# History 12 Japanese Imperialism: Deconstructing & Creating Political Cartoons

### **Critical Questions:**

- 1) How did Western propaganda portray the Japanese?
- 2) Why was anti-Japanese propaganda so effective?

## Objectives (SWABT):

- Decode a political cartoon or poster
- Create their own, anti-Western political cartoons or posters from the Japanese perspective
- Understand the process of designing a political cartoon or poster for propaganda purposes

#### Rationale

• Students will have already learned about Japanese imperialism before and during World War II. In this lesson, they will learn about Western perceptions and portrayals of the Japanese and their expansionist policies. They will analyze and decode anti-Japanese cartoons and posters to enhance their understanding of bias and point of view, and how media can be used to dehumanize, antagonize, and create fear of a particular group of people. Finally, they will apply their understanding of these concepts to produce their own alternative cartoons from the Japanese perspective.

#### Resources:

- Laptop
- Digital Projector
- Library/Computer Lab
- Anti-Japanese Political Cartoons
- Cartoon Analysis Guide. Adapted from:
  - http://www.loc.gov/teachers/classroommat erials/presentationsandactivities/activities/p olitical-cartoon/cag.html
  - http://mediasmarts.ca/sites/default/files/pdf s/lesson-plan/Lesson\_PoliticalCartoons.pdf
- Blank, unruled paper

#### Prescribed Learning Outcomes:

- Evaluate the circumstances and events that led to World War II in Europe and the Asia-Pacific region, including failures of collective security, appearement, and Japanese imperialism (History 12, D2, p.19)
- Analyse primary and secondary sources (historical evidence) with reference to reliability, bias and point of view, and corroborating and conflicting evidence (History 12, A1, p.18)

# Total Length of Lesson: 80 minutes

Timing	What the Teacher will be doing:	What the Students will be doing:
Hook	Ask students to get out a blank sheet of paper and write what they think the phrase "all media	<ul><li>Listening to teacher</li><li>Thinking and writing down their</li></ul>
Free-Write & Discussion	messages are constructed and are merely representations of reality" means	<ul><li>interpretations of the phrase</li><li>Sharing their thoughts with the class</li></ul>
5 min.	After 3 minutes, ask students to share their thoughts.	Class

Introduction	Outline shape of the class	- Listening to the teacher
Model How to Decode a Political	Review Japanese expansionism leading up to the Pacific War	- Participating in teacher-led deconstruction of political cartoon
Cartoon	Using Laptop & PPT: -Define "political": that which is concerned	
20 min.	with public affairs or government -Define "cartoon": a sketch or drawing that interests or amuses by portraying persons, things, political events or situations etc. in an exaggerated way -Introduce anti-Japanese propaganda poster by Pat Keely (attached) and model how to deconstruct it by asking the students the following questions and voicing your own thought-process:  1) What is your emotional reaction to this cartoon/poster 2) What is the main idea or message in the cartoon that triggered this response? 3) Who/what is represented in the drawing and in what way? 4) Identify any visual clues in the drawing 5) Identify the objects in the drawing 6) What main ideas are expressed in the text, if any? 7) Is there any use of stereotypes or symbolism? 8) What effect does the drawing have upon the audience? What message is being conveyed by the media about this particular group of people? (positive? negative?)	
	Transition: "Now you will decode a political cartoon on your own, in partners"	
Activity 1  Deconstructing Political Cartoons  20 min	Outline activity: Each pair will analyze one of two anti-Japanese cartoons (attached). They will receive a set of prompts to help them decode the cartoon.  Introduce Cartoon Analysis Guide (attached).  Outline expectations: students are to answer	<ul> <li>Listening to instructions</li> <li>Working with partner to decode their cartoon and answer guiding questions</li> </ul>
	questions in full sentences and provide specific examples from the cartoon to support their reasoning.  Pair students up with person next to them. Hand out cartoon and analysis sheets.  Circulate to assist students and check for understanding	

