

# *Picturing History: Editorial Cartooning in America, 1754-2011*

## Lesson Plans

By: Jackie Homan

1. **Title:** “We came, We Saw, We Conquered”

2. **Grade Level:** 9<sup>th</sup> or 10<sup>th</sup> grade US History

### **Standards:**

Historic Thinking and Skills: 3

Foreign Affairs from Imperialism to Post WWI: 1

3. **Estimate duration of lesson:** 7 class periods (42 minutes each)

### 4. **Learning objectives:**

- Students will be able to understand imperialism through the use of political cartoons and class discussion
- Students will be able to analyze political cartoons and quotes and decide which side each cartoon and quote sides with
- Students will be able to create their own political cartoon with an opposing quote which will allow them to present two different point of view on a particular topic

5. Complete **summary** of the lesson:

### **Day 1:**

1. Complete a KWL as individuals – students tell what they know and what they want to know about imperialism
2. Show students “Uncle Sam’s Dreams of Conquest and Carnage” cartoon and give them one minute to write on the board what imperialism is from this cartoon.
3. Explain the point of using cartoons at this time period.
4. Divide students into 8 groups and once they are in their groups, pose the question – “What is Imperialism?”
5. Each group will get a cartoon to analyze (each cartoon is given to two groups). Students will use an analysis sheet to complete their assignment and will have approximately 10-15 minutes to analyze the cartoon.
6. Once groups are done analyzing we will come together as a class and discuss what each group found and in the end students will write a brief answer to the question “What is Imperialism?”

Cartoons Used:



**Creator:** Keppler

**Title:** "Uncle Sam's Dreams of Conquest and Carnage – Caused by Reading Jingo Newspapers"

**Publication:** Puck

**Publication Date:** November 13, 1895

**Summary/Description of cartoon or source**

Uncle Sam is sitting in a chair dreaming of 5 different images depicting what imperialism would look like in different places. Below him are examples of the Jingo Newspapers that are persuading him to consider imperialism for the United States. Some of the images include that of the Monroe Doctrine being shown to Asians, the US grabbing into the Carribean and the US on battleships.

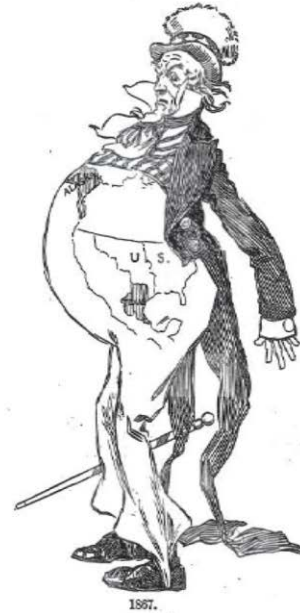
**Source:** American Imperialism Topic File



1776.



1803.



1867.



1893.



?

the divine spark, she owes it to her art and her  
 ... father and make her claim secure.

