

<b>Topic</b>	<b>Civil Rights</b>
<b>Lesson Title:</b>	<b>Analyzing political cartoons: Integration of school districts</b>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will understand and generate critical arguments supporting their viewpoints on integration of school districts.</li> <li>2. Students will gain the ability to analyze political cartoons using historical thinking heuristics.</li> <li>3. Students will create a persuasive letter supporting their views on integration of school districts.</li> </ol>
<b>Mississippi Social Studies Framework Connections</b>	<b>United States History From Post-Reconstruction to Present competency 4: Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).</b>
<b>NCSS Theme (2)</b>	<b>2. Time, Continuity, and Change 6. Power, Authority, and Governance</b>
<b>CCSS ELA or CCSS ELA SS</b>	<b>CCSS ELA SS Grade 9-10: 1,2,3,4,5,6,9  CCSS ELA Writing Grade 9-10: 1.a.c.e, 4, 5, 8</b>
<b>Assessment</b>	<p><b>Formative:</b> Student ability to analyze political cartoons; Student ability to generate and understand viewpoints on integration of school districts.</p> <p><b>Summative:</b> Student persuasion letter will be evaluated for completeness, use of various political cartoons, and significant grammatical errors.</p>

**Procedures:**

**1. Before**

The teacher will project an image of the handbook *Black Monday* using PowerPoint on the board and ask students: "What event is this picture representing?" After various responses, the students will make the connection between *Black Monday* and the date of the Supreme Court ruling on *Brown v Board of Education* (Include further prompt questions or clues if needed). To further elaborate, a class discussion will be held on the *Brown v Board* trial and issues.

The teacher will provide the students with key excerpts from the majority opinion ruling to read individually. The teacher will then provide guided reading questions for the students to answer addressing the purpose of the ruling, the differing public opinions, and the issue of timeliness of desegregation. After completing the questions, the students will share their answers and varying analyses of the reading.

The teacher will then show the students a primary source political cartoon related to the opposing views of desegregation. Using the Library of Congress analyzing political cartoons guide, the teacher will lead the students through the observe, reflect, and question process. This will help students understand how to interpret political cartoons and symbols, showing the additional information or insight that can be gained by using political cartoons.

The teacher and the students will begin a graphic organizer on the two opposing views of integration and their similarities. Once complete and answers have been shared, the teacher will explain to the students that for this lesson they are going to focus on those opposing views through the analysis of political cartoons. Before the activity begins, the teacher will ask students to name a few benefits associated with using primary source political cartoons.

The teacher will then ask students to evaluate their graphic organizers and make an informed decision based on the discussion to either support or oppose integration. Based on their choice, the teacher will then guide the students to develop support for their claims as if they lived during this time period. Once they have identified compelling arguments, the students will be grouped based on similar views.

The teacher will explain to the students that they will be conducting an inquiry into integration of public schools using primary source political cartoons. Each student will have the opportunity to choose a political cartoon to analyze that supports their arguments. With the added insight and information from the political cartoon analysis, each student will write a persuasive letter to the government explaining why or why not public schools should integrate.

## **2. During**

The teacher will provide each group a set of political cartoons and instruct each student to pick one to analyze. Within their groups, the students will briefly document what they believe the cartoons and symbols represent. Advanced or students with experience analyzing political cartoons can help assist the group to uncover the accurate significance of the documents. Groups will then share their analysis of the cartoons with the class.

After the first analysis, the teacher will instruct students to use the National Archives cartoon analysis worksheet to assist in further inquiry. The students will re-analyze their cartoon in a three level process that encourages the student to engage in sourcing historical thinking heuristic. After each individual analysis, the students will compare their political cartoons with their group members, further encouraging the use of corroboration heuristic.

Based on the extended knowledge acquired through the political cartoon analysis, the student will edit their previous supporting arguments for their selected viewpoint. The teacher will instruct students to write a letter to the government as if they lived during this era to persuade the readers why or why not public school should integrate. The students will be reminded to use the gained arguments and inside viewpoints acquired during the previous activity. The teacher will monitor and help guide students as they write their letters to make sure the proper components are included and to assist any students who need further instruction.

## **3. After**

Once students have completed their letters, each group will have an opportunity to share their final arguments with the class. After each group has shared, the teacher will ask the students to share any differences that occurred between their first and second analysis of the political cartoon. After a final review, the students will turn in their letters for a summative assessment. Finally, the teacher will emphasize the role that students can play in government by being informed and active citizens.

The teacher will ask the students again what benefits associated with using primary source political cartoons did they learn during the lesson.

The teacher will review the key points of the lesson: 1. Primary sources extended our knowledge of historical events by providing us with differing views. 2. The correct analysis of a political cartoon can show us how the author viewed a certain issue or event. 3. Through historical thinking heuristics, Historians can validate and further examine a primary source beyond first assumptions. 4. Review the opposing arguments of desegregation in public school.

In closing, the teacher will ask the students if they have any further inquiries about desegregation or political cartoon analysis. Students will write down any questions or further inquiries and place them in the question box for the teacher to review for a future lesson.

## **4. Assessment**

Students will be evaluated on their ability to analyze a political cartoon using the three level questions.

Students will be evaluated on their persuasive letters using the following criteria:

- a. Students choose a viewpoint that aligned with the opinions for or against integration of public schools
- b. Student supported their viewpoint with arguments from multiple primary sources
- c. Student created a completed and logical persuasive letter
- d. Student created a narrative that was free of major grammar or spelling errors