

I. DESCRIPTION - Since more students today are visual learners, my project will focus on investigating the ways in which editorial cartoons from 1870 to the present have helped to define, limit and/or expand the concept of freedom for various social, political, religious and economic groups. I find that many students, when confronted with an editorial cartoon, are often unwilling to decipher its meaning because they lack the skills necessary to do so. If done correctly, the learning that can take place from the use of such images spans all six levels of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation).

During the last week, I've watched several instructors use images, such as editorial cartoons, to enhance their presentations. With every visual projected, the interest level within the room immediately increased, and I would guess that the understanding and analysis of the topic improved. I also find that editorial cartoons by their very nature often make me re-evaluate my thinking. I enjoy seeing somebody else's point of view and often appreciate the artist's grasp of history. This particular project will encourage me to research not only the history of editorial cartooning and cartooning techniques, but the key figures in the art including Thomas Nast. Currently, my students analyze cartoons using the mnemonic device AISLE (analogy, irony, symbolism, labeling, and exaggeration). I would be interested in researching other devices used by these artists to convey their messages. In addition, exploring the theme of freedom as portrayed in this medium will help me to hone my research skills and further explore exactly what freedom has meant during the last 100+ years.

II. POTENTIAL WASAH COLLABORATION - Ed O'Donnell and Thomas Rowland used images extensively and effectively throughout their presentations and I feel both of them would be of great assistance to me as I explore the use of these primary sources in my classroom. While I have used online sources in the past to find images, I've often found the process to be time-consuming and frustrating. In speaking briefly with O'Donnell, I learned that finding the perfect image does take time, yet the reward of doing so makes all the difference. I'd be interested in learning how they select and discard images for use and what are some of the more common difficulties they have in using editorial cartoons as a teaching tool.

III. INSERVICE PROPOSAL - Several faculty in the School District of Rhinelander could benefit from an in-service on effectively using images in the classroom. As I mentioned earlier, it is something I do often. Ed O'Donnell's SIGHT technique as well as the History Alive! spiraling technique would be two methods I'd utilize. In looking over our district's Wisconsin Knowledge and Comprehension Exam (WKCE), our students have occasionally struggled with making inferences from images. By providing my colleagues with an in-service on using images in the classroom, student success and teaching methodology would both benefit.

IV. LESSON PLAN DESCRIPTION - In order to help my students better comprehend the theme of freedom through editorial cartoons, my project will require that each unit dedicate some time to the concept. I envision starting the semester by teaching students the various editorial cartooning techniques using the Library of Congress Online lesson entitled "It's No Laughing Matter," which introduces students to the five editorial cartooning techniques (AISLE). Additionally, students will be asked to develop a working definition of freedom by explaining what it is and what it is not. Once it appears that students grasp both the cartooning techniques and have a working definition, we will build upon those skills through the evaluation of editorial cartoons for each of the following units (*potential* freedom theme group): The Gilded Age (Irish and Chinese immigrants), The Progressive Era (labor, women), The Age of Imperialism (colonies/protectorates), World War I (slackers, secessionists, blacks), The Roaring Twenties (communists, Catholics, blacks), The Great Depression (impoverished, blacks), World War II (Japanese, blacks, women), The Cold War (women, liberals), The Civil Rights Movement (Blacks), The Vietnam War Era (Doves, Hawks, Women), and Modern Times (immigrants, women, GLBT, Blacks). As students learn the history, evaluate the written and visual sources, they will be asked to fill out a timeline matrix that evaluates how different groups have defined, limited or expanded freedom for themselves and others over the course of time.

V. TARGETED GROUP - My 2009-2010 classes include three sections of sophomore level United States History Survey, which covers 1870 to the present. The classrooms will include regular education, special

education and at-risk populations. This project would specifically target these students from January to June of 2010.

Below are the Grade 12 Wisconsin Social Studies Standards the Project will address:

HISTORY: B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches B.12.3 Recall, select, and analyze significant historical periods and the relationships among them B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world **POLITICAL SCIENCE:** C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women **BEHAVIORAL SCIENCES:** E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

VI. POTENTIAL SOURCES – Below is a list of potential sources that I will consult in preparation for this project.

Campbell, Mary. *Pen, Not the Sword*. Nashville: Aurora Publishers, 1970.

Hess, Stephen. *The Ungentlemanly Art: A History of American Political Cartoons*. New York: Macmillan, 1968.

Hoff, Syd. *Editorial and Political Cartooning: From Earliest Times to the Present*. New York: Stravon Educational Press, 1976.

Keller, Morton. *The Art and Politics of Thomas Nast*. New York: Oxford University Press, 1968.

Lamb, Chris. *Drawn to Extremes: The Use and Abuse of Editorial Cartoons*. New York: Columbia University Press, 2004.

Philippe, Robert. *Political Graphics: Art as a Weapon*. New York: Abbeville Press, 1982.

Shaw, Matthew J. "Drawing on the Collections." *Journalism Studies*, Oct2007, Vol. 8 Issue 5, p742-754. 23 July 2009. <<http://0-web.ebscohost.com.sabrecat.marianuniversity.edu>>

Wonham, Henry B. *Playing the Races: Ethnic Caricature and American Literary Realism*. New York: Oxford University Press, 2004.