**Lesson Plan # 9 for *Genius of Freedom***: **Two Views of Black Suffrage by Abby Brazina**

**Grade Level:** Middle or high school

**Topics:** Voting Rights, Fifteenth Amendment, Reconstruction, Pennsylvania politics, Black conventions

**Pennsylvania History Standards:** 8.1.6 B, 8.1.9 B, 8.2.9 B, 8.2.9 D, 8.3.9 B, 8.3.9 D

**Pennsylvania Core Standards:** 8.5.6-8 B, 8.5.9-10 B, 8.5.11-12 B, 8.5.6-8 E, 8.5.9-10 E, 8.5.11-12 E, 8.5.6-8 F, 8.5.9-10 F, 8.5.11-12 F, 8.5.6-8 I, 8.5.9-10 I, 8.5.11-12 I

***African American History,* Prentice Hall textbook:** pages 410-411, 440-443

**Overview:** In this lesson, the students will analyze primary source documents (one written document and one political cartoon) from the *Genius of Freedom* exhibit that show differing perspectives on the issue of suffrage for African Americans in the years after the Civil War. The students will identify the arguments and persuasive elements in both documents using text-based evidence. The students will then be asked to create their own political cartoon based on the arguments of the persuasive writing and using the same elements they identified in the political cartoon from the exhibit.

**Materials from the Exhibit:**

“T*he Constitutional Amendment!”* political cartoon

“*Memorial of the Executive Committee of the Late National Convention of*

*the Colored Men of the Country*” petition to Congress

**Supplementary Materials:**

Cartoon Analysis Guide from the Library of Congress Classroom Materials

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf>

Cartoon Analysis Worksheet from the National Archives Classroom Materials

<http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf>

Analyzing Persuasive Writing/an Argument Essay worksheet (attached)

Planning a Political Cartoon worksheet (attached)

**Procedure:**

1. Introduce the purpose of a political cartoon by explaining that such illustrations have been used for centuries to show one side of an issue and are meant to persuade the viewer to agree with the opinion of the artist. Inform students that the artist uses symbols, exaggeration, irony, analogy, and labels to convey a serious message. Explain that a political cartoon is meant to communicate a message quickly to a large number of people.
2. Ask students to give examples of when and where they’ve seen political cartoons.
3. Distribute the Cartoon Analysis Worksheet. Project the image *The Constitutional Amendment!* so all students can see it and have them complete the worksheet.
4. Have the students share their answers with a partner before discussing the image as a whole class.
5. Distribute the Cartoon Analysis Guide. Go over the definitions for each of the elements of a political cartoon and have the students individually answer the questions for each of the elements, as well as the questions on the second page of the handout. In addition to the questions listed here, students should identify the audience for this cartoon. They should also explain how they know their answers to the questions on the second page are true (cite text-based evidence).
6. Explain to students that persuasive or argument essays are another way to communicate an idea to an audience in an attempt to convince them to agree with a certain idea or point of view.
7. Distribute copies of the Analyzing Persuasive Writing/Argument Essays worksheet.
8. Go over the elements of good persuasive writing: thesis/position statement, facts and details to support the thesis/position statement, facts and details to disprove the opposition, conclusion.
9. Ask students to identify examples of persuasive writing they’ve seen or encountered and explain what the purpose was of those examples. (When/how is persuasive/argument writing useful or effective?)
10. Distribute photocopies of the “*Memorial of the Executive Committee of the Late National Convention of the Colored Men of the Country*” and of the persuasive writing worksheet. The worksheet asks the students to identify the different elements in a piece of persuasive writing using text-based evidence.
11. Ask the students to identify similarities and differences between the persuasive elements and techniques used in the political cartoon and the elements and techniques in the writing.
12. Distribute the Political Cartoon Planning Sheet to the students and tell them their task is to create a political cartoon to convey the message of the “*Memorial of the Executive Committee of the Late National Convention of the Colored Men of the Country.”*
13. After the planning is completed, it is up to the teacher if they want to have the students actually create the cartoon as a cumulative assessment.