



## Lesson Plan: The Power of the Press

### Context of the unit:

This unit is designed to focus on the fifth grade standards in Social Science and Visual Art. These include: student learning, analysis, and understanding of historical documents (The Constitution and Bill of Rights). Students begin to understand the significance of events and historical figures (as seen through case law studies) in shaping what we have as a government today. Students will also learn about, experiment with, and critique visual art skills related to historical documentation, media persuasion, and how art can be both a catalyst and a reflection of our society.

### Context of the lesson within the unit:

This standards-based lesson is one of several on the Constitution and the Bill of Rights in fifth grade. Students will understand our rights and how the legal system functions through the lens of an actual historical trial, *The Haymarket Case of 1886* that showcases the different checks and balances with the system. Students will understand how the media influenced public opinion and influenced the court's decision.

### Standards Addressed: History Social Science

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.



## **Standards Addressed: Visual Art**

**2.7** Communicate values, opinions, or personal insights through an original work of art.

**4.1** Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

## **Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects K-5**

### **College and Career Readiness Anchor Standards for Writing K-5**

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### **Objective(s):**

Students will deepen their understanding of integral historical events, persons, and documents in shaping our rights and freedoms as citizens today.

Students will deepen understanding of how the branches of government and media influence our liberty.

Students will begin to develop and apply skills in using visual arts as a form of communication.



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### Big Idea(s):

- **The political process involves participation; *understanding* requires student engagement.** (*Integration and application of new learning in multiple learning modalities helps students deepen understanding*).
- **The strength of a democracy is equal to the strength of its citizens.** (*We must understand, participate in, and further develop our system of government to ensure democracy*).
- **E Pluribus Unum: out of many, one.** (*From a variety of sources and experiences, we have developed a successful government and legal system*).

### Essential Questions/Issues:

1. What does it mean to be an American citizen?
2. Is citizenship a right or a responsibility?
3. Does social capital strengthen a republic?

### Higher Order Thinking Questions:

- Do you think the media influences court cases too much today? (Evaluation, Synthesis)
- Do you believe it is possible for the judicial system to maintain its independence from political views, public pressure, and the media? Why or why not? (Evaluation, Synthesis)
- How do court cases affect the strength of our democracy? (Synthesis, Analysis)



## Lesson Plan: The Power of the Press

**Assessment:** Students will be evaluated through informal checks for understanding, teacher observation, self-reflections, and performing an authentic task (GRASP) evaluated by a rubric. (See rubric and GRASP)

### GRASPS:

	<b>GRASP: Your Mission</b>
<b>GOAL</b>	Your mission is to create and present a political cartoon of one defendant from The Haymarket Case with either a bias toward a pro-labor or an anti-labor's perspective.
<b>Role</b>	You are a cartoonist working for either a pro-labor or anti-labor publication in 1886.
<b>Audience</b>	Jury of your peers
<b>Situation</b>	You will present your cartoon with an explanation (see rubric) to a jury of your peers (fellow cartoonists).
<b>Performance</b>	Your performance will be evaluated using the scoring rubric/guide listed below. <ul style="list-style-type: none"><li>• You will have 1 minute to convince the audience that your cartoon is most effective in portraying this personage from the trial</li><li>• You must have a caption to your work.</li><li>• You may include other elements or symbols that represent the case in a favorable light for your mission.</li><li>• You must have a point of emphasis in your work that reflects your understanding of the art elements used effectively.</li></ul>



**Quality Criteria:** Teacher/Peer Scoring Guide/Rubric

**Necessary Components of Strong Political Cartoons**

**Setting**

What is the time and place?

**Characters**

Are all characters easily identifiable?

**Caption**

Does your caption give the reader a clue about the meaning?

**Cartoon Images**

Do your images give the reader a clue about the meaning?

**Emphasis**

Do your images vary in size and importance to help you send the message you want to send?

