

POLITICAL CARTOONS

Exploring the Gordon Brewster Cartoon Collection at the National Library

Teacher's Guide

This resource uses cartoons by Gordon Brewster to teach students how to analyse political imagery, situate materials within their historical context and draw wider conclusions.



Junior Cycle History

Statements of Learning

<p>SOL 3: The student creates, appreciates and critically interprets a wide range of texts</p>	<p>Students will interrogate a range of primary and secondary historical sources and will use their historical knowledge and conceptual understanding to produce their own texts using a variety of formats</p>
<p>SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change</p>	<p>They will investigate the historical roots of a contemporary issue or theme and examine how it has impacted the modern world</p>
<p>SOL 9: The student understands the origins and impact of social, economic and environmental aspects of the world around him/ her</p>	<p>The student will explore social change by looking at causes and consequences</p>
<p>SOL 18: Observe and evaluate empirical events and processes and draws valid conclusions and deductions</p>	<p>Explore the discipline of history, including working with evidence and making historical judgements based on an interrogation of evidence</p>

Key Skills

Being numerate

Gathering, interpreting and representing data /
Seeing patterns, trends and relationships

Strand 1

- Developing historical consciousness; working with evidence; acquiring the big picture

Strand 2 & 3

- Recognising key change; exploring people, culture and ideas; applying historical thinking

Leaving Cert History

Learning Outcomes

Working with Evidence	Varieties and repositories of historical evidence Nature of historical evidence and changing dynamics
Documents Based Study	Varieties of historical evidence How to interrogate

Objectives

- how elements of the Irish history topics studied fit into a broader international context

Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Politics and Administration	State building and the consolidation of democracy; from Free State to Republic.
Society and Economy	Impact of partition on economy and society; impact of world economic crisis; from free trade to protectionism.
Culture and Religion	State and culture.

Junior Cycle Visual Art

Statements of Learning

SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change

Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole

Visual Culture and Appreciation

- Students need to understand and decode visual messages, as well as the visual culture of other societies too

Senior Cycle Art

Research Strand

1.1 Looking	Analyse an artwork; recognise an art style and identify relevant features; use critical and visual language to describe an artwork
1.2 Recording and Documenting	Collate information from a variety of sources and media
1.3 Interpretation	Extrapolate information from research

Visual Studies

- What was created?
- How was it created?
- Why was it created?

Helpful Links and Articles

- Political Cartoons: Finding Point of View – Library of Congress Resource – [Lesson Plan](#)
- Teacher’s Guide: Analysing Political Cartoons – [Reflection Questions](#)
- The Power of Political Cartoons in Teaching History, William Heitzmann – [Article Link](#)

Bibliography – Historical Context

- The Irish economy during the century after partition – Cormac Ó Gráda
- Protection, Economic war and Structural change: the 1930s in Ireland – J. Peter Neary, Cormac Ó Gráda
- The Irish Free State and the Great Depression of the 1930s: the interaction of the global and the local – Mary E. Daly

Answer Key: Cartoon Date Matching

- The Hardy Annual – June 21st 1930
- Still At It – October 9th 1930
- The gathering Snowball – January 10th 1931
- Still Hiking – April 9th 1932