Subject / Topic
Interpreting Pictorial Sources in History / Social Studies

Lesson Objectives
At the end of the lessons, students should be able to:
1. Understand the uses of pictorial sources in Social Studies / History.
2. Able to use persuasive techniques to interpret pictorial sources in Social Studies / History.
3. Know the steps needed to interpret pictorial sources in Social Studies / History.
4. Analyse and evaluates pictorial sources effectively.

Prior Knowledge
- Inferential Source-Based Question skill.
- Expose to a variety of pictorial sources.

Class Ability
- Ability: Class is made up of mix ability students.
- Readiness Level: Students have been doing pictorial source based question since secondary 1.
- Behaviour: Can be a bit over enthusiastic at times

Student’s difficulty in Interpreting pictorial sources
‘The 1998 NAEP Civics Report Card found that “students, particularly at the younger grades, tended to find political cartoons difficult to understand.” (Lukus, 1999)

‘According to Heitzmann (1998, 7), American research from 1930 through the early 1990s shows that secondary school and college youth, as well as most adults, have difficulty understanding editorial cartoons.’

‘A number of other studies questioned the ability of school students or even adults to comprehend the medium. Two 1968 studies found dismal results (Brinkman, 1968; Carl, 1968). In the latter study only 15% of adults understood the cartoonists’ message.’

The importance of pictorial sources
‘Political cartoons teach us how to read. There are arguably few art forms that are as valuable to the educator in terms of facilitating critical thinking, interpretation, and analysis in such an entertaining way as political cartoons. Political cartoonists are in equal parts artist, journalist, and satirist.’ (Morrison, 2014)

The need to teach interpreting pictorial source explicitly
‘…in most instances, authors (of social studies textbooks) focus on the content of a cartoon rather than on how it positions the reader and makes assumptions. These questions assume that the message is intuitively obvious or that readers already have the tools for interpreting and judging the image.’ (Werner 2004)

“In short, political cartoons employ complex visual strategies to make a point quickly in a
confined space. Teachers must help students master the language of cartoons if they are to benefit from these fascinating sources of insight into our past....developing the student's ability to decode the various persuasive techniques will help them to understanding the underlying meaning the cartoonist is trying to make. (Burrack, 2000)

‘Through the process of identifying and breaking the code as well as constructing meanings with the code in relation to the context of the cartoon, the students will develop the literacy to understand the persuasive techniques employed by cartoonist and interpret political cartoon.’ (Nokes, 2013)
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Development</th>
<th>Student Activity</th>
<th>Resources</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| 5 min | **Stage 1**  
**Hook Activity**  
**Worksheet One**  
**Pair Work** | Students to work in pair to do Worksheet One to figure out the meanings of the symbols. **Students are tapping into their assumptions by figuring out what concepts certain symbols can represent.** They are to write down the meanings of the symbols on the worksheet and pass to the teacher to check the answers for accuracy. The first 3 pairs to submit the correct answers will get a prize from the teacher. | Worksheet | **EOT: Concepts / Assumptions**  
**IS: Accuracy**  
Activating Students Prior Knowledge to help scaffold and build new understandings.  
Pairwork to encourage the exchange of ideas and promote collaborative learning.  
**UHMB**: Boys like competition: Adding a competition to further engage the students in the hook activity. |
| 5 min | **Stage 2**  
**Introduction to Pictorial Sources** | Teacher to introduce the uses of Pictorial Sources to the students. Students listen | PPT Slides | Help students understand key elements of pictorial sources. |
| 5 min | **Stage 3**  
**Understanding Symbols in Pictorial Sources** | Teacher to introduce the concept of symbols and explain their uses and importance in pictorial sources. Students listen | PPT Slides | **EOT: Concepts**  
Helping students understand symbolism in pictorial sources and how they can help students see deeper meaning in the picture / cartoon they are examining. |
| 10 mins | **Stage 4**  
Understanding Caricatures in Pictorial Sources  
Worksheet Two  
Pair Work | Teacher to introduce the concept of Caricatures and explain their uses and importance in pictorial sources. Students to listen.  
Students are then to get into pairs and attempt worksheet Two where they have to work on extracting relevant information about how the pictures portray a negative or positive image of the person in the source. | **Worksheet**  
PPT Slides | **EOT: Concepts / Information / Interpretation**  
**IS: Relevance**  
Helping students understand caricatures in pictorial sources and how they are drawn can portray a person in a negative / positive light.  
**AOL** – Worksheet Two is design as a quick assessment of students’ grasp of Caricatures as well as assessing students understanding of the features of negative / positive caricatures. (Making thinking visible) |
|---|---|---|---|---|
| 5 mins | **Stage 5**  
Other features of Pictorial Sources | Teacher to introduce other features of pictorial sources like Irony / Sarcasm / Size of people in picture to equip students with more observation skills to analyze pictorial source. | **PPT Slides** | **EOT: Concepts**  
Introducing other aspects of pictorial sources to increase students’ competency in analysing pictorials sources. |
| 10 mins | **Stage 6 Interpreting Historical Pictorial Sources Effectively**  
**Worksheet Three** | Teacher to help students recall what they have learned so far by going through with them one more time the skills needed to answer a pictorial SBQ.  
Teacher also introduces the ‘Triangle’ method in analyzing and answering pictorial SBQ to help students do a step by step approach in the construction of their answers. | **Worksheet** | Recalling and summarizing the essential skills for analyzing and evaluating pictorial sources.  
Setting criteria for success so that students understand what they need to do to interpret cartoons effectively.  
Introduce a structure to help weaker students to triangulate the evidences to come up with a valid interpretation of pictorial source |
| 15 mins | **Stage 7** Modeling of Answer using an actual Pictorial Source  
Worksheet Four | Teacher to go through with the class the skills and steps needed to evaluate actual pictorial source.  
Using the ‘Triangle Method’ students first gather information by making observations from the source.  
Students need to pick out the most relevant details (top 3) based on their observations of the source.  
Students then need to make sense of how their relevant details connect together and make a logical inference as to the meaning of the source. | Worksheet  
PPT Slides  
Whiteboard  
EOT: Information / Interpretation  
IS: Logic, Relevance | Modeling an answer to familiarize the students with the criteria of success to answer a pictorial source.  
**AOL** – Teacher goes through a question with students using the structure to scaffold students thinking as well as making their thinking visible through brainstorming activities. The activity is also an opportunity to surface out misconceptions about the lesson learned so far. |
| 15 mins | **Stage 8: Instructions on how to complete task (Either Homework or Do in Class)**  
Worksheet Five | Students to do the worksheet in class if time permit, if not, it will be assigned as a homework for them. | Worksheet  
EOT: Information / Interpretation  
IS: Logic, Relevance | Students to display their understanding of the lessons learned so far in written form. |