

PERFORMANCE ASSESSMENT **“Civil War Political Cartoons”**

TEACHER COPY

SOL:

USHI.9b The student will demonstrate knowledge of: the causes, major events, and effects of the Civil War by explaining how the issues of states’ rights and slavery increased sectional tensions.

SOL Skill: USI.1d The student will interpret ideas and events from different historical perspectives.

Reporting Categories: Expansion, Reform, and Civil War

Essential Question: How does a person’s geographical location influence their belief systems?

Background: Political cartoons were used as satire during the years leading up to the Civil War and beyond. The purpose of these cartoon was entertainment, but political dissent and opposition can also be seen. These cartoons portrayed Lincoln and other Civil War figures from different perspectives.

Task: Students will analyze several primary sources to help illustrate, explain, and create their own political cartoon of a Civil War issues/events from one historical perspective during the Civil War time period.

Note: Before students submit their product, it is recommended they use the rubric to self assess. They may also ask a peer to use the rubric to assess their product. Teachers should use the rubric to grade students final product. Teachers should provide feedback on student’s project.

Suggested Entry Activity: Select present day editorial cartoons. Ask students to analyze cartoons. Use essential question: How does geographical region influence belief systems? to discuss cartoons.

Suggested Closure Activity: Students will share their political cartoons on a bulletin board or gallery walk.

Resources:

<http://www.toondoo.com/>

<http://www.stripgenerator.com>

<http://MakeBeliefsComix.com>

<http://www.pixton.com>

<http://www.pikistrips.com>

Student Task: You will analyze several primary sources to help you illustrate and explain your own political cartoon of a Civil War issues/events from one historical perspective during the Civil War time period.

Menu:

Possible Issues or Events

- Tariffs
- Slavery
- States' Rights
- Impact of the Technology (Inventions)
- The Addition of New States

Directions:

STEP 1: You and your partner will think-pair-share regarding the essential question for this task. *How does a person's geographical location influence their belief systems?* Then, think specifically about how a person's geographical location in 1860 influenced their beliefs about secession, tariffs, slavery, states' rights, and other issues of the time.

STEP 2: Partners will analyze the three primary source political cartoons for this assessment (pgs.2-4). Use the questions below the cartoons to guide your written responses.

STEP 3: Work with your group to create your own political cartoons of an issue or event during the Civil War time period. Your cartoon should include belief based on geographic location.

STEP 4: Write one paragraph that explains the point of view and geographic location displayed in your political cartoon.

STEP 5: Before submitting your political cartoon to your teacher, it is recommended you use the rubric to self assess.

STEP 6: You may also ask a peer to use the rubric to assess your political cartoon and paragraph.

STEP 7: Your assessment will be graded and given feedback by your teacher.

Source 1: Title: The President's Inaugural **Year:** 1861 **Creator:** Thomas Nast, Frank Leslie's Illustrated News:
<http://abrahamlincolnsclassroom.org/cartoon-corner/president-lincoln/the-presidents-inaugural/>



Which cartoon represents the Northern perspective? Explain the main idea of the cartoon and use evidence from your learning this unit.

Which cartoon represents the Southern perspective? Explain the main idea of the cartoon and use evidence from your learning this unit.

Source 2: Title: Lincoln's Last Warning **Year:** 1862 **Creator:** Frank Bellew, Harper's Weekly:
<http://abrahamlincolnsclassroom.org/cartoon-corner/president-lincoln/lincolns-last-warning/>