**Assessment Scoring Rubric**

	4 Advanced	3 Proficient	2 Approaching	1 Naïve
Context	Cartoon clearly and effectively shows either a pro-labor or anti-labor perspective.  Cartoon clearly identifies a specific defendant in either a positive or negative way with metaphorical images and creative labeling.	Cartoon clearly shows either a pro-labor or anti-labor perspective.  Cartoon identifies a specific defendant in either a positive or negative way through labels and images.	Cartoon shows to some degree a pro-labor or anti-labor perspective.  Cartoon identifies a specific defendant in either a positive or negative way through either a label or image.	Can't tell what perspective is taken.  Defendant is missing or not identifiable.



# CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

	4 Advanced	3 Proficient	2 Approaching	1 Naïve
Caption	Creative word choice is used to convey opinion of cartoonist in a clever summary.	Sums up the opinion of the cartoonist in a way that communicates itself to the viewer.	Shows an opinion that may be hard to understand for some viewers.	No caption exists or it is unclear.
Design	Objects within the cartoon use emphasis for effect.  Line and texture are used in a variety of successful ways.	Objects within the cartoon use emphasis for effect.  Line and texture are used in a variety of successful ways.	Objects within the cartoon use emphasis for effect.  Line and texture are used in a variety of successful ways.	Visual arts techniques are not used with purpose regarding line, texture, and/or emphasis.
Oral Presentation	Presents the cartoon with a clear focus on how the visual and written elements contribute to the meaning and explains how metaphorical images added to the cartoon.	Presents the cartoon with a clear focus on how the visual and written elements contribute to the meaning.	Presents the cartoon but may lack a focus on how the visual or written elements contribute to the meaning.	Oral presentation is not easily understood or fails to define opinion related to the material.

*Rubric based on assessment tool developed by Kennedy Center, Artsedge.*

[http://artsedge.kennedy-center.org/content/2100/2100\\_politcartoons\\_rubric.pdf](http://artsedge.kennedy-center.org/content/2100/2100_politcartoons_rubric.pdf)



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**Lesson Plan: The Power of the Press**

**Activity Steps:**

This lesson should be divided into 2-3 class periods per teacher discretion and student need.

Purpose	Teacher	Students
<p><b>Hook Engage students</b></p> <p><b>5 minutes</b></p>	<p>It all depends on your pt. of view...personal story (hook)</p> <p>Segue into...review of Chicago background in 1880, social class struggles, economics, rise of unions, immigration issues.</p>	<p>Listen, observe, take notes, ask questions</p>
<p><b>Into</b></p> <p><b>15 minutes</b></p> <p><b>Through</b></p> <p><b>10 minutes</b></p> <p>Research/ Draw cartoons In teams</p> <p><b>15 minutes</b></p>	<p>Show Imovie of Haymarket Case</p> <p>Powerpoint "What went wrong?"</p> <p>Review major points of case problems...</p> <p>Jury Selection</p> <p>Public opinion fueled by media</p> <p>Chain of command influenced</p> <p>Review rubric/grasp and one Political cartoon pointing out 5 features.</p> <p>Pass out press kits and cartooning supplies for research/application time at table groups.</p>	<p>View film and PowerPoint, ask clarifying questions as needed.</p> <p>Add to discussion.</p> <p>Each person should choose a defendant they want to portray from the perspective of anti-labor or pro-labor paper. Table groups review press kits and rubrics as needed.</p> <p>Design and create cartoons as individuals or partners (student choice).</p>





## Lesson Plan: The Power of the Press

### Materials and Resources Needed:

- Screen
- Laptop or PC
- External speakers
- Press kits
- Sharpies
- Tracing paper
- Printer paper
- Pre-cut 8" x 10" black mats
- Imovie of Haymarket case
- Powerpoint

### References:

- [www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm](http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm) Website of Prof. Douglas Linder of University of Missouri-Kansas City School of Law. This webpage has 30+ cases complete w/images, transcripts, judgments, timelines, media sources that have been prominent in our history.  
**This is the website that has the biographies of the defendants used in the press kits.**
- [www.chicagohistory.org](http://www.chicagohistory.org) The Chicago Historical Society webpage has numerous trial records, photos, media publications, artworks, chronologies, etc. regarding local cases and histories.
- Chicago Anarchists on Trial (Library of congress: "American Memory" Project)  
<http://memory.loc.gov/ammem/award98/ichihtml/hayhome.html> transcripts, map.
- The Haymarket Riot of 1886 (Chicago Public Library)  
<http://cpl.lib.uic.edu/004chicago/timeline/haymarket.html>
- Haymarket, Martin Duberman, Novel set against the Haymarket tragedy. (Seven Stories Press, 2005)
- [www.crystalproductions.com](http://www.crystalproductions.com) Great visual art site for supplies and posters.
- [www.dickblick.com](http://www.dickblick.com) Order tracing paper through this source for best value.
- [www.bagsunlimited.com/](http://www.bagsunlimited.com/) Site to order pre-cut black mats for students (approximately \$1 ea)



What went wrong?

