ITS THE IMAGE THAT COUNTS

CARTOON MASTERS
FOR
LATIN AMERICAN STUDY

A National Seminar Publication
Latin American Studies Association
1976
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CARTOON MASTERS

FOR

LATIN AMERICAN STUDY

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CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS

(CLASP)

1975

The Consortium is the national organization of institutions of higher education offering study related to Latin America and is in effect the institutional arm of LASA. Formed in the fall of 1968, the Consortium provides the institutional dimension for the realization of the educational purposes of the Association. Cooperative activities are arranged through the Steering Committee of the Consortium, while liaison is maintained through the Executive Secretariat which serves both organizations.

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THE VALUE OF CROSS-CULTURAL STUDIES AND THE NEED TO EXPAND AND IMPROVE THE TEACHING OF LATIN AMERICAN STUDIES PROMPTED THE SEMINAR TO CONCENTRATE ON TWO KEY PROBLEMS: TEACHER TRAINING AND THE DEVELOPMENT OF CURRICULUM MATERIALS.

SUCH AN EMPHASIS WAS DESIGNED TO EXTEND THE WORK OF THE SEMINAR WELL BEYOND THE ALBUQUERQUE GROUP AND ITS TWO WEEK PROGRAM. THROUGH IN-SERVICE WORKSHOPS AND CONFERENCES CONDUCTED BY PARTICIPANTS AND THE PUBLICATION OF MATERIALS DEVELOPED AT THE SEMINAR, OTHER TEACHERS SHARE ITS RESULTS, THE BEAT GOES ON.

THIS LEARNING RESOURCE CONTAINS MATERIAL DEVELOPED BY THE AUTHORS, ALL SEMINAR PARTICIPANTS. ITS PURPOSE IS TO GIVE BUSY TEACHERS IDEAS FOR ENHANCING AND ENRICHING CLASSROOM ACTIVITIES THROUGH THE USE OF CARTOONS.

IT'S THE IMAGE THAT COUNTS IS DESIGNED TO SERVE AS A MODEL FOR TEACHERS IN DEVELOPING THEIR OWN COLLECTION OF CARTOONS FROM PRINTED MEDIA AS WELL AS TEACHER OR STUDENT ORIGINALS.

MIRIAM WILLIFORD
23 FEBRUARY 1976
USING CARTOONS
AS A FOCUS OF STUDY

THE PERSPECTIVE OF TWO TEACHERS

INTRODUCTION
LIKE ANY TEACHING TOOL, CARTOONS ARE NOT TO BE USED AS AN END IN THEMSELVES. THEY SHOULD SERVE THE PURPOSE OF HELPING STUDENTS RELATE DATA TO A TOPIC, A CONCEPT, OR AN IDEA THAT IS BEING TAUGHT OR REVIEWED.

WHY
STUDENTS ARE MEDIA ORIENTED.

USE
CARTOONS HELP STUDENTS IDENTIFY AND EXAMINE CULTURAL STEREOTYPES.

CARTOONS HELP STUDENTS LINK CROSS-CULTURAL CONTEXTS TO SPECIFIC EVENTS THAT MAKE LITTLE SENSE UNTIL SUCH RELATIONSHIPS HAVE BEEN FORMED.

CARTOONS PROVIDE AN OPPORTUNITY TO VIEW SIGNIFICANT EVENTS THROUGH THE EYES OF OTHERS WHO SUBSCRIBE TO ALTERNATIVE BELIEF SYSTEMS.

CARTOONS, ESPECIALLY STUDENT DRAWN ONES, STIMULATE IMAGINATION AND CREATIVITY.

CARTOONS ENHANCE AND ENRICH STUDENT LEARNING.

CARTOONS PROVIDE A REFRESHING CHANGE OF PACE AND PERSPECTIVE IN THE CLASSROOM.

CARTOONS PROVOKE ANALYSIS THAT LEADS TO INTERESTING INSIGHTS.
SELECT CARTOONS RELEVANT TO THE DATA, CONCEPTS, AND IDEAS TO BE TAUGHT.

A TEACHER MAY INVOLVE STUDENTS IN THE SELECTION PROCESS BY HAVING THEM:

1) LOCATE OR DRAW A CARTOON RELATED TO THE CONTENT THEY ARE LEARNING;

OR

2) DRAW CARTOONS FROM DIFFERENT PERSPECTIVES, E.G., ANGLO-AMERICAN AND LATIN AMERICAN, THAT FOCUS ON AN ISSUE THAT IS GERMANE TO THE CONTENT THEY ARE LEARNING.

A TEACHER MAY CHOOSE POLITICAL AND SOCIAL CARTOONS FOUND IN MEDIA PUBLISHED IN COUNTRIES AND REGIONS LOCATED WITHIN THE TARGET CULTURE.

SELECT CARTOONS THAT PRESENT ALTERNATIVE WAYS OF VIEWING THE SAME PHENOMENON.

