

Educator's Guide E-book

Thomas Nast: Political Cartoonist *Common-Core Aligned Connections* Grade 4 and up (emphasis on Grade 5)

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Thomas Nast: Political Cartoonist

Thomas Nast was a German-born American best known as the “Father of the American Cartoon.” As a political cartoonist, Nast impacted American life through several presidential elections from 1864 to 1884. Nast opposed racial segregation. “Nast’s legacy to future generations includes the symbols he made popular that are still recognized today: Uncle Sam, the Democratic donkey, the Republican elephant, and Santa Claus.” He wrote for several publications, such as *Harper’s Weekly*. He lived from September 27, 1840 to December 7, 1902.

Author, Lynda Pflueger

Lynda Pflueger’s research about Nast’s life began at her local library in San Diego, CA when she found a book about Thomas Nast and political cartoons. “*I was intrigued by Nast’s story. After the Civil War, with just his pen as a weapon, he helped bring down a notoriously corrupt group of politicians called the Tweed Ring in New York City. I also fell in love with Nast’s drawings of Sana Claus.*” Pflueger’s research included traveling to Morristown, New Jersey where she gathered information about Nast’s family through scrapbooks, drawings, and other memorabilia. She included many primary sources and secondary sources in her E-book.

Themes: Biography, Civil War, Editorial and Political Cartoons, Immigration, and Propaganda.

Connections: Primary Sources (First-hand accounts) and Secondary Sources (Second-hand accounts), History Day, Digital Media

Interest Level: Grades 4 and up

Reading: Lexile level (about 1100L). Scaffolding information recommended for upper elementary grades.

“Stretch” Lexile Band (Grades 4-5, 740L-1010L); (Grades 6-8, 740L-1010L); and Grades 9-10,1050L-1335L)

Common Core Aligned Connections

Grade	CCSS ELA Literature	CCSS ELA Reading for Information
Grade 4-5	RL.4.5,4.6,and 4.7	RI.5.1, 5.2, 5.4, 5.3, 5.5, 5.6,5.7, and 5.8
Grade 6-8	ELA History/Social Studies RH.6-8.1; 6--8.2; 6-8.4, 6-8.7, 6-9.8, and 6-8.9	RI.6.1, 6.3, 6.5, 6.7, RI.7.1, 7.3, 7.5, RI.8.1,8.3, 8.7

E-book with Hyperlinks Common Core Anchor Standards

Reading Informational Text

CCSS RI Anchor Standard 7: Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.

Writing (Production and Distribution)

CCSS Writing Anchor Standard 6: Use technology, including the internet, to produce and publish writing and to interact with others.

Understanding Genre: Biography

A biography is a detailed account or history of someone’s life written by someone else. The E-book on Thomas Nast is a biography written by author Lynda Pflueger. When writing a biography, it is important to use academic or domain-specific words and phrases for the time period. Creating a chronology or a “timeline of events” will help organize information.

Reading Standards for Informational Text

(Craft and Structure)

CCSS RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.RI.5.5: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Chronology Activity

Chapter	Date	Key Words	People (include presidents), Setting (place, location)	Significant Events
Example: Chapter 1	After the Civil War 1868 Mid-Nineteenth Century	Horse cars, stagecoaches, carriages	New York City, Immigrants, mostly from Ireland and Germany	The Tweed Ring Immigration

Primary Sources or Secondary Sources

The ability to distinguish between primary sources (or first-hand accounts) and secondary sources (or second-hand accounts) is essential when conducting research, especially in text and digital media.

According to the Library of Congress, **Primary Sources** are original documents and objects created during the time the events actually occurred. Examples: drawings, journals, artifacts, and maps.

Secondary Sources are created after the event has happened. Examples: social studies textbook, biography, and museum brochures.

Reading for Informational Text (Craft and Structure)

CCSS RI. 4.6 Compare and contrast a firsthand account and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS RI. 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

English Language Arts Standards and History/Social Studies Grades 6-8 (Integration of Knowledge and Ideas)

CCSS ELA-Literacy: RH.6-8.9 (<http://www.corestandards.org/ELA-Literacy/RH/6-8.9>): Analyze the relationship between primary and secondary source on the same topic.

Directions: Analyze the political cartoon. Differentiate the focus and information provided using the questions below. Determine if the political cartoon is a Primary Source or a Secondary Source.