**Creator:** Unknown

**Title:** [Exploding Uncle Sam]

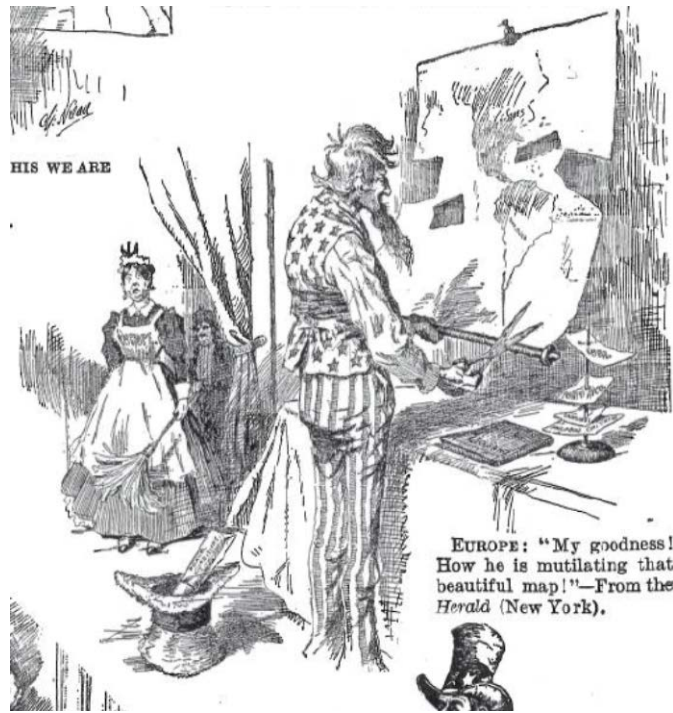
**Publication:** Life

**Publication Date:** January 26, 1899

**Summary/Description of cartoon or source**

Uncle Sam is shown in five different images through five years starting at 1776 and ending at ?. In each image it shows and ever expanding mid section of Uncle Sam's body which represents the growing amount of land obtained by the United States. Each year shown (1776, 1803, 1867, 1893) the image of Uncle Sam gets larger until the last frame (the ?) he explodes.

**Source:** American Imperialism Topic File



**Creator:** Unknown

**Title:** [Uncle Sam Cutting Up the World]

**Publication:** *Herald* (as found in *The American Monthly Review of Reviews*)

**Publication Date:** September 3, 1898

**Summary/Description of cartoon or source**

Uncle Sam is shown cutting up the world map and the countries that he cut out he has placed on a pin for the US to keep. In the background, Europe (shown as a maid) looks on and comments that the US is mutilating the world.

**Source:** American Imperialism Topic File



CLUCK! CLUCK! CLUCK!  
From the *Journal* (Minneapolis).

**Creator:** Unknown

**Title:** Cluck! Cluck! Cluck!

**Publication:** *Journal* (as found in the International Cartoon Comments on Our War with Spain)

**Publication Date:** July 1898

**Summary/Description of cartoon or source**

The United States is shown as a large eagle and the new territories gained are shown as eaglets at the feet of the eagle.

**Source:** American Imperialism Topic File



**Creator:** J.S. Pughe

**Title:** Peace

**Publication:** Puck

**Publication Date:** March 29, 1905

**Summary/Description of cartoon or source**

Liberty is on a ship with face of Teddy Roosevelt on the front and she is carrying an olive branch and a sword and is clothed in armor with the flag as her skirt. Behind this ship is TR's Great White Fleet.

**Source:** Cartoon Image Database

**Day 2**

1. I will put on the board the answers students gave about what imperialism is.
2. From these answers, as a class, we will come up with a working definition of Imperialism
3. As a class we will discuss the four parts of imperialism: The need for Markets, Raw Materials, Power and Prestige.
4. During the lecture, the teacher will refer back to the cartoons used on the previous day to find clues of these four parts.