The Haymarket Case of 1886

# Cause for Arrest?

- Police were sent to round up the most vocal protestors and arrest them...
- Whether they were in a position to have committed the crime

*or*

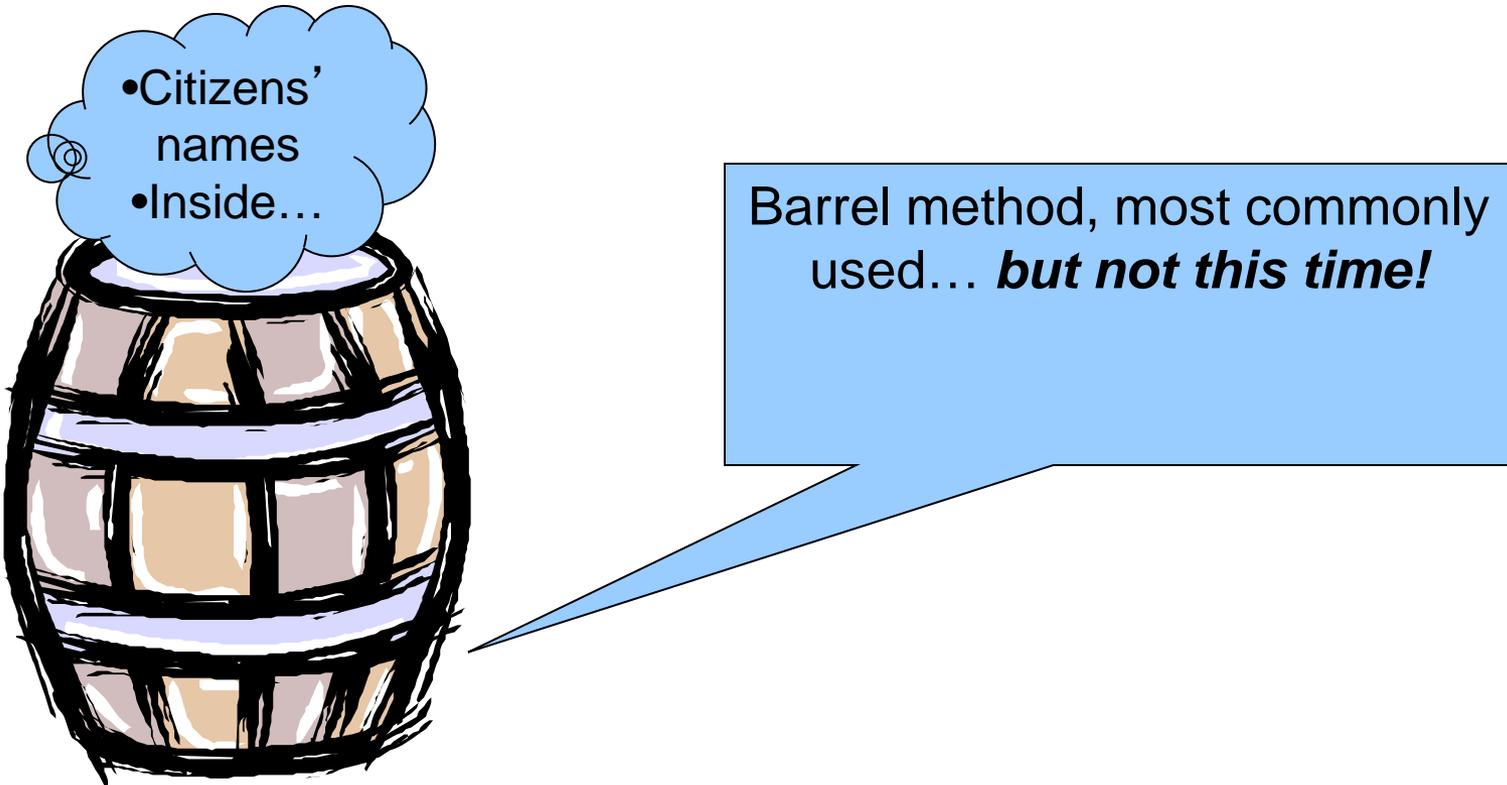
*not...*

# Jury Selection

- How do we select juries now?
- How did they select the jury?

