Teaching with Primary Sources and the LOUISiana Digital Library

Louisiana Gumbo Lesson Resource

Louisiana Gumbo: A Recipe for Empowerment Project is funded by a grant from the Institute of Museum and Library Services (IMLS). Grant partners include the State Library of Louisiana, the LOUISiana Digital Library, the Louisiana State Museum, and The Historic New Orleans Collectio

Political Cartoon: John Bull and the Battle of New Orleans

Subject: Social Studies
Grade Level: 8

Overview
This springboard lesson provides a beginning point for a discussion of the results of the War of 1812 and the Battle of New Orleans.

Students use visual and textual clues embedded in the political cartoon as the basis of a review discussion concerning the Battle of New Orleans. After determining the message of the cartoon, students use this information to make inferences concerning the results of the War of 1812 and the Battle of New Orleans.

Approximate Duration: 20 minutes

Content Standards:
- **History: Time, Continuity, and Change**
    Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:
- **H-1A-M4**   analyzing historical data using primary and secondary sources;
- **H-1D-M3**   identifying and discussing the major conflicts in Louisiana's past;

Grade-Level Expectations (GLEs):
- **Historical Thinking Skills**
  Grade 8
    67. Analyze given source material to identify opinion, propaganda, or bias (H-1A-M4)
- **Louisiana History**
    77. Describe major conflicts in context of Louisiana history (e.g., Rebellion of 1768, the
       French and Indian War) (H-1D-M3)

Interdisciplinary Connections:
- **English/Language Arts : Standard 1**   Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Educational Technology Standards:
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Objectives:
Students will

- Use reading comprehension skills and available technology to locate, select, and synthesize information from a political cartoon to acquire and communicate knowledge about events, ideas, and issues related to the Battle of New Orleans.
- Demonstrate historical perspective by participating in a class discussion concerning the Battle of New Orleans as a major conflict that shaped American and Louisiana history.
- Analyze a political cartoon to identify opinion, propaganda, or bias.

Lesson Materials and Resources:
- Political cartoon: John Bull before New Orleans
- Observation Form
- Cartoon Rubric
- Cartoon Peer Review Form

Technology Tools and Materials:
  Hardware: Computers, 1 per student or set of partners (Can be executed with 1 classroom presentation computer); Internet access
  Software: Browser software
  Websites: Political Cartoon: John Bull before New Orleans

Background Information

> ### *Background of Political Cartoons*
> Cartoons can provide a contemporary comment on historical events, illustrate mode of dress and use of language, indicate social customs, show us what some people may have thought, and indicate public opinion. However, political cartoons can also project the beliefs of the artist. To assess the reliability and accuracy of history portrayed in political cartoons, one must first examine the elements of the cartoon and its author.
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> Although the history of political cartoons in what is now the United States dates back to the days of Benjamin Franklin, their use as a daily commentary on the news did not begin until the end of the nineteenth century when advances in technology made it possible to reproduce drawings without the laborious and time-consuming process of creating woodblock engravings. Until the 1880s political cartoons were primarily confined to weekly and monthly magazines. Carried out in the pages of Harper's Weekly, Thomas Nast's famous campaign to oust the Tweed Ring relied upon effective caricature and portrayals of long-term problems rather than a day-to-day commentary on its activities.

Lesson Procedures:
Pre-Lesson Procedure
Make copies of the Political Cartoon Summary Card, 1 per student.

