

Title: Whose Side is it?

Lesson Overview:

Students will analyze two political cartoons about the Stamp Act of 1765. Students will determine whether the political cartoons' point of view covers the colonists' or British perspective of the Stamp Act. Acquiring the skill of analyzing what is in the media will give students an introduction to critically looking at the media.

Objectives:

Students will be able to:

- analyze the political cartoon by observing the people, objects, and activities.
- determine whether the political cartoon represents the colonists' or British point of view.
- use prior knowledge of the Stamp Act to aid in identifying the point of view of each political cartoon.
- work collaboratively with peers to analyze political cartoons.

Standards:

K1.4 Analyze events and circumstances from the vantage point of others.

K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

Time Required: 2 -3 class times (45-50 minute)

Recommended Grade Level: Grade 5-8

Topic(s): Analyzing Point of View Using Stamp Act Cartoons

Era: American Revolution

Preparation:



Materials:

- Projector

- Class set of political cartoons
- Analyzing Political Cartoons Graphic Organizer
- [Analyzing Political Cartoons](#)
- [Primary Source Analysis Tool](#) - Student

Resources:

Image	Description	Citation	URL
	<p>Title: The repeal, or the funeral of Miss Ame=Stamp</p> <p>Date Created/Published: [Place not named : Publisher not named, 1766 or later]</p> <p>Medium: 1 print : etching ; 28.8 x 39.9 cm. (sheet)</p> <p>Summary: Print shows a popular satire commenting on the Stamp Act. The supporters of the act gather at a dock to carry a small coffin containing the remains of the bill toward an open vault. Leading the procession and preparing to deliver the funeral eulogy is the Reverend W. Scott, who is followed by Grenville (carrying the coffin), Bute, Bedford, and Temple, who were among those responsible for passing the act. Quantities of unshipped cargoes destined for America have accumulated on the dock during the time that the act was</p>	<p>LC-DIG-ppmsca-15709 (digital file from original item) LC-DIG-ppmsca-01657 (digital file from original item) LC-USZC4-2568 (color film copy transparency) LC-USZ62-21264 (b&w film copy neg.)</p> <p>Rights Advisory: No known restrictions on publication.</p>	<p>www.loc.gov/pictures/item/2006678564/</p>

	<p>in force.</p> <p>Title: The curious zebra - alive from America! walk in gem'men and ladies, walk in</p> <p>Date Created/Published: London: Printed for G. Johnson, 1778 Sept. 3.</p> <p>Medium: 1 print: etching, hand-colored.</p> <p>Summary: Cartoon shows a group of men, including George Washington who is standing to the right holding the tail of the zebra, and Lord North, standing on the left gripping the reins, trying to guide the zebra on whose stripes are the names of the thirteen colonies.</p>	<p>LC-DIG-ppmsca-10751 (digital file from original) LC-USZC4-5285 (color film copy transparency) LC-USZ62-1517 (b&w film copy neg.)</p> <p>Rights Advisory: No known restrictions on publication.</p>	<p>http://www.loc.gov/pictures/item/97514672/</p>
	<p>Title: This is the place to affix the stamp</p> <p>Creator(s): Bradford William, 1719-1791, publisher</p> <p>Date Created /Published: [1765 October 24]</p> <p>Medium: 1 print: woodcut.</p> <p>Summary: Print shows a skull and crossbones representation of the official stamp required by the Stamp Act of 1765.</p>	<p>Rights Advisory: No known restrictions on publication.</p> <p>Reproduction Number: LC-USZ62-242 (b&w film copy neg.)</p> <p>Call Number: Illus. in Newspaper [Microfilm RR]</p> <p>Medium: 1 print: woodcut.</p>	<p>http://www.loc.gov/pictures/item/2004672606/</p>

Procedure:

- Review the steps leading up to Britain placing the Stamp Act of 1765 on the colonies.
- Review what the Stamp Act of 1765 was and the reaction of the colonists.
- Using the data projector, display the image “This is the Place to Affix the Stamp”. Lead this part as a whole group activity. Ask the students to observe the image for a minute or two. Ask the students what they observed. Using the LOC Analyzing Political Cartoons lead the students through a discussion regarding the image. Ask the students if they believe that the British or colonists are responsible for this image. The students should answer that this image is from the colonists’ point of view. This image is in response to England’s decision to tax the colonists.
- Next, pass out to each student a copy of the political cartoon, “The repeal, or the funeral of Miss Ame=Stamp” and a copy of the Quadrant Photo Analysis Worksheet. Inform the students that they will study the document for two minutes. They will write a sentence or two describing what they think this political cartoon is about on this quadrant graphic organizer.
- Then have the students divide the image into 4 sections. They need to look at the upper right hand quadrant for 30 seconds and write down all of the details that they see in this section on the graphic organizer. Repeat this process until all four quadrants of the cartoon are completed.
- Have the students complete the last step on the graphic organizer. They need to write down what new details became visible when they looked more closely at the political cartoon and what questions does this political cartoon now raise in your mind? Have the students share what they wrote with their neighbor.
- Ask the students whose point of view is represented in the political cartoon they just analyzed. Is the cartoon based on the colonists’ or British point of view? Have the students justify their answers based on the observations from their graphic organizer and prior knowledge of the Stamp Act. The students should understand that this political cartoon is from the colonists’ perspective. Use the description from the resource table to help explain what the cartoon represents.
- Repeat the political cartoon analysis process with the political cartoon, “The Curious Zebra - Alive From America! Walk in Gem'men and Ladies, Walk in.” The students should understand after analysis that this political cartoon is from England’s perspective. Use the description from the resource table to help explain what the cartoon represents.
- Lead a discussion with the students as to why the newspapers would include political cartoons during this time. The students should understand that newspapers included these cartoons to try to persuade the reader into thinking the same way or deepen their way of thinking.

Extension Activities:

- Have the students find current political cartoons and discuss the meaning behind the cartoon.

Evaluation:

- Assess the primary source analysis tool for evidence of student understanding of correct point of view.
- Teacher observation of critical thinking.

Analyzing Political Cartoons

STEP 1

1. Study this document for two minutes.
2. Write a sentence or two describing what you think this political cartoon is about.

1.
2.

STEP 2

- Divide the image into 4 sections.
- Look at the **upper right hand quadrant** for 30 seconds.
- Write down all of the details that you see in this section.

People	Objects	Activities

STEP 3

1. Look at the **upper left hand quadrant** for 30 seconds.
2. Write down all of the details that you see in this section.

People	Objects	Activities

STEP 4

1. Look at the **lower right hand quadrant** for 30 seconds.
2. Write down all of the details that you see in this section.

People	Objects	Activities

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STEP 5

1. Look at the **lower left hand quadrant** for 30 seconds.
2. Write down all of the details that you see in this section.

People	Objects	Activities

STEP 6

1. What **new details** became visible when you looked more closely?
2. What **questions** does this political cartoon now raise in your mind?

1. New details	2. Questions
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