# Jury Selection

- How did they select the jury?



- Citizens' names
- Inside...

Barrel method, most commonly used... ***but not this time!***

# Jury Selection

- How did they select the jury?

- Judge sent the bailiff to
- **FIND** jurors for this case.



# The Influence of the Media

- Anti-labor, wealthy class, owners of newspapers ran stories and cartoons depicting those arrested as...
  - animals,
  - dangerous,
  - evil...

# Cartoons from Anti-labor Papers



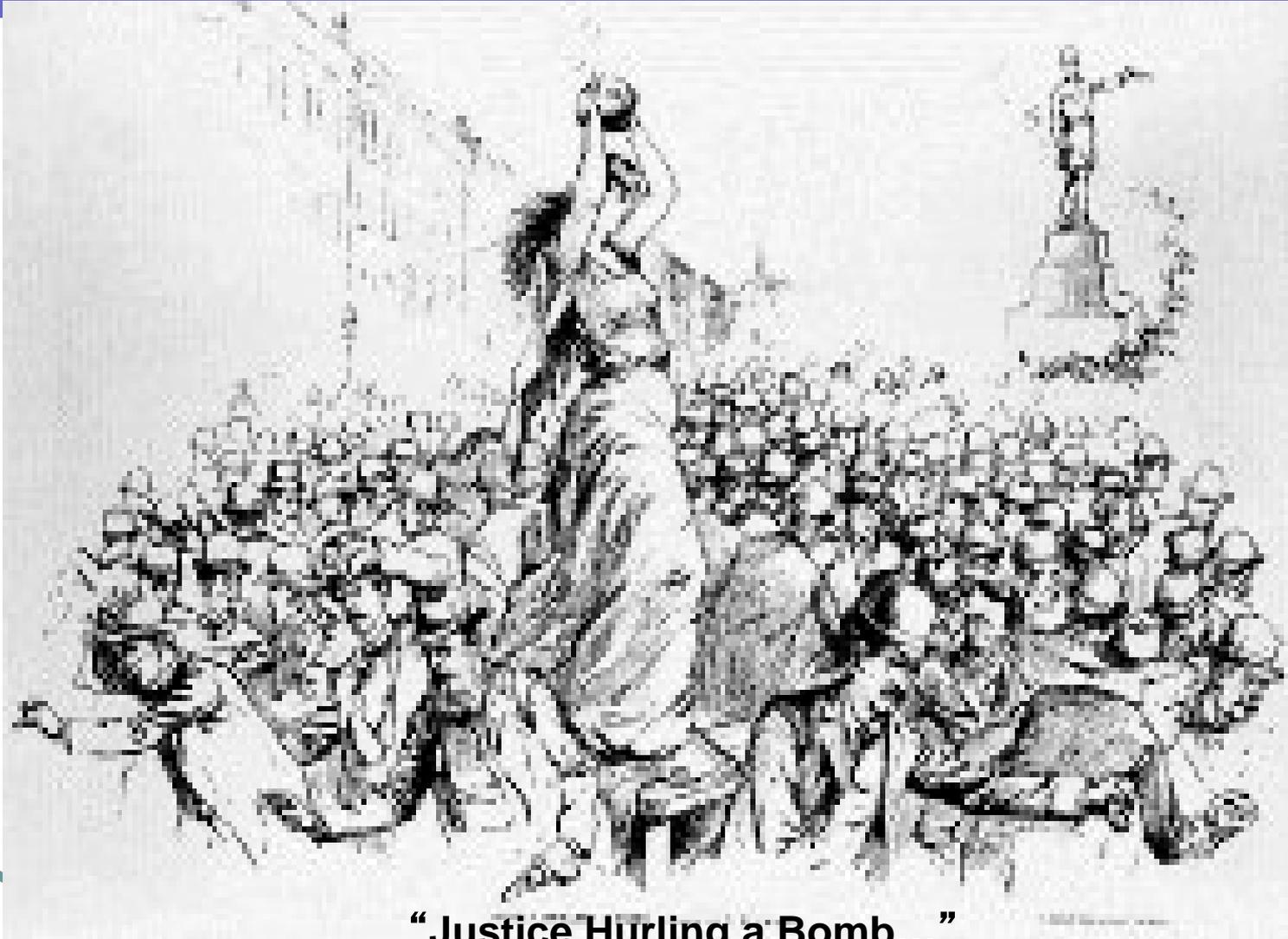
**Lady Justice Deals with "Anarchist Agitator"**