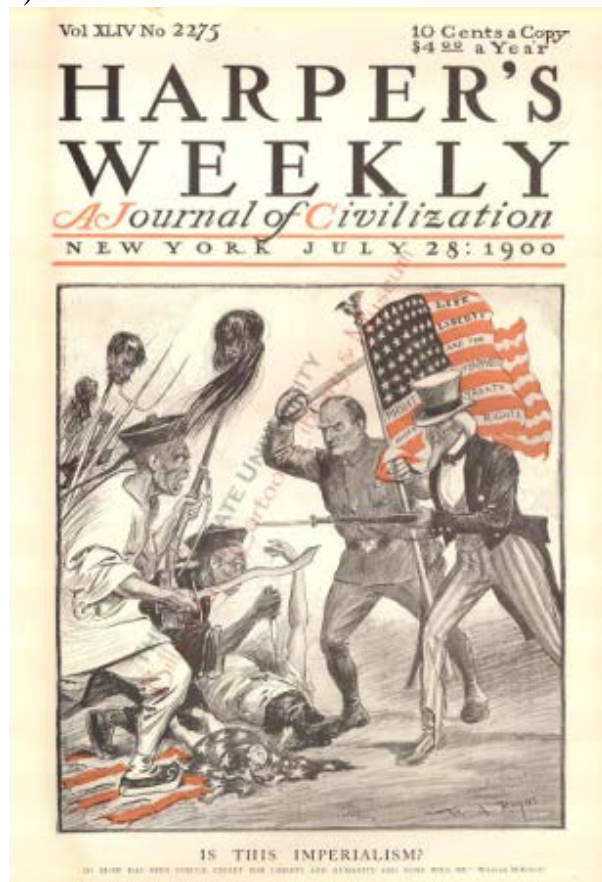
**Day 3 & 4**

1. Teacher led lecture/discussion about US imperialism with China, Hawaii, Guam, Puerto Rico, and Cuba and the War that came along with it.

## Day 5

1. Begin by posing the question “Do you think everyone agreed with imperialism?”
2. Divide into 6 groups. Each group will get a cartoon to analyze (half of the cartoons are pro-imperialism and half are anti-imperialism). Give students 10-15 minutes to analyze. Once students are done with their analysis we will come together as a class and discuss what their cartoons depicted and while doing so, students are to categorize each cartoon as either pro or anti imperialism.
3. Give students the assignment that they will need to draw their own imperialism cartoon – they can draw either pro or anti imperialism cartoon.

Cartoons used: (Anti-Imperialism)



**Creator:** W.A. Rogers

**Title:** Is this Imperialism?

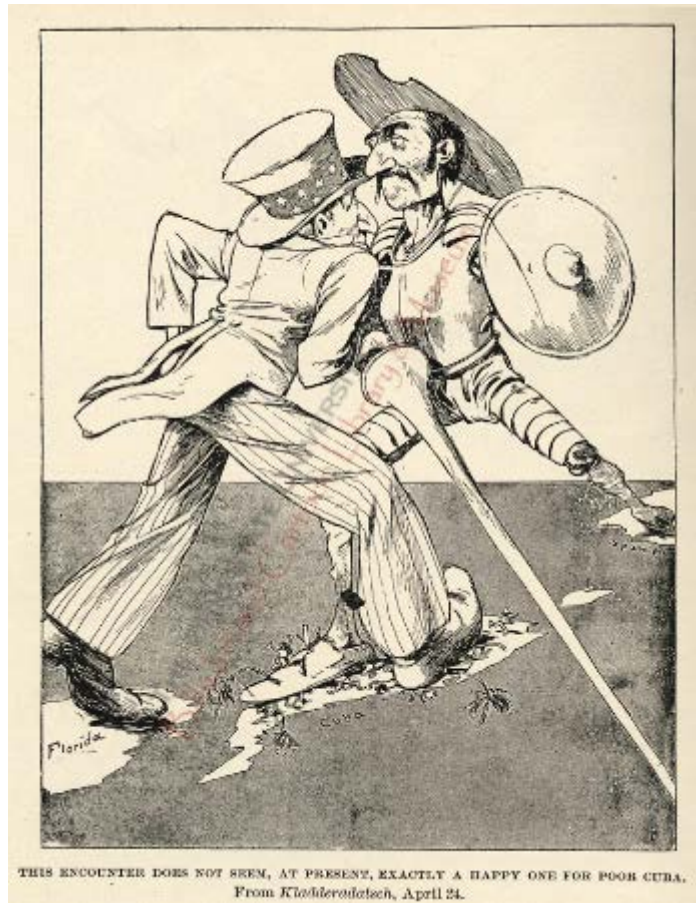
**Publication:** Harpers Weekly

**Publication Date:** July 28, 1900

**Summary/Description of cartoon or source**

Uncle Sam and William McKinley stand with the American flag and weapons. The weapons are being pointed at the Asians which are shown as savages that have injured freedom and humanity and nothing else will be destroyed.

