.

- primary source documents to analyze multiple perspectives.
"THAT'S WHAT'S THE MATTER."

Boss Tweed. "As long as I count the Votes, what are you going to do about it? say?"

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WHO STOLE THE PEOPLE'S MONEY? — DO TELL, MY BROTHER.

'Twas him.
THE NEW BOARD OF EDUCATION. SOWING THE SEED, WITH AN EYE TO THE HARVEST
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 3

A. Describe the action taking place in the cartoon.

B. Explain how the words in the cartoon clarify the symbols.

C. Explain the message of the cartoon.

D. What special interest groups would agree/disagree with the cartoon's message? Why?