## Editorial Cartoon Analysis

### Summary of Issues and Learning Outcomes

<table>
<thead>
<tr>
<th>Lesson Outcome</th>
<th>Students will use background knowledge and a prescribed process to decipher and analyze editorial cartoons.</th>
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</thead>
</table>
| Inquiry Questions | To what extent does globalization create issues?  
To what extent do political cartoons identify areas of concern as globalization develops?  
Are political cartoons an effective method of presenting positions on issues of globalization? |
| Values and Attitudes Outcomes | 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world. |
| Knowledge and Understanding Outcomes | 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy)  
3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) |
| Key Skills | S.1 evaluate ideas and information from multiple sources; determine relationships among multiple and varied sources of information  
S.8 demonstrate skills of visual literacy  
S.8 communicate effectively to express a point of view in a variety of situations  
S.8 use skills of formal and informal discussion to persuasively express informed viewpoints |
Activity Overview

This activity is designed to continue developing the skills needed to analyze and write responses to political cartoons and how these develop an understanding of identified issues. Once the cartoon analysis is finished, an optional source-based writing assignment will be provided. It will include a visual, a cartoon, and a text excerpt.

Students will develop skills required for the minor writing assignment on the Social 30-1 Diploma exam.

Key Concepts
- editorial cartoon
- symbolism
- social criticism
- satire
- sarcasm
- irony

Objectives/Rationale

Editorial cartoons explore thought-provoking perspectives through imagery. They are a catalyst for dialogue and can offer serious political and cultural commentary with punch and humour. Students can also gain insight into a particular perspective regarding a social issue via editorial cartoons. Students will analyze and interpret a series of editorial cartoons using a step-by-step approach, completing an Activity Master to record their findings.

Instructional Strategies

1. Teachers may wish to bring the editorial cartoon from the current newspaper into class and have students comment on it as an introductory activity. Remind your students that cartoons are just one part of the source writing assignment but one of the most challenging for many students. This is why the activity focuses on cartoons.


3. Discuss the elements of cartoon analysis with the class:
   - meaning of the caption
   - identifiable persons
   - meaning of symbols
   - background knowledge
   - the cartoonist’s message
   - the time frame the cartoon was created in (historical cartoons)
   - groups who may agree and groups who may disagree with the cartoonist’s message
   - if students themselves agree or disagree with the cartoonist’s message

Time:
- 2 periods

Preparation:
- Photocopy 2 class sets of instructions for the assignment, Activity Master 9.1: Analyzing Editorial Cartoons
- Prepare overhead transparencies or a PowerPoint slide of Activity Master 9.2: Cartoons for Class Analysis
- Photocopy a class set of Activity Master 9.3: Analyzing Editorial Cartoons
- Photocopy a class set of Activity Master 9.4: Minor Written Response
Instructional Strategies cont.

4. Distribute Activity Master 9.3: Analyzing Editorial Cartoons and the 2nd copy of Activity Master 9.1: Analyzing Editorial Cartoons. In groups of two (2) or three (3), have students analyze the three cartoons provided by filling in the nine sections in the handout. Assign for homework if not completed.

5. Collect for marking or review using a pair share process. Pairs are to join with another pair and exchange thoughts and answers. They are to arrive at a consensus about the issue presented and the basic position offered by the cartoonist. Then they should record the final answers for future reference.


Follow Up

In a class discussion, ask the students if cartoons are an effective way of transmitting a point of view regarding an issue.

Differentiated Learning

For students requiring more assistance, consider doing the cartoon analysis as a group/class activity or reduce the number of cartoons.

Metacognition

Did the cartoon analysis change the way you viewed cartoons? How?

Are cartoons an effective way to transmit an opinion? Explain.

Should you always agree with the cartoonist? Explain.

Assessment

1. Collect for grading the second copy of Activity Master 9.1: Analysing Editorial Cartoons, which they used to analyze the cartoons on Activity Master 9.3: Analyzing Editorial Cartoons.

2. Have students search for and analyze editorial cartoons, preferably on issues related to globalization, that they find on the internet or in print media sources. Some suggested sites are:
   - http://politicalhumor.about.com/od/politicalcartoons/tp/political-cartoons.htm
   - http://www.cagle.com/
   - http://www.humorink.com/cartoons/
   - http://www.cartoonistgroup.com/
   - http://www.creators.com/

3. If you have them complete Activity Master 9.4: Minor Written Response, the link to the marking rubric for it is provided on the handout.

