



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:

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



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