

## TEACHING HUMAN RIGHTS USING EDITORIAL CARTOONS

### **Activity 1:**

Working in small groups, examine all cartoons. Place the cartoons in categories. Give each category a label. Show the other groups one set of cartoons-- without revealing the label for the set of cartoons, as others to guess what the label is. In other words, what do the cartoons have in common?

Next, using these labels, can we develop a definition of “human rights?” Work as a large group to develop this definition.

### **Activity 2:**

Good editorial cartoons have a thesis. Working in pairs, please select a cartoon and discuss what you consider the artists “thesis” to be.

For example, #15 illustrates an issue that democracies debate all over the world: All governments have placed limits on our rights. How much information does the government need to protect our national security? The artist’s thesis is that the government is too invasive of our thoughts/rights.

Working with the thesis, can we come up with arguments to support or refute the thesis of the cartoon? Yes—gov’t has to protect its citizens, if that means spying on them, that’s the price we have to pay to stay safe. No-- we live in an age of terrorism, have to give up some individual rights.

### **Activity 3:**

Finally, take a look at all of the cartoons. Select one that you consider to be “optimistic.” What is the issue embedded in the cartoon? Why is the message optimistic to you?

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Debriefing: How can you use/adapt this lesson for students? Does it enhance the process of deliberation? How would you adapt this lesson for your classes?