

PROBLEM-BASED LEARNING  
IN SOCIAL STUDIES OR LANGUAGE ARTS

# Hull House

Living Democracy in the Progressive Era

## Problem Log



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## Cartoonists' Persuasive Techniques

### Visuals

**Symbolism:** Using simple or common objects to stand for global concepts.

Example: Humpty Dumpty stands for something important yet fragile.

**Exaggeration:** Sometimes cartoonists exaggerate the physical characteristics of people or things in order to make a point.

Example: All the king's men could be portrayed as small relative to Humpty Dumpty to suggest that they are not powerful.

**Analogy:** A comparison of two unlike things to reveal common underlying characteristics.

Example: Humpty Dumpty might represent a "broken" idea or system.

**Irony:** The difference between the way things are and the way they should be or are expected to be. Irony is often used in cartoons to express an opinion or issue.

Example: Politicians could be portrayed as "all the king's men" to suggest that people who should be powerful are not.

### Words

**Labeling:** Identifying objects or people with words to make it clear exactly what they stand for.

Example: The words *American economy* might be written across Humpty Dumpty so the reader knows exactly what Humpty Dumpty is supposed to represent.

**Captions:** Captions are used outside of the cartoon box to give words to characters, to send an ironic message to the reader, or to present the overall message of the cartoon.

Example: The caption "Humpty Dumpty falls again" suggests a recurring problem.



## Cartoon Analysis

### Form A

#### Visuals

1. What objects or people are central to the meaning of this cartoon?
2. Which of the objects are symbols?
3. Which of the people are symbols representing a larger group of people? What group does he or she represent?

#### Words (Note: Not all cartoons include words.)

1. Record the cartoon caption and/or title.
2. What are the important words or phrases? Why are they important?

#### Synthesis

1. What do you think you are supposed to think or feel about the situation in the cartoon?
2. Jane Addams seemed to think that the Board of Directors would like this cartoon. What does that tell you about Jane Addams and the philosophy of Hull House?



## Cartoon Analysis

### Form B

#### Visuals

1. Which elements of persuasion do you see used in the cartoon? Select at least two:

Caricature      Caption      Irony      Exaggeration      Juxtaposition

2. What do you think each element in the cartoon represents?

#### Words (Note: Not all cartoons include words.)

1. Which words or phrases (labels, captions) in the cartoon appear to be the most significant? Why do you think so?

2. List adjectives that describe the emotions portrayed in the cartoon.

#### Synthesis

1. Write a sentence that expresses the overall message about social conditions presented in these cartoons.

2. Jane Addams seemed to think that the Board of Directors would like this cartoon. What does that tell you about Jane Addams and the philosophy of Hull House?

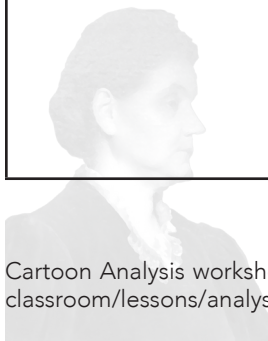


## Cartoon Analysis

### Form C

1. Describe how the cartoonist uses elements of persuasion in the cartoon. Choose from among the following: symbolism, caricature, analogy, irony, juxtaposition, and exaggeration.
  
2. How does the cartoonist blend intellectual (thinking) and emotional (feeling) appeals? How does the combination affect the impact of the cartoon?

1. Write a sentence that expresses the overall message about social conditions presented in these cartoons.
  
2. Jane Addams seemed to think that the Board of Directors would like this cartoon. What does that tell you about the philosophy of Hull House and its Board of Directors?



Cartoon Analysis worksheets adapted from the U.S. National Archives and Records Administration: [www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/cartoon.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/cartoon.html)

## Cartoon Analysis Summary Page

*Directions: Take notes as you listen to the analyses of the cartoons. Write a general description of the cartoon in the first column and the overall message of the cartoon in the second column. When all of the cartoon analyses have been presented, see what messages the cartoons seem to have in common, and summarize those messages in the large box on the right.*

<b>Cartoon Description</b>	<b>Message</b>	<b>Put the Ideas Together:</b> Summarize the messages of the cartoons. What picture do they present of America in the early 1900s?
1.		
2.		
3.		
4.		
5.		