PROVIDE EACH STUDENT A DITTO COPY BY:

1) USING THERMAL MASTER EQUIPMENT TO MAKE THE MASTER,

2) TRACING THE CARTOON ON TO THE MASTER (VERY TIME CONSUMING),

OR

PROJECT A SINGLE, LARGE IMAGE OF THE CARTOON ON TO A SCREEN BY USING:

1) AN OPAQUE PROJECTOR,

2) AN OVERHEAD PROJECTOR AFTER MAKING A TRANSPARENCY.
HOW TO HELP STUDENTS ANALYZE CARTOONS

PREPARE QUESTIONS THAT ENABLE STUDENTS TO SEARCH FOR RELATIONSHIPS OF THE CARTOON

1) TO THE TOPIC, CONCEPT, OR IDEA AT THE FOCUS OF INSTRUCTION,

AND

2) TO OTHER INSTRUCTIONAL MATERIALS.

PLACE THESE QUESTIONS ON THE CARTOON ITSELF

1) FOR INDIVIDUAL WORK

OR

2) AS A GUIDE FOR CLASS DISCUSSION.

THE EFFECTIVE USE OF CARTOONS IN THE CLASSROOM REQUIRES THAT THE TEACHER

1) MAKES CERTAIN THAT STUDENTS CAN COMPREHEND THE CARTOON, I.E., HAVE THE NECESSARY CONTENT BACKGROUND TO ANALYZE AND INTERPRET.

2) DISPLAYS THE CARTOON SO THAT STUDENTS MAY EASILY VIEW IT, E.G., DOES NOT PLACE A 3 X 5 INCH CARTOON ON THE BLACKBOARD AND EXPECT STUDENTS TO ANALYZE IT.

3) CAN CITE AND EXPLAIN RELATIONSHIPS BETWEEN THE CARTOON AND THE CONTENT BEING TAUGHT.

4) REMAINS OBJECTIVE ALLOWING STUDENTS AN OPPORTUNITY TO APPLY WHAT THEY KNOW.
5) AVOIDS OVERKILL, I.E., USES A CARTOON FOR TEN OR FIFTEEN MINUTES MAXIMUM IN CONJUNCTION WITH OTHER ACTIVITIES IN A LESSON.

6) VARIES GROUPING PROCEDURES, SOME CARTOONS WORK BEST WHEN STUDENTS RESPOND TO QUESTIONS INDIVIDUALLY, OTHERS WORK BEST WITH STUDENTS ORGANIZED INTO GROUPS OF FOUR OR FIVE DEVELOPING A GROUP RESPONSE FOR EACH QUESTION.

Monte Adkison
Gladys Simpson
IMAGES THAT DISTORT

MISCONCEPTIONS NORTH AMERICANS OFTEN HOLD ABOUT
LATIN AMERICAN CULTURE
IN LATIN AMERICA, REVOLUTIONS GO ON ALL THE TIME.
IN LATIN AMERICA, THE SIMPLE BUT OBEDIENT PEOPLE ARE RULED BY IRRATIONAL DICTATORS.
"We will have to finish our business tomorrow. I see I'm scheduled to participate in a coup d'état today."
DESPITE EFFORT AND SOME IMPROVEMENT, LATIN AMERICANS ARE A DIRTY PEOPLE.
IN LATIN AMERICA,

THE PEOPLE ARE ALWAYS TAKING SIESTAS AND WAITING FOR MANANA.
IN LATIN AMERICA, THE PEOPLE HAVE NO CULTURE.
IN LATIN AMERICA, THE PEOPLE ARE SADISTIC.
IN LATIN AMERICA, EVERYONE MUST EAT BEANS AND TORTILLAS.
In Latin America, all the land is hot, dry, and rocky.
"But, you people are supposed to suffer from this hot, tropical climate."
I love the mountains of Bolivia.  
I like the Argentine plains.  
I love the plateaus of Mexico best.  
I prefer the rolling hills of the Chilean valleys.

¿All of Latin America is a hot, humid place?
"Mama, what's a city?"
"Then the Anglo said, 'If you had industries, you would wear shoes.'"
Latin Americans are a colorful people who always wear beautiful, impractical clothing.
IN LATIN AMERICA, THE MEN DOMINATE THE FAMILY.
In Latin America, all the people look about the same.
"Daddy! You told me it was a big ditch."
Images That Distort

Misconceptions Latin Americans Often Hold About North American Culture
CONTRIBUTE NOW
SUPPORT OVERSEAS
DICTATORSHIPS
"Welcome to our city. We hope that many of our young people will emulate your style and success."
IN NORTH AMERICA, HUSBANDS ARE HENPECKED.
NORTH AMERICAN WOMEN WATCH T-V AND IGNORE THEIR RESPONSIBILITIES.
NORTH AMERICAN YOUTH
IN NORTH AMERICA, THE PEOPLE ARE FAT AND SOFT.
"What does it say, John? Can we afford to be in love today?"
NORTH AMERICANS, WHO DON'T KNOW HOW TO USE MONEY,
LOVE TO DISPLAY THEIR WEALTH.
NORTH AMERICANS ARE WASTEFUL.
"Remember, Junior, use good manners."
AMERICA IS A COUNTRY OF VIOLENCE.
STORED TRADITIONS
NORTH AMERICANS USE THE MONROE DOCTRINE TO KEEP LATIN AMERICA SAFE IN THE HEN HOUSE.
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