



# WHEN THE BORDER VANISHES



## From Your Point of Pen

Standard:

- III. People, Places, and Events
- IV. Individuals, Development, and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level: 7–12

Objectives:

The student will:

- Recognize the power of political cartoons
- Analyze the details of caricature, satire, and irony
- Understand the elements of political cartoons
- Recognize the importance of context/background information
- Write responses, summaries, and interpretations
- Develop citizenship skills
- Create political cartoons to express a purpose and tone
- Appreciate the opinions of others

Time: 2–3 class periods

Materials: Copies of directions

Procedures:

1. Give Cartoon Worksheets to students.
2. Allow students to brainstorm ideas.
3. Allow students time to research and narrow choices.
4. Allow students time to confer with a classmate to critique and give feedback.
5. Have students draw a draft of their cartoons.
6. After the final cartoon is drawn, have students make a frame.
7. Create a Cartoon Gallery within the classroom, hall, or a display in the library.

Extension Activities:

1. Invite city officials, district central administration, school administration, and other officials to view and critique the gallery.
2. Organize a “Gallery Day” and invite newspaper editors or reporters into your classroom. Ask if one or two of the cartoons might be published.
3. Have students write a five-paragraph essay on how political cartoons influence public opinion. ■