Source: Teacher Guide, Analyzing Political Cartoons

(http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)

Observe	Reflect	Question (What do you wonder about?) Who? What? When? Where? Why? How?
Who created this political cartoon? _____	What is happening in the cartoon? _____	Question 1: _____
When was it created? _____	What was happening when this cartoon was made? _____	Question 2: _____
Describe what you see. _____	Who do you think was the audience for this cartoon? _____	Question 3: _____



Source: <http://www.loc.gov/pictures/item/2002714704/>

Is this cartoon a Primary Source or a Secondary Source?

Explain. _____

Persuasive Techniques: Editorial OR Political Cartoons

Reading Standards for Informational Text (Craft and Structure)

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Editorial or political cartoons use the following persuasive techniques to convey a message.

1. Symbolism: Objects, or symbols, to represent ideas or concepts.
Example: Thomas Nast used the donkey to represent the Democratic Party. The elephant was used to represent the Republican Party.
2. Exaggeration: Physical attributes of people or things are enlarged to draw attention to an issue or concept.
3. Labeling: Identifying an object helps clarify what that object stands for.
4. Analogy: Cartoonists compare two unlike things that share the same characteristics. This technique is used to show the same situation or a complex issue in different viewpoints.
5. Irony: Cartoonists show the difference between the way things are and the way things are expected to be. It is used to express an opinion.

Source: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>

Point of View



Describe what you see in
Thomas Nast's
Christmas Eve.

Source: <http://www.loc.gov/pictures/item/00652033/>

Common Core Aligned Connections: E-book, Thomas Nast: Political Cartoonist

Newspapers, Digital Media, Political Cartoons

Reading Literature Standard and Reading Informational Text Standard (Grades 4-12)

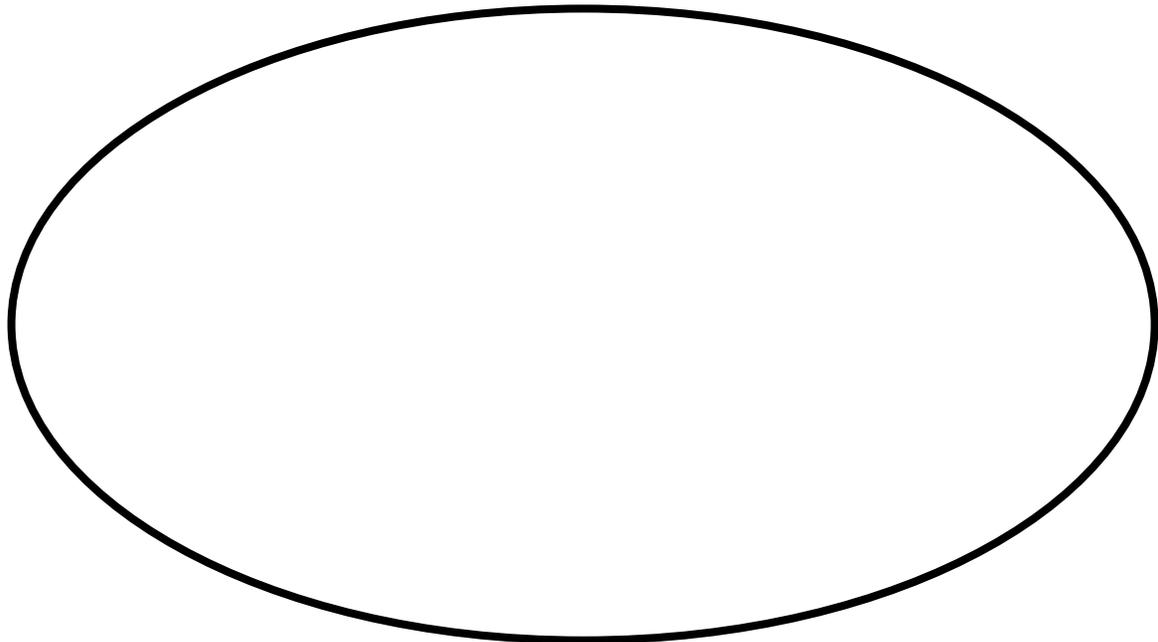
(Integration of Knowledge and Ideas) Anchor Standard 7: Integration and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.

