

LESSON 7: Social Justice Cartoons

Lead Teacher: Jules Edelmann

Unit Title: Discovering Community

Lesson Title: Social Justice Cartoons

Grade Level: 6-12

Number of students: 13

I. UNIT OVERVIEW (RATIONALE)

Community is a part of the human experience that shapes us and allows us to grow. Community exists in many different ways. By evaluating and understanding where and how we exist in these communities, this unit will allow students to begin to understand the role they play in their communities, and how they can affect change and demonstrate inclusiveness through artmaking. As young adults, and the next generation of decision makers, students will begin to unpack what community means to them.

II. LESSON OVERVIEW (RATIONALE)

In this lesson, students will explore national and/or global communities, social justice, and activism. They will be introduced to political/editorial cartoons, and create their own multiple or single panel cartoon, commenting on a social justice issue. Students will choose a national or global social justice issue, and use a cartoon to comment on or represent an aspect of that issue. Students will be introduced to the seventeen sustainable development goals developed by the United Nations as a way to select an issue that they would like to explore.

Students will be introduced to the concept of activism and social justice. Activism is defined as “vigorous action or involvement as a way to achieve political or other goals, sometimes by demonstrations or protests,” while social justice can be defined as, “fair treatment of all people in a society, including respect for the rights of minorities and equitable distribution of resources among members of a community.” <https://sjsu.edu/thompsongallery/docs/Jessica%20Antonio.pdf>

Students will engage in activism through artmaking, and learn about how cartoonists use their illustration skills to comment on issues they deem important, and create an accessible medium for people to interact with and learn about current events.

III. ESSENTIAL QUESTIONS

- What is activism?

- What is social justice?
- What are some national and global social issues?

IV. LEARNER OBJECTIVES/OUTCOMES

Students will research and learn about different issues that exist globally. They will analyze what it means to be a part of a global community, how they are directly or indirectly affected by global issues, and how art can be used to comment on these issues. Students will create a response to an issue of their choosing through artmaking, specifically a cartoon/comic strip, using their art as a form of activism. Students will be guided in choosing an issue from examples and lists of current global or national issues. Students will learn that people place higher value on different issues, and when commenting or forming their own opinion, they need to be educated and respectful to their peers or others that they engage with in dialogue.

V. NATIONAL ART STANDARDS

- VA:Cr.1.2.la: Collaboratively shape an artistic investigation of an aspect of present- day life using a contemporary practice of art and design.
- VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- VA:Re.7.1.la: Hypothesize ways in which art influences perception and understanding of human experiences

VI. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

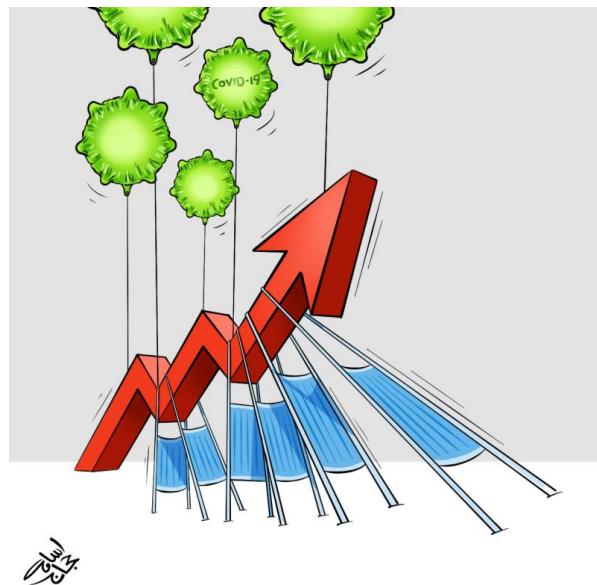
- 9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- 9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.

VII. ART/ARTISTS OF RELEVANCE

<https://www.irancartoon.com/site/daily/political>

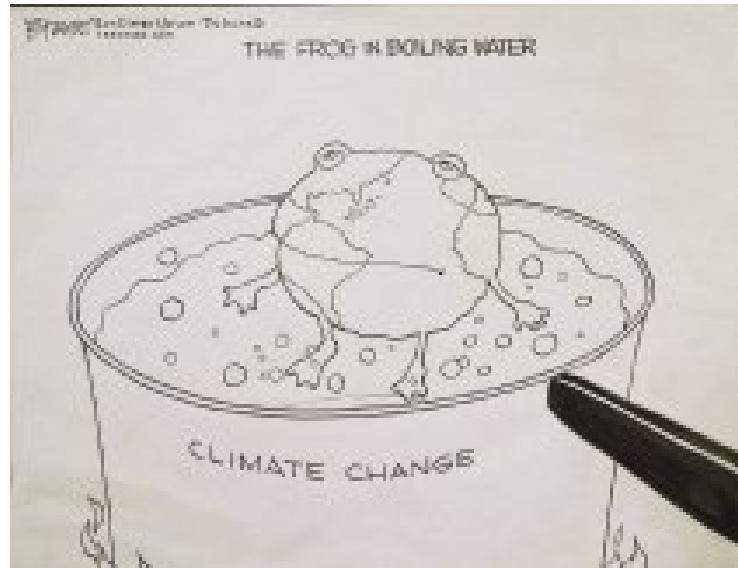


“Factories Are Killing the Earth” Ahmad Rahma (Turkey)



“Infected Arrow” Osama Hajjaj (Jordan)

https://osucartoons.pastperfectonline.com/search?utf8=%E2%9C%93&search_criteria=&search_Button=Search



Steve Breen

www.cartoonbank.com



"I'd say my number-one issue is getting off the island, and then, after that, probably health care."

Sophia Warren

THE FOUR STAGES OF CLIMATE-CHANGE **DENIAL**

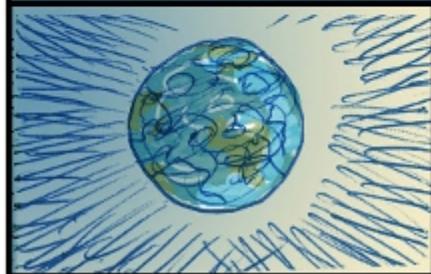
"It's not happening."



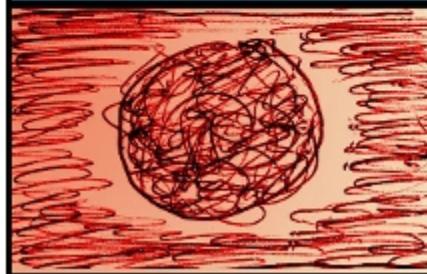
"It's a hoax."



"It will reverse itself."



"...?"



KUPER

Peter Kuper



"If our posts make even one person feel left out, then this party is worth it."

Lila Ash



Lee Lorenz

VIII. PREREQUISITES

- Critical thinking skills
- Following directions
- Work independently
- Access to a computer

IX. INTERDISCIPLINARY CONNECTIONS

- **Social Studies:** Students will evaluate national and global social issues in this lesson. They will be asked to research current events, as well as be introduced to editorial cartoons that comment on these themes.
- **Language Arts:** Students will read about current events. They will interpret an issue they choose and contemplate how they can comment on it using both images and words.
- **Writing:** Students will include captions in their cartoon strip, that elaborate on the images they create, adding a narrative element to their artwork. Students will be asked to use these written elements to incorporate humor, or provide more information about the issue in a succinct way.

X. MATERIALS NEEDED FOR LESSON

- Paper
- Pens, pencil, markers, paint
- Ruler
- Digital media platforms
 - iPad, photoshop
 - <https://www.animaker.com/cartoon-maker>

XI. SAFETY HAZARDS

There are no expected safety hazards for this lesson. However, if students choose to use paint, they are encouraged to be mindful of their workspace and put down a protective covering. Students are also encouraged to think about how they can comment on the social issue they choose in a respectful way, and be mindful in how they approach their project so as to not offend any of their peers.

XII. TEACHER ACTIONS/EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
10:00-10:10	<ul style="list-style-type: none"> - Greet students - Check-in with students if they missed the prior lesson, direct them to the YouTube video - Encourage students to share their work from the previous classes if they did not have the opportunity - Tell students the materials they need for the lesson 	<ul style="list-style-type: none"> - Ask questions - Speak freely and respond but be respectful of other students - Share work - Comment positively on other's work - Gather materials
10:10-10:20	<ul style="list-style-type: none"> - In progress critique of work - Review proper critique etiquette <ul style="list-style-type: none"> - Compliment, suggestion, compliment - Ask students to share what they have made from the first four lessons - Ask students to share successes in their projects, as well as any questions they may have or feedback they want from their peers 	<ul style="list-style-type: none"> - Share work, as well as any issues they have had, or remaining questions about any of the projects - Comment on their peers work
10:20-10:35	<ul style="list-style-type: none"> - Introduce political cartoons, share examples of cartoons - Introduce activism, social justice, and activist art - Ask students what social justice issues they are familiar with - Share a resource for students to get ideas - https://examples.yourdictionary.com/examples-of-social-justice-issues-facing-the-world.html 	<ul style="list-style-type: none"> - Engage in the material being presented - Ask questions - Share their thoughts on social justice issues they are aware of - Share experiences with activism or activist art they have either made or interacted with

	<ul style="list-style-type: none"> - https://sites.psu.edu/sovas3a/symposium-and-exhibition/ 	
10:40-11:20	<ul style="list-style-type: none"> - Encourage students to look up other examples of political or editorial cartoons on the topic they choose - Introduce digital platforms - https://www.animaker.com/cartoon-maker - https://theweek.com/cartoons?sort=publish_date&page=2 https://osucartoons.pastperfectonline.com/search?utf8=%E2%9C%93&search_criteria=&searchButton=Search https://cartoonbank.com/ - Allow students time to work independently - Encourage students to ask questions, share ideas with the class 	<ul style="list-style-type: none"> - Work independently - Do independent or collaborative research - Ask questions in the chat or out loud - Collaborate with other students
11:20-11:30	<ul style="list-style-type: none"> - Ask students to share their work - Link Google form - Ask students to clean up - Explain what students should expect for next week - Answer remaining student questions 	<ul style="list-style-type: none"> - Share work if desired - Clean up - Ask any remaining questions

XIII. ENDING THE LESSON

Students will clean up supplies and share their work if desired. Students will have the opportunity to respond to their classmate's work. Teacher will review what students have learned about global community, social justice issues, activism, and political cartoons. Students will be encouraged to analyze political cartoons they may come across in the future, as well continue to be aware of global and national social justice issues, and how artists use their practice to

comment on these issues. Students will be told what to expect for the next lesson, and how they will continue exploring the idea of community through artmaking.

XIV. TRANSITION TO NEXT LESSON

The next lesson will be the final lesson in this unit. Students have explored many aspects of community throughout the unit, and the last project will be centered around their personal identity in their communities. They will create a cylinder seal that describes the communities they are a part of and how they may exist in them. A cylinder seal is something that can be used over and over again, much like a stamp or a seal that would be put on a letter. It is used to identify the person, so this is how the concept will be introduced.

Resources

<https://sjsu.edu/thompsongallery/docs/Jessica%20Antonio.pdf>

<https://www.irancartoon.com/site/daily/political>

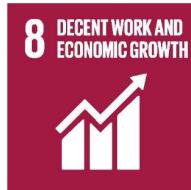
https://theweek.com/cartoons?sort=publish_date&page=2

<https://examples.yourdictionary.com/examples-of-social-justice-issues-facing-the-world.html>

<https://sites.psu.edu/sovas3a/symposium-and-exhibition/>

<https://www.palsgaard.com/en/responsibility/un-global-compact-goals/un-sdg-support>

SUSTAINABLE DEVELOPMENT GOALS



THIS WEEKS WEATHER FORECAST:

