

Lesson Plan

Political Cartoons in New Hampshire History

This is an adaptation of a lesson plan prepared by Timothy Tenasco while participating in the New Hampshire Historical Society's New Hampshire History Summer Institute.

What Students Learn

Students will learn the contributions of particular individuals to NH, political issues of a specific time period, and how cartoons can be used to make political statements.

Procedures

In teams of two, students should take about fifteen minutes to analyze cartoons given to them and to answer questions accompanying the cartoons. Follow this up with full-group discussion that focuses on differences in what the teams saw in each cartoon.

As an additional activity, students will analyze local, national, and international editorial cartoons from current newspapers or magazines and from "Daryl Cagle's Professional Cartoonists Index" (<http://cagle.slate.msn.com/>). Finally, students will complete worksheets that address factual, analytical, and judgmental questions about each cartoon.

Lesson Materials

Cartoons of John McLane, H.S. Milliken, and William H. Moses from *The Man of the Hour: In Cartoon* along with question sheet; worksheet for dealing with current political cartoons.

(Teachers may also wish to find personages from the era who are more closely associated with their area of the state.)

Bibliography

Most entries, as well as other teacher resources, are available through the New Hampshire Historical Society's Tuck Library and its Museum Store.

Cagle, Daryl. "Daryl Cagle's Professional Cartoonists Index" [accessed 8 August 2004].

Available on the World Wide Web: <http://cagle.slate.msn.com/>.

The Man of the Hour: In Cartoon. Manchester: Manchester Union, 1907.

Assessment Tools and Techniques

Group Discussion and Completion of Worksheet

By the quaint Souhegan River, in a tidy, thriving town,
 Dwells a Granite State ex-governor of far-and-wide renown.
 He's a reader, and a thinker, and a worker born and bred
 With a big supply of talent and a very level head:
 He was in the legislature twenty years ago, and more—
 On important house committees he went quickly to the fore.
 So they sent him to the senate: He was made its president,
 And he promptly demonstrated that the choice was excellent.
 He's the brains of an extensive manufacturing concern.
 Banker, Building-Loan director—all at once and each in turn.
 He's a Granger, an Odd Fellow—and Free Masons were elate
 When he came to be grand master of their Grand lodge of the state.
 Clubs? Old Boston, Wonolancet, Derryfield, and Calumet;
 And he wears the stately manner of a train'd Amoskeag Vet.
 He has served New Hampshire stoutly with his money, time, and brain:
 Read this over to the household, and they'll answer: "That's McLane!"



JOHN McLANE, OF MILFORD.

Here's a sensible, thoroughbred business man,
 Honorable, broad in his views;
 Benevolent, genial, he'd do all he can
 To keep you from having the blues'
 A friend who is true, a neighbor who's kind,
 A safe man ever to trust:
 In enterprise up to the minute you'll find,—
 To pass him, It's bustle you must.
 As agent of Nashua manufacturing Co.,
 The finest judgment has he;
 He's high in Cotton men's councils also,
 With exceptional reason to be.
 Director of Nashua Trust company, too,
 Time for clubs and for lodges he finds;
 And although from his business his moments are few,
 A fish-line he sometimes unwinds.



R. S. MILLIKEN, NASHUA.

Ancient Moses was a leader, and this modern one is, too—
 William H., who lives in Tilton, though he's known the whole state
 through,
 Serves as president and treas'rer of the Tilton Woolen mills.
 In the Tilton Electric company, like offices he fills;
 Tilton-Northfield Aqueduct he helps direct and cash controls.
 Concord-Montreal railroad, office of director holds;
 Manchester National bank director, Iona Savings bank trustee,
 Also of the Seminary, wide his interests, you will see:
 Member of the Fish and Game league of the Belknap county, and
 Hunting, fishing, he delights in,— you should see what he can land.
 Has a camp at Winn'pesaukee, game preserves he has as well;
 Yachting boat to cruise the lake with, dandy, too, I've heard them
 tell.
 Is a member of the Masons. travels much the country o'er.—
 Now just get acquainted with him, and you'll wish you had before.



WILLIAM H. MOSES, TILTON.

Questions to Accompany Images from *Men of New Hampshire: in Cartoon.*

Analyze the following cartoons by studying them and reading the accompanying verse; then answer the questions pertaining to each cartoon.

John McLane

1. Judging from the symbols in the cartoon, what was John McLane's occupation?
2. How does the cartoonist portray John McLane?
3. What does the cartoon portray and how does the verse describe his character?

H. S. Milliken

1. How does the cartoonist portray Mr. Milliken?
2. What do the symbols in the cartoon represent?
3. What is the cartoonist's opinion of Mr. Milliken?

William H. Moses

1. How does the cartoonist portray William Moses?
2. What are some of the symbols in the cartoon that help describe the character of Mr. Moses?
3. What region of New Hampshire does William Moses represent?

Current Events Fact and Question Sheet

Name:

Title of Article or Cartoon:

Source:

Area (local, national, international):

Summary:

Significance (Why did you choose this article or cartoon and why do you think it is important for us to know about it, or why is it important to history?):

Questions (Answer the following questions on the back of this sheet):

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they, and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion?

Curriculum Information

Information relating to the *New Hampshire History Curriculum* refers to the K-12 resource in two volumes developed by the New Hampshire Historical Society in partnership with Public Service of New Hampshire, the New Hampshire Department of Education, and the New Hampshire Council for the Social Studies. The K-6 volume is available on-line through the school programs section of the Society's Web site (<http://www.nhhistory.org>).

Grade Level

High School

New Hampshire Social Studies Standards

US/NH History 3, 5; World History 3, 5

New Hampshire History Curriculum Focus Topics

Politics

New Hampshire History Curriculum Eras

1890–1930: Emergence of Modern America