Political cartoons evolved in newspapers in the eighteenth century. Thomas Nast's political cartoons has encompassed at least six presidents.

Directions: Choose one of Thomas Nast's political cartoons from the E-book. Cite evidence from the cartoon that reflects a historical moment or period of time in history.

Chapter	Text	Time Period and Historical evidence	Cartoon	Setting (a scene, date, location, weather, season)	People	Publication (Newspaper)

Directions: Create your own political cartoon.



Common Core Aligned Connections: E-book, Thomas Nast: Political Cartoonist

Discussion Questions

Chapter 1: The Crusade

Vocabulary Words: crusade, immigrant, politician, primary source, contractor, and cartoonist

People: Thomas Nast, The Tweed Ring, William M. Tweed

1. Describe the time period and include the social, political, cultural, and economic life in the New York City's streets. Make inferences based on your reading and what you know.

Reading Focus: Inference

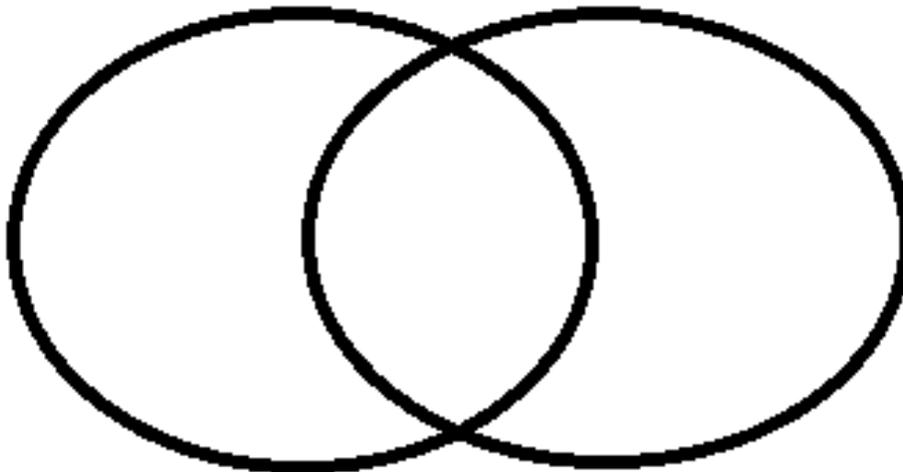
An inference is a conclusion based on “what is in the text,” “what you know from prior knowledge,” and connecting new information. An inference is not the literacy meaning. Instead, the author is providing information to unravel hidden meanings. It is also known as “reading between the lines.”

Textual Evidence	Page	My Prior Knowledge About the Topic	My Inference
Example:			

2. Compare and contrast the views of Thomas Nast and William M. Tweed.

Thomas Nast

William M. Tweed



Focus: Inference

Reading Informational Text (Key Ideas and Details)

CCSS RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Focus:

Compare and Contrast

Reading Informational Text (Key Ideas and Details)

CCSS RI..5.3. Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical scientific, or technical text based on specific information in the text.

Discussion Questions

Chapter 2: The Young Artist

Vocabulary Words: beeswax, advocate, economic depression, engraving, ferry

People: Frank Leslie

1. Compare and contrast two of Thomas Nast's drawings. Use the Library of Congress web links to find out more about each illustration. How does Thomas Nast depict or show himself in each drawing? What do you notice about the drawings and text?



Source:

<http://www.loc.gov/pictures/item/2010717243/>

A drawing by Thomas Nast of himself being interviewed by Frank Leslie, the publisher of Frank Leslie's Illustrated Newspaper.

Source:

<http://www.loc.gov/pictures/item/2010717279/>

A drawing by Thomas Nast of the "World Exposition of 1892"

2. Describe Thomas Nast's childhood to teen years. What problems or challenges did his family encounter? How did the economic conditions of the time affect his upbringing and career choice?

3. Describe what you learned about Thomas Nast as a wood engraver and illustrator?

Focus: Primary Sources, Compare and Contrast

Reading Standard for Literature

(Integration of Knowledge and Ideas)

CCSS RL Anchor Standard 7: Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.

CCSS..RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Focus: Problem and Solution

Reading Informational Text

(Integration of Knowledge and Ideas)

CCSS RI Anchor Standard 7:

Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.

CCSS RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly to solve a problem efficiently.