	Transition: "Using the concepts you have just	
	learned and what you already know about	
	western-Japanese relations, you will create your	
	own anti-Western political cartoon from the	
	perspective of the Japanese"	
Activity 2	Outline Activity: For this activity, students can	- Listening to instructions
	choose any of the following events/issues on	- Researching their event/issue
Creating a Political	which to base their cartoon:	- Drawing their political cartoon
Cartoon from	1) American acquisition of the Philippines	
alternative, or	in 1898 & threat of US presence in the Western Pacific	
Japanese,	2) US opposition to League of Nations	
Perspective	granting Japan trusteeship of Mariana,	
	Caroline and Marshall island groups in	
25 min	the Pacific after WWI	
	3) Japanese population explosion,	
	emigration to western nations, and	
	American resistance to this (fear of	
	cheap immigrant labour & loss of jobs)	
	4) Japan's perceived humiliation at the	
	Washington Naval Conference 1921-22	
	5) US economic sanctions against Japan in	
	the late 1930s	
	6) Internment of Japanese-Americans	
	during WWII	
	The lab/library will be booked for this activity	
	and students can use the following website to	
	gather more information about their event/issue:	
	http://www.pacificwar.org.au/historicalbackgrou	
	nd/JapWarPreps.html	
	Outline expectations for cartoon:	
	Must focus on one of the above	
	events/issues	
	Must have a main/idea or message	
	Must trigger an emotional reaction	
	Must be persuasive and	
	interesting/amusing	
	Must portray persons, things, political	
	events or situations in an exaggerated	
	way	
	Must include stereotypes and symbolism	
	Can use color or pen/pencil	
	Provide students with a blank sheet of paper for	
	the activity	
	Circulate to assist students and check for understanding	

Closure	Review what was learned, with respect to critically analyzing media to determine bias and	-	Participating in lesson review by listening and answering
5 min	point of view, and recognizing that media can be used very effectively to dehumanize, antagonize, and create fear of a particular group of people, in this case the entire Japanese race, for propaganda purposes.  Ask students whether they have any questions  Assign homework	-	questions Asking questions, if they have any Recording homework in planners

#### Extension:

• Students who finish creating their political cartoon early can write a small descriptive paragraph about it on the back of the page.

#### Assessment:

A combination of formative and summative. During Activity 1, circulate to check that students understand how to decode a political cartoon. Note that they are answering the guiding questions in complete sentences and using examples from their cartoon to support their reasoning

During Activity 2, circulate to check that students have an understanding of the process of designing a political cartoon and are applying the relevant concepts to their own drawing, which they will submit to the teacher. An exemplary cartoon will:

Have clearly conveyed its focus (the issue/event)

Trigger an emotional reaction

Have a main/idea or message

Be persuasive and interesting/amusing

Portray persons, things, political events or situations in an exaggerated way

Include at least one stereotype and one symbolic reference

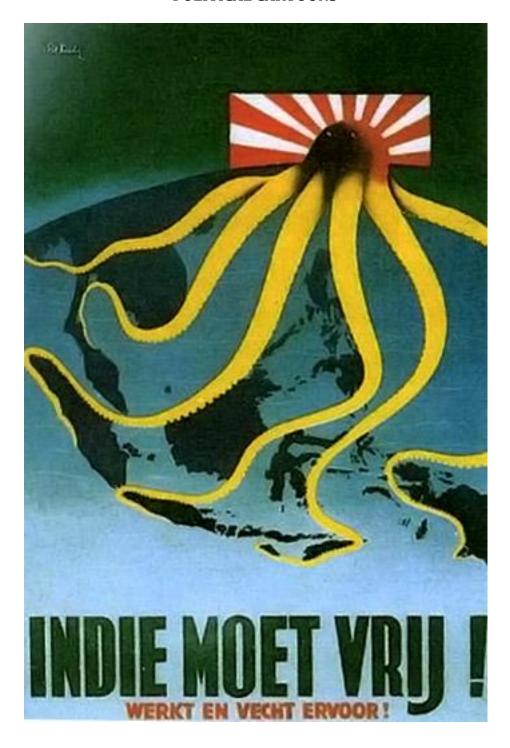
Be in color or pen/pencil

During closure, note student participation in review to gauge students' attainment of the lesson.

#### Homework:

• Complete political cartoon for next class.