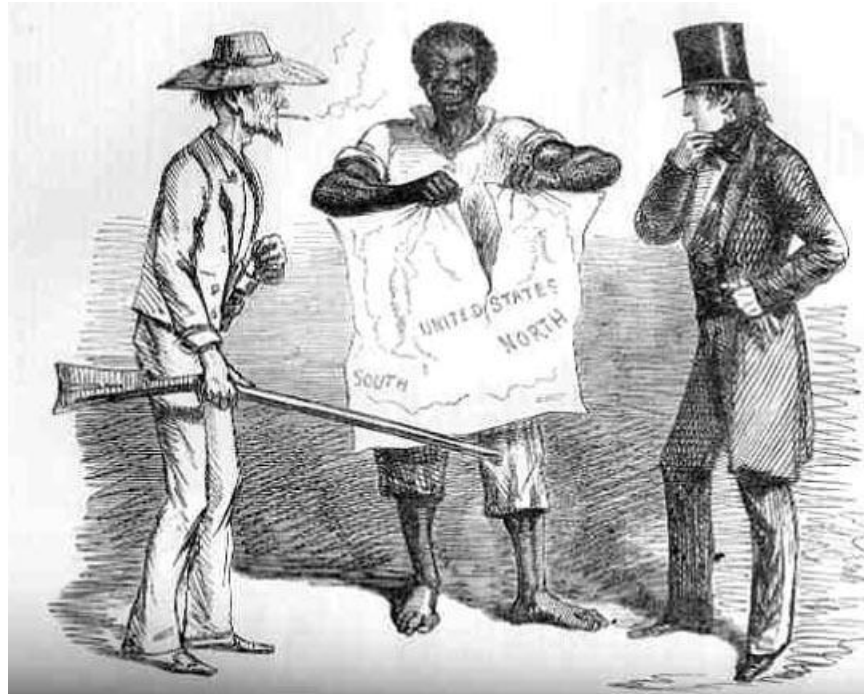
Was this cartoon created from a northern or southern perspective? Explain the main idea of the cartoon and use evidence from your learning this unit.

Source 3: Title: Schoolmaster Lincoln and His Boys **Year:** 1861 **Creator:** Southern Illustrated News
<http://abrahamlincolnsclassroom.org/cartoon-corner/president-lincoln/schoolmaster-lincoln-and-his-boys/>



Was this cartoon created from a northern or southern perspective? Explain the main idea of the cartoon and use evidence from your learning this unit.

Source 4: Title: The United States-A Black Business **Year:** 1856 **Creator:** Vintage Punch Cartoons



¹Was this cartoon created from a northern or southern perspective? Explain the main idea of the cartoon and use evidence from your learning this unit.

¹<http://img3.wikia.nocookie.net/_cb20130301215511/oldeantebellumtimes/images/archive/f/fc/20130301215517/Civil_War_Political_Cartoon.jpg>

Civil War Political Cartoon Rubric

| Score | Rubric |
|-----------------------------------|--|
| 4 | <p style="text-align: center;">Exceeding</p> <ul style="list-style-type: none">● The political cartoon is accurate, complete, insightful, and fulfills all the requirements of the task.● Paragraph accompanying political cartoon clearly explains the perspective and chosen geographic location of the cartoon.● Paragraph analyzes the symbolism used in political cartoon. |
| 3 | <p style="text-align: center;">Meeting</p> <ul style="list-style-type: none">● The political cartoon demonstrates adequate understanding of the concept represented in the task.● Paragraph accompanying political cartoon explains the perspective and chosen geographic location of the cartoon. |
| 2 | <p style="text-align: center;">Developing</p> <ul style="list-style-type: none">● The political cartoon demonstrates partial understanding of the concept embodied in the task.● Paragraph accompanying political cartoon attempts to explain the perspective and chosen geographic location of the cartoon but have historical omissions. |
| 1 | <p style="text-align: center;">Not Yet</p> <ul style="list-style-type: none">● The political cartoon is inaccurate, confused, or irrelevant.● Paragraph accompanying political cartoon attempts to explain the perspective and chosen geographic location of the cartoon but has historical inaccuracies. |
| 0 | <p style="text-align: center;">No Evidence</p> <ul style="list-style-type: none">● Student did not attempt this assignment. |
| Student Score and Feedback | |