4. You may wish to offer a bonus activity for any student who would like to try to create their own cartoon about a local issue with global implications. For example, a cartoon discussing the 2010 Gulf of Mexico oil well leak, the oil sands development debate, or the changes in the Arab world might be engaging topics.
### ACTIVITY MASTER 9.1:
Analyzing Editorial Cartoons

**Instructions:** Analyze the editorial cartoons on the following pages by answering the questions in the chart below.

<table>
<thead>
<tr>
<th>ANALYSIS</th>
<th>SOURCE 1</th>
<th>EDITORIAL CARTOONS</th>
<th>SOURCE 2</th>
<th>SOURCE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the action taking place in the cartoon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the cartoonist’s message in the drawing and/or caption.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this cartoon require you to have a lot of background information on this issue, event, or person?</td>
<td>YES  NO  EXPLAIN</td>
<td>YES  NO  EXPLAIN</td>
<td>YES  NO  EXPLAIN</td>
<td>YES  NO  EXPLAIN</td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>SOURCE 1</td>
<td>SOURCE 2</td>
<td>SOURCE 3</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>List any identifiable persons portrayed in the cartoon.</td>
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<tr>
<td>Did the cartoonist exaggerate any physical features of a person? If yes, describe how it was done. Why?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Was any symbolism used? If yes, describe the symbol(s) and what they represent?</td>
<td>_____ YES _____ NO</td>
<td>_____ YES _____ NO</td>
<td>_____ YES _____ NO</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS</td>
<td>SOURCE 1</td>
<td>SOURCE 2</td>
<td>SOURCE 3</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Which person or group(s) may be most likely to agree with the message? Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which person or group(s) may be most likely to disagree with the message? Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you agree or disagree with the cartoonist’s message? Explain.</td>
<td>____ AGREE  ____ DISAGREE</td>
<td>____ AGREE  ____ DISAGREE</td>
<td>____ AGREE  ____ DISAGREE</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY MASTER 9.2:
Cartoons for Class Analysis

Source 1

With permission from the cartoonist.
Source 2

http://www.seppo.net/e/

With permission from cartoonist.

Source 3

Globalization Invading Markets #21317 By Andy Singer, PoliticalCartoons.com
http://www.politicalcartoons.com/cartoon/9cd424c-7bfa-4501-9f1e-8f5243d85b5.html
or http://www.andysinger.com/

With permission from cartoonist.
ACTIVITY MASTER 9.3:
Analyzing Editorial Cartoons

Source 1

http://www.seppo.net/e/

With permission from the cartoonist.

Source 2

Race-to-the-Bottom

With permission from cartoonist.
Source 3

"NOW, GIVE ME THE BOWL AS COLLATERAL."


*With permission from cartoonist.*
**ACTIVITY MASTER 9.4:**

**Minor Written Response**

**Instructions:** Examine all three sources and complete the following assignment.

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**Examine each source.**

**Write a response in paragraph form in which you must:**

- interpret each source by identifying the source's perspective of multinational corporations and explaining the source's connection to economic globalization,

AND

- identify the specific issue that is the common concern of all three sources and demonstrate that each source focuses on this common issue.

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- Use the following organizational approach to write this assignment:
  
  Paragraph 1: Interpretation of Source 1
  
  Paragraph 2: Interpretation of Source 2
  
  Paragraph 3: Interpretation of Source 3
  
  Paragraph 4: Discussion of the relationship among the three sources

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**Marking Rubric:**

Links to two Alberta Education sites that contain information and marking rubrics for the major and minor writing assignments are provided. These rubrics are subject to change so be sure to consult them for the latest information.

Social Studies 10-1 Written Response Assignment I Scoring Categories and Criteria
http://www.learnalberta.ca/content/t4tet/courses/senior/social10_1/social.asp

Social 30-1: Part A: Written Response Assignment I: Source Interpretation and marking rubric.
http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx
SOURCE 1

WAL-MART #2269 BY HUFFAKER, CAGLE CARTOONS - 6/23/2004
http://www.politicalcartoons.com/cartoon/ae48e956-d087-48dd-a8d5-3400ab3ff6d2.html

With permission from the cartoonist.
SOURCE 2

From article by Rajesh Dangi, January 13th, 2007 in Metblogs

SOURCE 3

“Outsourcing and globalization of manufacturing allows companies to reduce costs, benefits consumers with lower cost goods and services, causes economic expansion that reduces unemployment, and increases productivity and job creation.” - Larry Elder

http://www.brainyquote.com/quotes/keywords/globalization_2.html#ixzz1OhbnTGeU