Political Cartoons in the Gilded Age

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Focus Statement: As we begin to explore the Gilded Age (1870-1900), that era in American History sandwiched between the Civil War/Reconstruction and the Progressive Era to the Great War, I want students to be able to understand political cartoons and why they were used so often during this era. They will do this by examining multiple cartoons and deciding what they are about and why they were made. I think it is important to teach this lesson because political cartoons are a big part of history and can help understand certain events better than normal reading material.

MN Standard: MN Standard 9/12/4.20 As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform

MN Standard Benchmark 9/12/4.20.6 Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.

Learning Objective(s): (Both Content and Skill)
- Students will be able to identify each political cartoon they see and when it was published.
- Students will be able to identify what kind of issue each political cartoon is addressing and why.
- Students will be able to write four sentences on each political cartoon, covering what the cartoon looks like and what stands out to them.

Resources:
- Political cartoon question sheet
- Immigration political cartoon 1891
- Puck Cartoon on the surplus 1887
- Horns of our dilemma political cartoon 1890
- The bosses of the senate political cartoon 1889
- Chinese exclusion act political cartoon 1888

Methods/Procedures
Beginning (5 minutes):
- In the beginning of class I will spend 5 minutes explaining the activity students will be doing in class. I will show them each political cartoon and what station they will be located at around the room.

Middle: Instructional Strategies / Learning Activities (40 minutes):
- Students will be broken up into 5 different groups, there will be five stations located around the room, each station will have one political cartoon created during the Gilded Age.
• Each student will get an answer sheet that has four questions about each cartoon, each student will
answer every question at each station before moving to the next station, they will have about 7-8
minutes at each station.
• After students finish the four questions on each cartoon they will write 2-3 sentences on each cartoon,
including what they see in the cartoon and anything that stands out to them.

   **End / Summary (5 minutes): Should include Evaluation / Assessment / Student Achievement**

   • Students will turn in their answer sheets after class for grading, we will then have a whole class
discussion on each cartoon and what the cartoon was about, and each group will offer at least one
opinion on one cartoon.
   • The next class period I will have a short quiz on everything covered in class today.

**Afterwards**

• Next class I will have a quiz on political cartoons
Puck Cartoon on the Surplus 1887
As the number of Immigrants to America Swelled, So did Opposition to Them 1891
Horns of our dilemma cartoon on the Robber Barron’s 1890
Station #4

The Bosses of the Senate political cartoon 1889
Chinese Exclusion act political cartoon 1888