

TEACHING AMERICAN HISTORY PROJECT

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/cs106851.jpg>

<http://www.cartoonstock.com/lowres/cs106701.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(different 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:

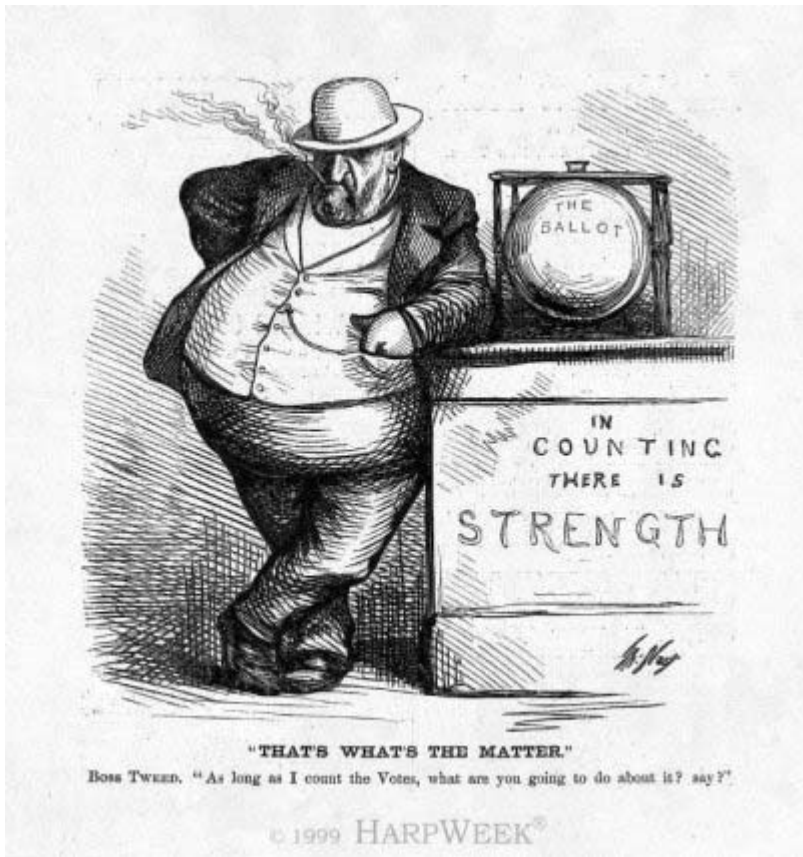
- What are some of the ways in which Boss Tweed was able to maintain control of New York City as a political boss?
- According to the cartoons, in what ways was Boss Tweed a threat to American citizens living in New York City?

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?"

© 1999 HARPWEEK®



WHO STOLE THE PEOPLE'S MONEY? — DO TELL US, SOMETIMES.

'T WAS HIM

TAT."

speaking state
we get beyond
area of the field
be highest ability
go the high ability
circumstances, to
less in the govern-
ment have given it
d are willing to see
power nation, will do
to be done at this
the highest sides of
any do it very well
think, it is being
to send a message out of
The task before the
and some-how handle
they are driving the
man from clinging to
the work, there is an
existence of the first
always been seen in his
In fact, they go as far
a good thing to do, and
be are ready to follow
orders of men who will
do. To feel the return
of the highest office in
body who will bring in a
as ordered his present
to help out of his class.

He period of summer
to stop possible, and
concern. He now thinks
a has concluded that the
system has been "78.

IT HAS BLOWN OVER
WANTED REFORMERS W
OF THE
TAMMANY CLASS
WANTED REFORMERS N
EDUCATED IN THE
TAMMANY HALL
SCHOOL
REFORM.

REWARD
AND

NO QUESTIONS
ASKED.

ANYBODY WHO WILL BRING
A FEW PLUNDERERS OF THE
STATE
TO JUSTICE (I
WILL BE REWARDED BY THE
HIGHEST OFFICES
IN THE
GIFT
OF THE
PEOPLE

G.D. LONG CONNECTED
ONE OF THE
CANAL RING.

TAMMANY HALL
SCHOOL OF REFORM.
SCHOLARS WANTED
FOR
REFORMERS.

REWARD TO THOSE
WHOSE NAMES HAVE ASSOCIATED
WITH THIEVES, AND
PLUNDERERS OF THE STATE
FOR THE STATE
DEFENCE.

IT TAKES
A THIEF
OR ONE
WHO HAS
ASSOCIATED
WITH
THIEVES
TO CATCH
A
THIEF.

S
H
DOED
IONS



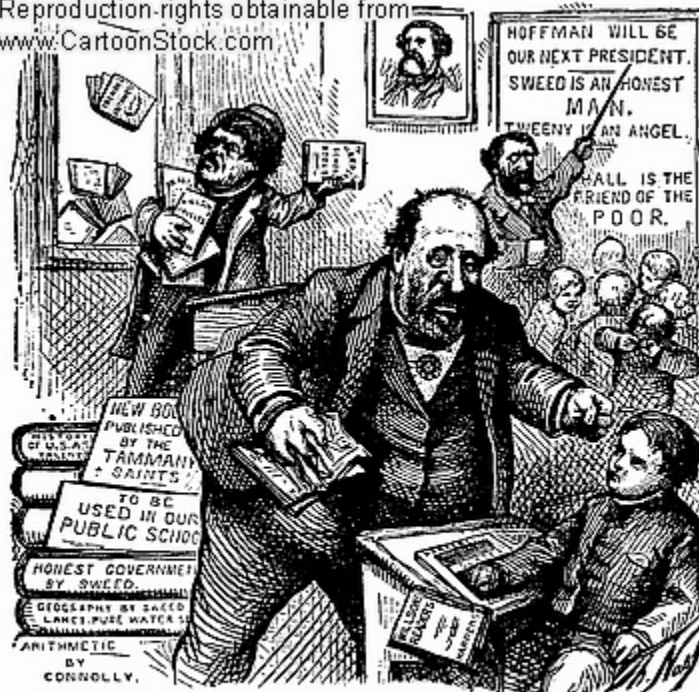


EMPTY TO THE WORKS
WHY IS THE TREASURY EMPTY?
 There will be five million of dollars in the Treasury, and the banks will have five million of dollars in the vaults. No wonder you can't get your life paid.

DOWN WITH THE CITY THIEVES. VOTE THE REFORM TICKET.

THE FOUR MASTERS THAT EMPTIED IT.

NAME	OFFICE	NAME	OFFICE
FRANK FORD	GOVERNOR	JOHN W. HALL	COMMISSIONER OF EDUCATION
GEORGE F. SWEED	COMMISSIONER OF LANDS	JOHN W. HALL	COMMISSIONER OF EDUCATION
JOHN W. HALL	COMMISSIONER OF EDUCATION	JOHN W. HALL	COMMISSIONER OF EDUCATION
JOHN W. HALL	COMMISSIONER OF EDUCATION	JOHN W. HALL	COMMISSIONER OF EDUCATION



THE NEW BOARD OF EDUCATION. SOWING THE SEED, WITH AN EYE TO THE HARVEST

Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
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?	