# Cartoons from Anti-labor Papers



**“The Friends of Mad Dogs”**

# Cartoon from a Pro-labor publication



**“Justice Hurling a Bomb...”**

# Your mission today...

- Create a political cartoon about the Haymarket Trial featuring one defendant from either a pro or anti-labor viewpoint
- Include all traits of political cartooning (caption, point of view, images and labels, setting, line and texture, use of emphasis)

# Decisions to make...

- Are you pro-labor or anti-labor?

Pro (for the workers)

Anti (against the workers)

- Which defendant will you portray in your cartoon?

(Are the defendants “good guys” or “bad guys”?)

# More decisions...

- What caption will help the viewer understand your position?
- Will labels be needed as well as images?
- What emphasis will be placed where?
- What setting will you have?

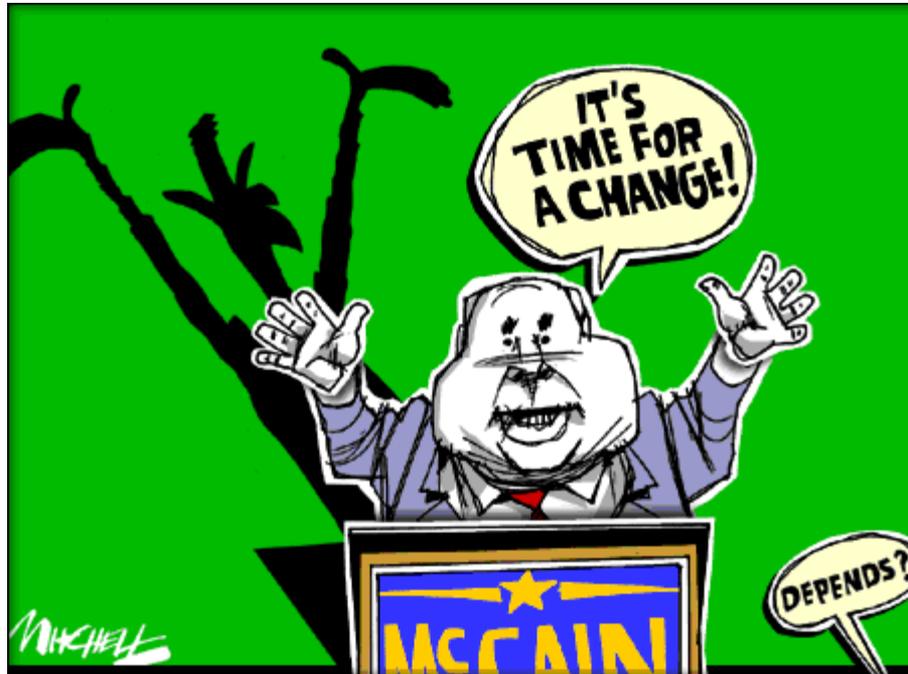
# How do I know I'm successful?

- There is a clear pro or anti-labor viewpoint expressed
- Defendant is easily identifiable in a positive or negative way
- Cartoonist's opinion is expressed in a caption
- Image uses emphasis for effect
- Line and texture are used in a variety of ways

# Modern Day Political Cartooning



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RECORD FLOODING...



# The Media Today...

- Does the media have too much influence on court cases today?