Cartoons

"I think you've been spending entirely too much time online!"

By: Sara Marhefka
A. Academic State Teaching Standards

Reading, Writing, Speaking and Listening:

1.4.8.B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).

1.6.5.D. Contribute to discussions

History:

8.1.6.B. Explain and analyze historical sources

B. Inquiry-Based Learning Model

Ask- Ask the students what are some of their favorite cartoons either television or in comics.

Investigate- The students will listen to a clip from a narrative by Robert M. Martin discussing his adjustment to life after war and taking art classes.

Create- The students will create a Venn diagram comparing a cartoon from the Sunday comics to a cartoon drawn by Robert M. Martin.

Discuss- The students will discuss how the two cartoon illustrations are different and how they are similar as a class.

Reflect- The students will reflect on what cartoons could be depicting today based on current events.
C. Description of Activity

I will begin by asking the students what their favorite cartoons are either on television, in comics or newspapers. The students might come up with answers such as Spongebob Squarepants, Garfield, Charlie Brown, Bugs Bunny, etc. I will show the students several examples of cartoons after they have responded to the introductory question. As a class, we will discuss why the students selected these responses and provide reasons for why they enjoy these specific cartoons. This is part of the Ask stage of the Inquiry-Based Learning Model.

After we have talked about the students’ favorite cartoons, they will begin the Investigate stage of the Learning Model and I will have them listen to an oral history clip of an interview with Robert M. Martin. This interview can be found on [http://www.lov.gov/vets/vets-home.html](http://www.lov.gov/vets/vets-home.html). The clip that I will be showing the students from the website runs from 27:20-28:15 on the second sound clip. Robert M. Martin discusses how when he came back from war he was trying to find a job and ended up going to art school. He attended Pratt Institute in New York but had to take the home examination which was a series of drawings that they sent him and he had 48 hours to complete the drawing.

The next stage of the Inquiry-Based Learning Model is the Create stage. I will put the class into groups of two and give each group an example of one of Robert M. Martin’s cartoons and a cartoon from the Sunday comics. The students will need to create a Venn diagram based upon the two cartoon illustrations. The students need to compare the two cartoons and list the similarities and differences between each of them. Their examples of similarities may include each cartoon involves people or each cartoon has a caption or words. The differences the students may come up with might include, one cartoon is in color the other is in black and white, one cartoon may be a strip and the other is a single illustration.
When each group has finished creating their Venn diagram, they will share their similarities and differences with the rest of the class. Each group will show the two cartoons they were comparing and give two similarities and two differences that they found. As a class, the students will discuss how all of the cartoons from the comics compared to Robert M. Martin’s war-time cartoons. The students will discuss how by creating these cartoons, Robert M. Martin was able to express his feelings and encounters. Then the students will discuss other artistic ways to express our feelings and actions as Robert Martin has done. The students may come up with examples such as dancing, painting, poems, etc. This discussion concludes the Discuss stage of the Inquiry-Based Learning Model.

The last stage of the Inquiry-Based Learning Model is Reflect. In this stage, I will have the students think about what they would create a cartoon about based upon current events within the world, town or community or even something that is happening at the school. The students will discuss what events or people they could base a cartoon on if they were creating as a class and may even provide ideas for how the cartoon would be set up; single illustration, cartoon strip, adding captions.

The assessment for this activity will consist of the students writing at least three similarities and three differences between cartoons that they would see in the comic paper and cartoons like the ones Robert M. Martin created. The assessment will be scored by using a rubric and the students may receive one point for each similarity and each difference for a total of six points.
Cartoons- Similarities and Differences Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Similarities</strong></td>
<td>Three similarities are listed between cartoons in the comic paper today and cartoons created by Robert Martin.</td>
<td>Only two similarities are given comparing the cartoons in the comic paper and cartoons created by Robert Martin.</td>
<td>One similarity is given comparing the cartoons in the comic paper and cartoons created by Robert Martin.</td>
<td>There are no similarities written.</td>
</tr>
<tr>
<td><strong>Differences</strong></td>
<td>Three differences are listed between cartoons in the comic paper today and cartoons created by Robert Martin.</td>
<td>Only two differences are given comparing the cartoons in the comic paper and cartoons created by Robert Martin.</td>
<td>One difference is given comparing the cartoons in the comic paper and cartoons created by Robert Martin.</td>
<td>There are no differences written.</td>
</tr>
</tbody>
</table>

Total Score: /6