**Source:** Cartoon Image Database



**Creator:** Unknown

**Title:** This encounter does not seem...

**Publication:** Kladderadatsch

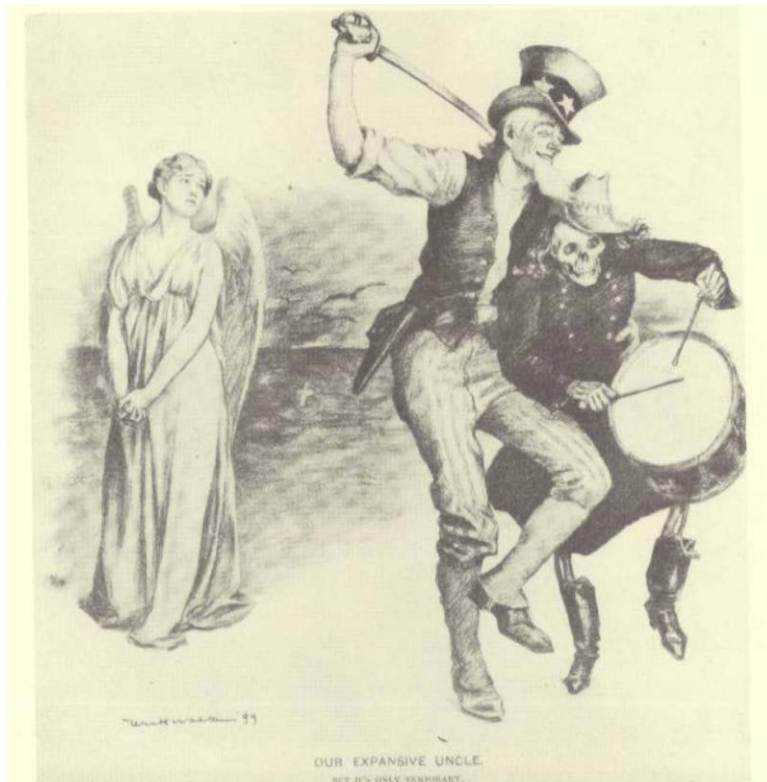
**Publication Date:** June 1898

**Summary/Description of cartoon or source**

Images are shown of Spain and the United States. The Spaniard is shown in full armor while the US is depicted as Uncle Sam. Both images are stepping across the Caribbean and stomping on the country of Cuba.

**Source:** Cartoon Image Database





**Creator:** William H. Walker

**Title:** Our Expansive Uncle

**Publication:** *Life*

**Publication Date:** June 1898

**Summary/Description of cartoon or source**

Uncle Sam, with a smile on his face and sword in his hand, is dancing with a skeleton dressed as a soldier with "WAR" on his hat. Peace is in the background looking sad and lost.

**Source:** A History of American Graphic Humor

Cartoons (Pro-Imperialism)



**Creator:** W.A. Rogers

**Title:** "That wicked man..."

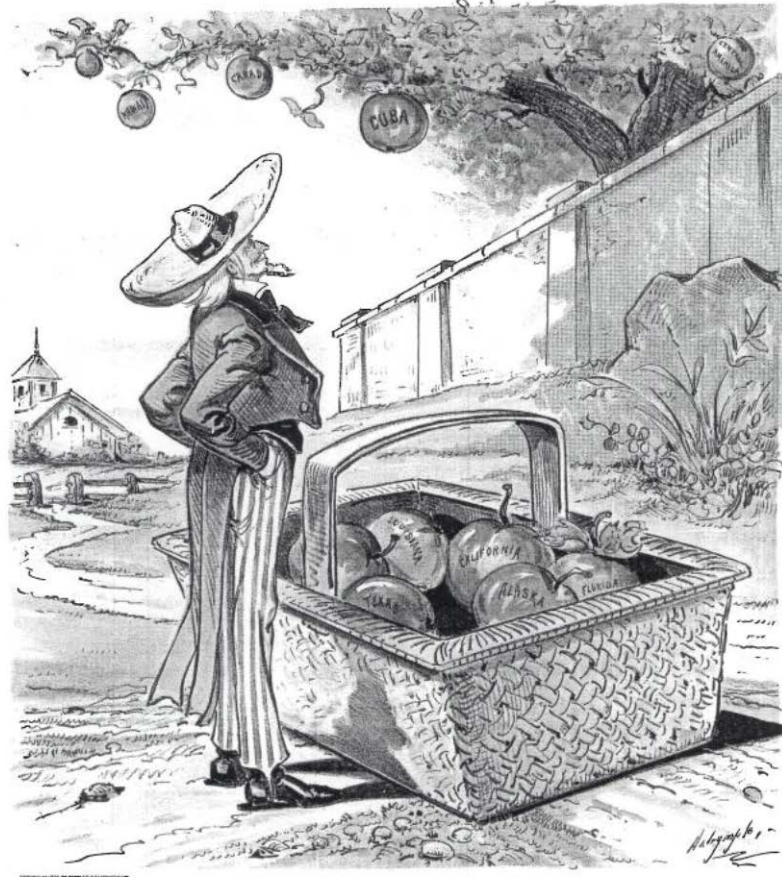
**Publication:** *Harpers Weekly*

**Publication Date:** March 23, 1901

**Summary/Description of cartoon or source**

Uncle Sam is leading a boy labeled as Cuba. Behind the two is an alligator who is shown as "the old world" which would be Spain. This is showing how Cuba needs to align with the United States otherwise will be taken over by Spain.

**Source:** American Imperialism Topic File



**PATIENT WAITERS ARE NO LOSERS.**  
UNCLE SAM. — I ain't in a hurry; — it 'll drop into my basket when it gets ripe!

**Creator:** Dalryple

**Title:** Patient Waiters Are No Losers

**Publication:** *Puck*

**Publication Date:** January 13, 1897

**Summary/Description of cartoon or source**

Uncle Sam is standing with a basket full of apples with names of recently acquired land areas.

He is looking up at other apples that are represented by lands that we want such as Cuba,

Caribbean, etc... that Uncle Sam is waiting on until they are ripe for the picking or taking over.

**Source:** American Imperialism Topic File



**Creator:** W. A. Rogers

**Title:** A Fair Field and No Favor

**Publication:** *Harpers Weekly*

**Publication Date:** November 18, 1899

**Summary/Description of cartoon or source**

Uncle Sam is holding back the other countries ready to take over China (Russia, France, Germany, and Italy). The US has given a bag of US Commercial Expansion which shows that the US only wants to expand its economy with China, not take over the country's land.

**Source:** Cartoon Image Database

### **Day 6:**

1. Review the cartoons of pro vs. anti imperialism from yesterday.
2. Pose a question to students "Do you think cartoons are the only things that showed either for or against imperialism?"

Show a quote by Mark Twain and have students decide whether pro or anti imperialism:

"I have read carefully the treaty of Paris, and I have seen that we do not intend to free, but to subjugate the people of the Philippines. We have gone there to conquer, not to redeem. It should, it seems to me, be our pleasure and duty to make those people free, and let them deal with their own domestic questions in their own way. And so I am an anti-imperialist. I am opposed to having the eagle put its talons on any other land."

---- [Mark Twain](#), *New York Herald*, Oct. 15, [1900](#).

3. Give students sheet of imperialism quotes where students are to decide what point of view the quote is from and explain why they feel that way. Students are to complete them with a partner then go over them as a class. (Imperialism quote sheet is below.)
4. Assign students to find 3 imperialism quotes on their own. The quotes are to be of opposite ideas as the cartoon they created. Will give time tomorrow to allow students to research quotes and work on their political cartoon.
5. Before students end this day, they are to finish their KWL with what they learned about imperialism.

**Day 7:**

1. Discuss what they learned about imperialism from their KWL
  2. Work on cartoon and research quotes in computer lab or media center.
6. Provide a **pre-assessment/diagnostic** and a scoring guideline:
1. Students will complete a KWL where they fill out the K (what they know) and the W (what they want to know) about Imperialism – we will discuss these items as a class
  2. Show students the “Uncle Sam’s Dreams of Conquest and Carnage” (Puck 1895) and discuss as a class if they can give ideas about imperialism from this image.
7. Describe the instructional steps to implement the lesson
- Small and large group discussion
  - Individual and small group analysis of documents
  - Teacher led lecture with notes
8. Provide a **post-assessment** and its scoring guideline
1. Students will finish their KWL with the L (what they learned) about Imperialism and we will discuss this as a class
  2. Students will be asked to analyze the cartoon “Hurray for Imperialism” and they are to write about whether the cartoon is pro or anti imperialism. They will need to explain why they feel this is the point of view show (10 points)
  3. Students will draw their own pro or anti imperialism cartoon and also find 3 quotes on imperialism that opposes the view of their cartoon. Each quote is to be from a different person. Students will be scored based on the rubric below.

## Imperialism Cartoon and Quote Rubric

### Cartoon:

- Effort is shown in the drawing of the cartoon...../10
- Cartoon shows one point of view about imperialism...../10
- Cartoon contains images from the imperialism time period...../ 10

### Quote:

- Three quotes are given from different people...../ 5
- The quotes are referenced...../ 5
- The quotes are of the opposite point of view as the cartoon...../10
- The quote contains information from the imperialism time period...../ 10

**TOTAL \_\_\_\_\_/ 60**

9. List **materials** needed by teachers:

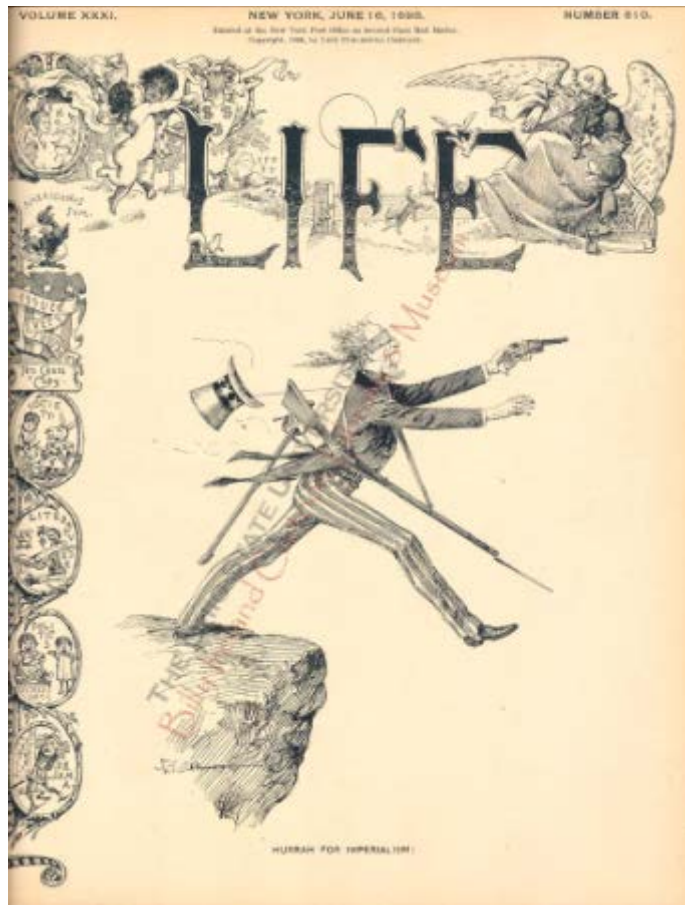
- Copies of Political cartoons above
- Copies of Analysis sheets
- Quote worksheet
- Lecture notes via Power Point/Projector

10. List any **materials** needed by students:

- Daily classroom supplies

11. Extension activities:

- Give students the “Hurrah For Imperialism” cartoon. With this, students are to decide whether they think the cartoon is pro or anti cartoon and explain why. The next day a tally will be taken of what students thought the cartoon was geared towards and do a class discussion of why they felt the way they did.