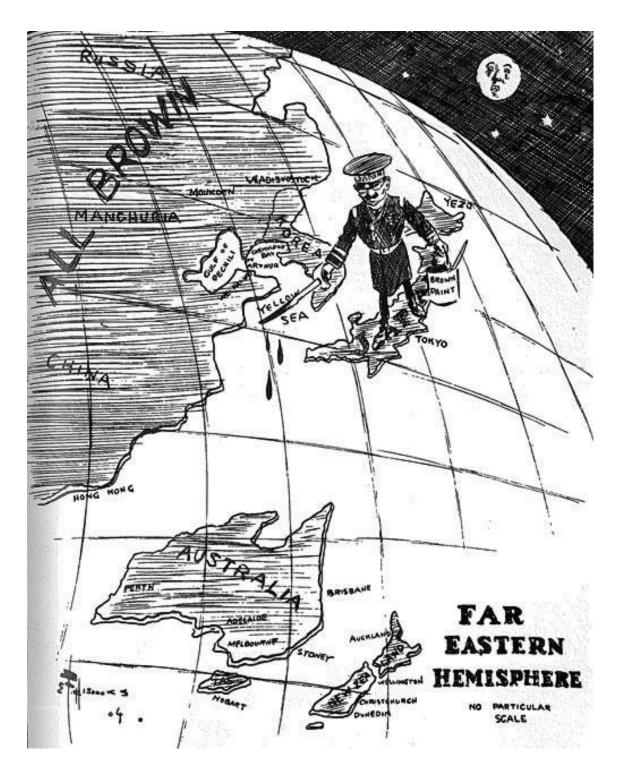
# **POLITICAL CARTOONS**



**Artist:** Pat Keely **Published:** 1944

Caption: "Indies should be free! Work and fight for it!"

**Depicts:** The Japanese octopus with its arms stretching down to Indonesia **From**: http://www.tfmetalsreport.com/blog/3885/last-desperate-acts?page=3

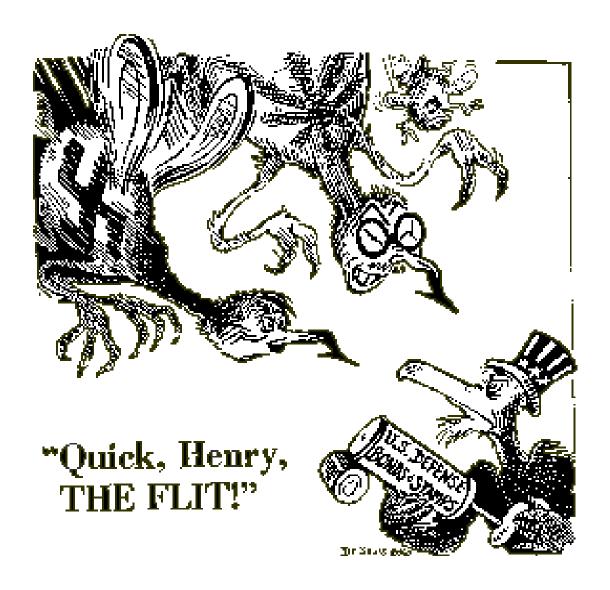


**Artist:** E.F. Hiscocks **Published:** 1904

Depicts: The perceived 'brown' threat of Japanese imperialism to Australia and New

Zealand.

From: http://www.nzhistory.net.nz/media/photo/ef-hiscocks-cartoon



Title: Quick, Henry, THE FLIT!

Creator: Geisel, Theodor Seuss, 1904-1991

Seuss, Dr., 1904-1991 **Publisher:** PM Magazine **Date:** December 19, 1941

From: http://libraries.ucsd.edu/speccoll/dswenttowar/#ark:bb71339897

# **Analyzing Political Cartoons**

# **Cartoonists' Persuasive Techniques**

**Symbolism:** Identify the symbols in a cartoon. What does each symbol stand for?

**Exaggeration** Do any characteristics seem to be overdone or overblown (ex: facial characteristics)? What point is the cartoonist trying to make by exaggerating them?

**Labeling** Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label a particular person or object. Does the label make the meaning of the object more clear?

**Analogy** What is the cartoon's main analogy? What two situations does the cartoon compare? Does this comparison make the cartoonist's point more clear?

**Irony** (the difference between the ways things are and the way things should be/are expected to be). Cartoonists often use **irony** to express their opinion on an issue. Can you find any irony in the situation the cartoon depicts? If so, what point may the irony be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the **persuasive techniques** that the cartoonist used, answer the following que

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estic	ons:			
1)	What is this poli	tical cartoo	n/poster about?	

- 2) What is your emotional reaction to this cartoon/poster
- 3) What is the main idea or message in the cartoon that triggered this response?
- 4) Who/what is represented in the drawing and in what way?

5)	Identify any visual clues in the drawing
6)	Identify the objects in the drawing
7)	What main ideas are expressed in the text, if any?
8)	Is there any use of stereotypes or symbolism?
9)	What effect does the drawing have upon the audience? What message is being conveyed by the media about this particular group of people? Is it positive? Negative?
10)	Did you find this cartoon persuasive? Why or Why not?