Procedure

1. View a contemporary political cartoon with the class and discuss what makes the cartoon effective or ineffective. Discuss the author/artist's intent, audience, etc.
2. Political cartoons can reveal much about the people and events that occurred during the time in which the cartoons were created. Remind students that artifacts--documents, songs, paintings and political cartoons—were created by someone for a specific reason and usually for a specific audience. Tell students they will view a political cartoon from history and use embedded visual and textual clues to gather information from the cartoon. They will then use that information to determine the intended audience and reason for the creation of the cartoon and to identify propaganda and/or bias as presented in the cartoon.
3. Discuss or distribute copies of the Cartoon Rubric guidelines and discuss what elements make a political cartoon effective.
4. Distribute one Political Cartoon Summary Card to each student.
5. Ask students to open the "John Bull before New Orleans" website

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   Do not discuss the cartoon until students have had an opportunity to examine it. [Note: For a one computer classroom, use the presentation computer to display the computer so that all students may view it.]
6. Ask students to view the cartoon and respond to the questions on their Cartoon Summary Card. (Students use reading comprehension skills and available technology to locate, select, and synthesize information from a political cartoon to acquire and communicate knowledge about events, ideas, and issues related to the Battle of New Orleans.)
7. Discuss the political cartoon using the Political Cartoon Summary Card information. Encourage students to base their statements on visual and/or textual clues provided in the cartoon. Explain how each character's clothes and language can be used to help determine their identity. (Decode textual clues such as Old Hickory, John Bull, etc) Determine why each character is present in the cartoon, stressing the multi-ethnic character of the defenders of New Orleans and the leadership of Andrew Jackson. Illustrate how the cartoon's metadata (information displayed below the cartoon as it is viewed in the LOUISiana Digital Library) reveals additional information about the cartoon. Explain that the original cartoon is housed in the New Orleans Public Library's City Archives as explained in the "Source" indicator of the metadata.
8. Ask students to determine for whom the cartoon was created (audience) and the reason for the cartoon. (Students demonstrate historical perspective by participating in a class discussion concerning the Battle of New Orleans as a major conflict that shaped American and Louisiana history.)
9. Continue with a discussion of the results of the war, stressing the strong American nationalism that characterized the post-war period.
10. Extension: You may ask students to select a contemporary or historical issue and use the Political Cartoon Rubric to create an original political cartoon. Create a classroom Museum Gallery display using student art. For a peer critique of the cartoons, use the Cartoon Peer Review Form during gallery viewing.

Assessment Procedures:

   This is a critical thinking activity to encourage students to practice gathering facts using alternate

information sources. Score based on participation as evidenced by the completed **Observation Form** or use the scoring guideline at the bottom of each **Political Cartoon Summary Card**

Accommodations/Modifications:
Accommodations/Modifications Built Into the Lesson
• Cooperative grouping
• Small class segments
• Whole class debriefing sessions
• Pre-teach vocabulary words
• Extensions/Explorations can be modified for individual needs
• Debriefing provides systematic feedback

Reproducible Materials:
- Political Cartoon Summary Card (Below)
- Observation Form

Explorations and Extensions:
- Search for related Teaching with Primary Sources and the LOUISiana Digital Library lessons: Battle of New Orleans: British Intrigue, Art as History: Battle of New Orleans, Teaching with Lyrics: The Battle of New Orleans, The Political Cartoon as History
- Ask students to collect and analyze contemporary political cartoons

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Political Cartoon Summary Card

Your Name _____   **Date** _____

Name of Political Cartoon _____ **Author/Artist** _____

Instructions: Examine the political cartoon and. Use textual and visual clues to determine the answer for each of the following questions.

Question	Answer	Rationale *Use evidence from the cartoon to support your answer*
Who do you think the characters in the cartoon represent?	*Location in cartoon:* Left: Center: Right:	
What time period does the cartoon depict?		
What event does the cartoon illustrate?		
What is the message of the cartoon?		
Political Cartoon Summary Card Rubric		
10 Points	Summary card complete, logical or reasonable responses made, provides reasoning based on cartoon information,	

7 Points	Summary card complete, some information inaccurate but honest effort made, attempts to base reasoning on cartoon evidence
5 Points	Summary card complete, much information is inaccurate, some responses not based on cartoon evidence
1 Point	Summary card lacks some responses, information is inaccurate and/or not based on cartoon evidence.

Score _____   Comments: