

# Scheme of work

## Unit 1.4: Political cartoons

### Overview

Unit 1.4 focuses on political cartoons and the methods used to construct meaning.

<b>Learning objectives</b> <ul style="list-style-type: none"><li>• Understand the ways meaning is constructed in political cartoons.</li><li>• Learn the skills to analyse several political cartoons, including several from the Cold War.</li></ul>	<b>AOE question</b> <ul style="list-style-type: none"><li>• How can cultural contexts influence how texts are written and received?</li></ul>	
<b>Concept</b> <p><b>Creativity</b> – students are encouraged to engage creatively in the writing of cartoons, creating captions for cartoons and taglines for advertisements.</p>		
<b>ATL</b> <p><b>Research skills</b> – Students do an online search for cartoons of Vladimir Putin to compare with Text 1.22.</p>	<b>International mindedness</b> <p>Students are encouraged to develop cultural perspectives through reading texts in translation, including political cartoons.</p>	<b>Extended essay</b> <p>Ideas for a good Category 3 extended essay research question about political cartoons.</p>
<b>Learner portfolio</b> <p>Activity 4.1 Students consider bias in political cartoons in different historical and cultural contexts.</p> <p>Activity 4.2 Students research and then compare bias in political cartoons.</p> <p>Activity 4.3 Students research bias in political cartoons in their local context.</p> <p>Activity 4.4 Students create a caption in response to an online cartoon.</p>		
<b>Texts – print</b> <p>Text 1.19 – Cartoon: ‘Ein neuer Anfang?’ (‘A new beginning?’)</p> <p>Text 1.20 – Cartoon: ‘I’m saving you from drowning’</p> <p>Text 1.21 – Cartoon: ‘Phrases and . . . bases’</p> <p>Text 1.22 – Cartoon: ‘The New and Improved Authoritarian Russia by V. Putin’</p>	<b>Suggested additional resources</b> <p><i>The Complete Cartoons of the New Yorker</i> edited by Robert Mankoff</p> <p><i>The Art of Controversy</i> by Victor S. Navasky</p>	

## Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

### Lesson 1

Activities 4.1 and 4.2

**Homework assignment:** Activities 4.3 and/or 4.4