**CARTOON RESEARCH**

**Purpose**: One of the main aims of senior high school English Language Arts is to encourage, in students, an understanding and appreciation of the significance and artistry of a variety of texts. Visual imagery is an integral part of contemporary life, and in this assignment you will analyze a political cartoon because they are snapshots in time dealing with issues as current as today’s newspaper.

“***To study political cartoons is to study history in the making***.”

**Task**: This is a three part assignment to help you develop the skills of analyzing political cartoons. In PART ONE Go back to the [Cagle](http://cagle.com/) website. Choose **ONE** of the cartoons from the site to research the event / incident / person behind the cartoon (it MUST have words). In **PART TWO** you will fill in a retrieval chart answering questions about a political cartoon of your choice. Then in **PART THREE** you will address the question of why this was an important cartoon to draw.

**Part One** Mark = 5 marks (1 mark for each of the 5 W’s)

 5 marks bibliography

Please include a copy of your political cartoon here.

Research the event/incident and answer the 5 W’s

|  |  |
| --- | --- |
| Who? |  |
| What? |  |
| When? |  |
| Where? |  |
| Why? |  |

**Your research must involve at least three different sources.**

* If your research is conducted entirely online, your sources must be from at least three different websites, and not just three pages from within the same site.
* You must document your sources in a Bibliography at the end of your paragraph.

**Part Two** = 20 marks (see rubric below)

Complete a thorough analysis of the cartoon, answering ALL of the questions in the chart.

|  |  |
| --- | --- |
| List the objects and/or people in the cartoon. |  |
| Which of objects/people are symbols? (ie. Dove symbolizes peace, bald eagle symbolizes the United States) |  |
| What does each one of the symbols mean? |  |
| Identify the cartoon caption and/or title. |  |
| Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.  |  |
| Record any important dates or numbers that appear in the cartoon. |  |
| Which words or phrases in the cartoon appear to be the most significant? Explain.  |  |
| Describe the action taking place in the cartoon. |  |
| Explain how the words in the cartoon clarify the symbols.  |  |
| Explain the message of the cartoon. |  |
| What special interest groups would agree/disagree with the cartoon’s message? Explain. |  |

Scoring Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Excellent |  Proficient | page1image6745536page1image6747648Satisfactorypage1image6748224page1image6748608 | Limited | page1image6749184Emergingpage1image6749760 | page1image6720320page1image253813920 page1image6727808 |
| Your assignment is fully completed and shows **exemplary** diligence and attention to the task; the ideas incorporated demonstrate an extensive, thoughtful and accurate understanding of the content and context; and pride in presentation is clearly evident. Portfolio is fully complete. page1image25380496page1image6720704 | Your assignment is completed and shows **good** diligence and attention to the task; the ideas incorporated are adequately developed and a clear understanding of the content and context is obvious. Presentation is in order and neat. Portfolio is complete.  | Your assignment is complete and shows **acceptable** diligence and attention to the task; ideas are developed and a basic understanding of the content and context is evident, overall. However, there may be inconsistencies at times. Presentation is orderly and neat. page1image6718784page1image6719936 | Your assignment is incomplete or shows **less than required** diligence and attention to the task, thought and detail, and accuracy. Your understanding of the content and context is weak and gaps in learning are apparent.  | Your assignment is largely incomplete and shows **meagre or little diligence and attention to the task;** responses demonstrate little or faulty understanding of the content and context, and pride in presentation is not present. page1image6695616 | Your assignment was **not submitted**  |

**Part Three**: After you have completed the above two charts, answer the following question in a paragraph. Consider the following point in your response:

* Make sure you specifically refer to the information you researched and analyzed in the above charts.

**Discuss why this was an important cartoon to draw.**

/15 marks based on the paragraph rubric on the following page

|  |  |  |
| --- | --- | --- |
|  | Explanation and Support10 marksWhen marking **Explanations and Support**, markers should consider* quality of explanations
* selection and quality of support
 | Communication5 marksWhen marking ***Communication***, markers should consider* organization and coherence
* vocabulary (specificity and accuracy)
* sentence construction (clarity, completeness)
* grammar and mechanics (consistency of tense, punctuation, spelling, capitalization)

Proportion of error to the length and complexity of the response must be applied when awarding a mark for ***Communication***. |
| Excellent | Explanations are thorough and comprehensive revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. Mark=10 | The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of error is rare.  Mark=5 |
| Proficient | Explanations are appropriate and purposeful revealing a clear understanding. Support is relevant and appropriate, but it may contain some minor errors. Mark=8 | The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent. Mark=4 |
| Satisfactory | Explanations are general and straightforward revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. Mark=6 | The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. Mark=3 |
| Limited | Explanations are over-generalized and/or redundant revealing a confused, though discernible, understanding. Support is superficial, may not always be relevant, and may contain significant errors. Mark=4 | The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.  Mark=2 |
| Poor | Explanations are tangential or minimal revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. Mark=2 | The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.  Mark=1 |