**Creator:** Francis Gilbert Attwood

**Title:** Hurrah for Imperialism!

**Publication:** *Life*

**Publication Date:** June 16, 1898

**Summary/Description of cartoon or source**

A blindfolded Uncle Sam is shown with a rifle, sword and a pistol. He is walking off of a cliff while reaching outward into the unknown.

**Source:** Cartoon Image Database

12. List of cartoons and other primary sources – shown above for each day of the unit.

Name: \_\_\_\_\_ Per. \_\_\_\_\_

Imperialism Quotes

**DIRECTIONS:**

- 1. READ EACH QUOTE ALOUD.**
- 2. DISCUSS IDEAS IN QUOTE**
- 3. DECIDE POV: PRO OR ANTI-IMPERIALISM**
- 4. IN YOUR OWN WORDS, WRITE A BRIEF EXPLANATION OF THE QUOTE**

"Congress is composed exclusively of men, the chosen representatives of all the men of the nation. Assuming for the sake of argument that this war is ... utterly inexcusable ... it is a Congress of men that has declared it. We must all admit that there is much division of opinion among the women of our acquaintance, while Congress is practically unanimous for war."

-- Alice Stone Blackwell, writing in the pro-suffrage *Woman's Journal*, April 30, 1898

POV:

EXPLANATION:

"Some argue that American rule in the Philippine Islands will result in the better education of Filipinos. Be not deceived. If we expect to maintain a colonial policy, we shall not find it to our advantage to educate the people. The educated Filipinos are now in revolt against us, and the most ignorant ones have made the least resistance to our domination. If we are to govern them without their consent and give them no voice in determining the taxes which they must pay, we dare not educate them, lest they learn to read the Declaration of Independence and constitution of the United States and mock us for our inconsistency."

-- William Jennings Bryan, Speech at the Indianapolis Democratic Convention, 1900.

POV:

EXPLANATION:



"In 1898 we could not help being brought face to face with the problem of war with Spain. All we could decide was whether we should shrink like cowards from the contest, or enter into it as beseemed a brave and high-spirited people; and, once in, whether failure or success should crown our banners. So it is now. We cannot avoid the responsibilities that confront us in Hawaii, Cuba, [Puerto] Rico and the Philippines.... The timid man, the lazy man, the man who distrusts his country, the over-civilized man, who has lost the great fighting, masterful virtues, the ignorant men, and a man of dull mind, whose soul is incapable of feeling the mighty life that thrills 'strong men with empires in their brains' – all these, of course, shrink from seeing the nation undertake its new duties; shrink from seeing us build a navy and an army adequate to our needs; shrink from seeing us do our share of the world's work, by bringing order out of chaos in the great, fair tropic islands from which the valor of our soldiers and sailors has driven the Spanish flag. These are the men who fear the strenuous life, who fear the only national life which is really worth leading...."

-- Theodore Roosevelt, "The Strenuous Life" (speech delivered at a Chicago men's club), 1899

POV:

EXPLANATION:

"Mr. President, the times call for candor. The Philippines are ours forever, 'territory belonging to the United States'.... And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not repudiate our duty in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the mission of our race... we will move forward to our work... with gratitude for a task worthy of our strength, and thanksgiving to Almighty God that He has marked us as His chosen people, henceforth to lead in the regeneration of the world."

-- Senator Albert Beveridge, Addressed to Congress, 1900

POV:

EXPLANATION: