### Political Twist

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>The students will learn how to use Pixton.com to create a political cartoon. Each student must research a political issue from the past or current and create a political cartoon or comic and then present the information behind the reason they created their project.</td>
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<table>
<thead>
<tr>
<th>Learning Environment</th>
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<tbody>
<tr>
<td>The students will work individually at a personal or lab computer. Teacher may set aside time to do this during class time or make it an at home assignment. They will use be using Pixton.com</td>
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<tr>
<th>Types of Students</th>
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<tr>
<td>The students will be in high school. This lesson plan could be used in a regular History class, an AP History class, or if provided at the school, a Politics class.</td>
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<th>Standards</th>
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<tr>
<td><strong>USG.1</strong> Students will identify, define, compare and contrast ideas regarding the nature of government, politics and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics and civic engagement in a democratic republic, and demonstrate how citizens participate in civic and political life in their own communities.</td>
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<tr>
<td><strong>USG.2</strong> Students will identify and define ideas at the core of government and politics in the United States, interpret Founding-Era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.</td>
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<tr>
<td><strong>USG.3</strong> Students will explain how purposes, principles and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.</td>
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<tr>
<td><strong>USG.4</strong> Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.</td>
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<tr>
<td><strong>USG.5</strong> Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.</td>
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<th>Materials</th>
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<tbody>
<tr>
<td>Personal or lab computer with internet access and a Pixton account. History research to refer back to while preparing for presentation of comic.</td>
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<tr>
<td>Procedures</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>1. The teacher will assign the students with a historic time period. At this time the teacher will also provide examples of political cartoons and comics and show how they represent the history of that time period and what the people believed.</td>
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<tr>
<td>2. If the students are not already users of Pixton, they will sign up for it and learn how to use it.</td>
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<tr>
<td>3. The students will research the time period they are assigned; if one is not assigned they may pick their own. They will also research the political debates of the time. They will research the reasons these occurred. Then, once research has been completed they will create a political cartoon representing that time period and the important events of the time.</td>
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<tr>
<td>4. Once the students have completed the comic they will write a paragraph summary of what their comic represents.</td>
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<th>Application</th>
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<tr>
<td>After learning how to use Pixton, the students will use the program to create a comic or cartoon relating back to history to show that not all history has to be presented in text form.</td>
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<th>Evaluation</th>
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<tr>
<td>The students will write a paragraph summary of what their comic represents and what time in history the political cartoon revolves around. The will explain the meaning behind what they created.</td>
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<tr>
<td>10 points for the summary</td>
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<tr>
<td>40 points for the comic (this includes the pictures as well as creative captions)</td>
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