Discussion Questions

Chapter 3: Learning His Trade

Vocabulary Words: trade, industriousness, dairymen, prizefight, and triumphant.

People: John Davis, J.G. Haney, Sarah Edwards, John Heenan, Tom Sayers, and Giuseppe Garibaldi.

1. Why do you think the author titled this chapter, *Learning His Trade*? Describe the opportunities Thomas Nast had to learn his trade.
2. A timeline is a chronology of events. Describe and cite significant events in this chapter affecting Thomas Nast's life.

Date (s)	Page	Location	People	Key Events

Chapter 4: Civil War Artist and Chapter 5: The Art of Caricature

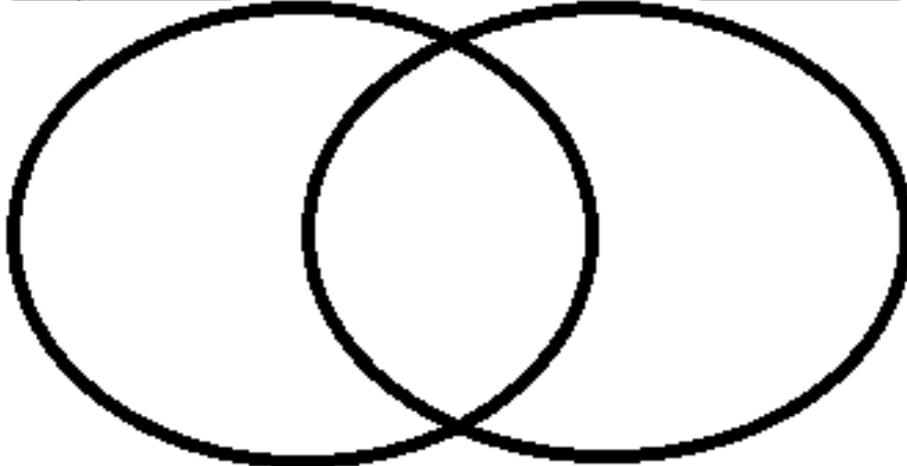
Vocabulary Words: Civil War, inauguration, plainclothes, facility, battlefield, caricature, and periodical.

People: James Buchanan, Abraham Lincoln, Andrew Jackson, Ulysses S. Grant, Andrew Jackson, Confederate Army, and Union Army.

1. Compare and contrast how history affected Thomas Nast's cartoons. Include presidents and holidays.

During the Civil War

After the Civil War



Focus:

Key Ideas, Details, Timeline, and Textual Evidence

Reading Standard for Informational Text

(Key Ideas and Details)

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Focus: Compare and Contrast

Historical Texts and Information

Reading Standard for Informational Text

(Key Ideas and Details)

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical scientific, or technical text based on specific information in the text.

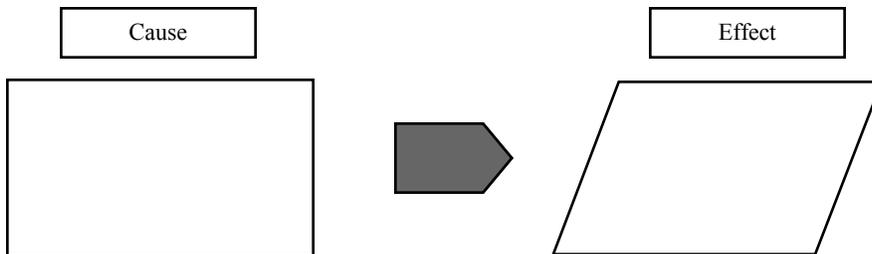
Discussion Questions

Chapters, 6: The Tweed Ring

Vocabulary Words: resignation, board member, congressman, penmanship, muzzle, privilege, opposition, colleagues, corporation, bribe, scoundrels, supplementing, transcript, purchased, humorous,

People: William M. Tweed, The Tweed Ring, Richard B. Connolly, A. Oakley Hall, Peter Sweeney, James Watson, William Copeland, Matthew J. O'Rourke, George Jones.

- Compare Chapter 1 with Chapter 6 and highlight the word, "crusade," in both chapters. How does the author help us to understand "*the cause and effect*" of key historical events? An *effect* is the result of something happening or "why" an event happens. A *cause* is what led to an effect happening or "what happens." What is the effect? What is the cause? Look for key words: since, because, such as if, then, and so.



Chapter 7: Political Cartoonist

and

Chapter 8: Good and Bad Times

Vocabulary Words: cartoonist, editorial, corruption, poverty, established, inconsistencies, judgment, criticism, penitentiary, ridicule, endeavors, prodigious, victory, forthright, opinion, stipulated, indispensable, exclusive, dictator, Republican, Democrat, and inscription.

People: Ulysses S. Grant, Horace Greeley, George William Curtis, Mark Twain, James Redpath, Samuel Tilden, and Fletcher Harper.

- Explain how Thomas Nast's political cartoons influenced public opinion or the outcome of elections during the time period? Support your answer with evidence from the text or through the use of the two political cartoons in Chapters 8 and 9.



Source:

<http://www.loc.gov/pictures/item/96519163/>



Source:

<http://www.loc.gov/pictures/item/99614216>

Focus: Cause and Effect

Reading Standards for Informational Text

(Craft and Structure)

RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Focus: Political Cartoons

Point of View

Reading Standards for Informational Text

(Craft and Structure)

CCSS RI.5.5: Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

(Integration of Knowledge and Ideas)

CCSS RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point (s).

Discussion Questions

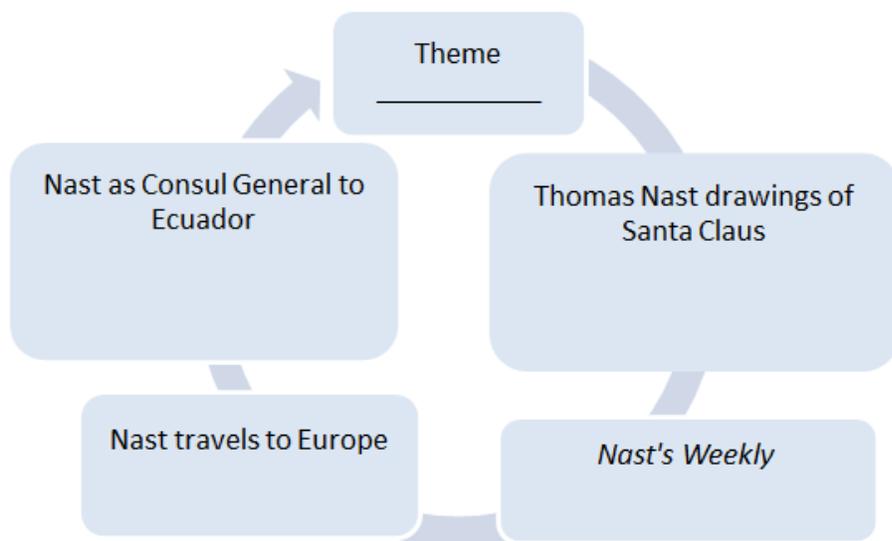
Chapter 9: The Man Who Loved Santa Claus and **Chapter 10: Later Years**

Vocabulary Words: portrayed, freelanced, publication, editor, contributor, souvenirs, indebtedness, consulate office, sanitary, infectious, stipend, yellow fever.

People: Clement Moore, St. Nicholas, Santa Claus,

1. A theme is an underlying message repeated throughout the book. Many themes can come from a book. In the biography of Thomas Nast, the author shows how his personal life and professional life influenced his drawings.

Determine a theme and support it with textual evidence or with Nast's drawings found in Chapters 9 and 10.



Focus: Character, Theme

Reading Standards for Literature

(Key Ideas and Details)

CCSS RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

(Craft and Structure)

CCSS R.L.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

Reading Standards for Informational Text

(Integration of Knowledge and Ideas)

CCSS RI.5.8: Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which point (s).

Author's Message from Lynda Pflueger

I hope you enjoyed reading my biography of Thomas Nast. While researching Nast's life story, I traveled to Morristown, New Jersey, where he lived with his family. I spent days at the Morristown and Morris Township Library going through his scrapbooks, drawings, and other memorabilia. Afterward, I walked across the street to the Macculloch Hall Historical Museum and saw several of Nast's paintings. I also went to the Library of Congress in Washington, D. C. and had the opportunity to view a wooden block on which Nast carved one of his drawings.



Website:
www.lyndapflueger.com

Common Core Aligned Connections: E-book, Thomas Nast: Political Cartoonist