



Academic Resource for Teachers & Students

DAVID HABBEN

12.15.17 – 01.07.18

9-12



# *table of contents*

Lesson Overview . . . . .	01
Core Curriculum Tie-Ins . . . . .	02
About . . . . .	03
Lesson Plan . . . . .	04-05
Vocabulary . . . . .	06
Resources . . . . .	07



# *lesson overview*

## **lesson plan**

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

## **lesson objectives**

- To study political cartoons and their historical impact.
- To analyze artistic use of the elements and principles of art.
- To research current or historical political topics and issues.
- To design and draw a political cartoon.

## **core curriculum tie-ins**

Ninth through Twelfth Grades:  
Visual Art, Social Studies and Government.

## **lesson overview**

On the ARTS tour students will learn about the artwork and ideas of David Habben. Then students will be shown examples and asked to use elements of art to explore political illustration and other historical political cartoons to create their own.

## **length of class**

One to Three Class Sessions.

## **supplies**

- Paper.
- Pencils.
- Pens.
- Examples of political illustrations.
- Markers or colored pencils.



DAVID HABBEN -

## core curriculum tie-ins

### 9-12<sup>th</sup> Visual Art

#### **Standard L1.V.CR.2:**

Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.

#### **Standard L1.V.P.3:**

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

#### **Standard L1.V.R.1:**

Hypothesize ways in which art influences perception and understanding of human experiences.

### U.S History Social Studies

#### **U.S. I Standard 7.2:**

Students will use evidence to interpret the factors that were most significant in shaping the course of the war and the Union victory, such as the leadership of Lincoln, Grant, and Lee; the role of industry; demographics; and military strategies.

#### **U.S. I Standard 7.4:**

Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life.

### Government Social Studies

#### **Foundational Practices for Civic**

**Preparation** One of the fundamental purposes for public schools is the preparation of young people for participation in America's democratic republic. The future progress of our communities, state, nation, and world rests upon the preparation of young people to collaboratively and deliberatively address problems; to defend their own rights and liberties, as well as the rights and liberties of others; and to balance personal preferences with the common good. Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.



DAVID HABBEN - THE RITZ

## ABOUT

# David Habben: *Flow*

David Habben has filled sketchbook after sketchbook with what he calls his “strange doodles”—curious characters and creatures that come to life in his highly detailed ballpoint and watercolor pencil drawings. Two years ago, he began collaborating with the University of Utah’s School of Dance program, where he embraced a new creative dialogue. Gaining inspiration from the dancers’ movement, he created a series of abstract paintings meant to invoke the energy, power and flow of what he was witnessing. Like the movement of the dancers, each rapid brushstroke was to be deliberate and thoughtful—to be placed specifically somewhere rather than anywhere.

David Habben: *Flow* at the Kimball Art Center will unite the artist’s two creative modes—the personal one within the pages of his sketchbooks, and the collaborative one of his *Be Somewhere* series. Here, the abstract compositions of *Be Somewhere*—work that documents time, place and energy—become the base for a new story, oftentimes with the wit and humor that is characteristic of his sketches.



DAVID HABBEN - MORNING RITUAL



DAVID HABBEN - SALT LAKE MAGAZINE COVER



DAVID HABBEN - ALWAYS WITH US

# lesson plan

**1.** Discuss David Habben's work by looking at his website. Talk about the variety in his style, materials and subject matter. His work can be found in a wide variety of media, including children's books, magazines, advertising campaigns, theatre posters, and even snowboards. Take a closer look at David Habben's political illustration.

**2.** Introduce the idea of a political illustration. The goal is to explore politics, and reveal opinions that may influence the course of history. Cartoonists are commenting on the world's current events all the time, and in the process, making people laugh and think.

**3.** Show students the famous "Join or Die"

political illustration. Ben Franklin designed the cartoon to persuade the delegates of the Albany Convention of 1754 to prepare to defend themselves. This cartoon urges the American colonies to join together, to unify, or risk being destroyed in the battle between the French and the British. Ask students to analyze this drawing. Students should answer the questions: Describe what is going on in this picture? What symbols are the artist using and why? What does the text mean?

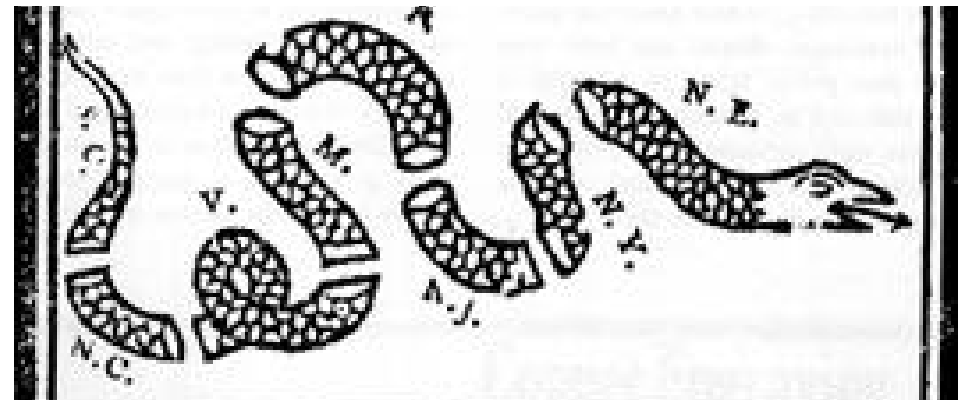
**4.** Now look at David Habben's editorial illustrations for Salt Lake Magazine's article on Utah politics. What is the main idea or ideas? What methods does Habben use

to deliver the content? Make a list on the white board of the elements of art he uses to deliver his content. Discuss composition, color, line, etc.

**5.** Students will create their own political illustration about a recently studied topic in American or world history or a current social justice issue. Have students start with research. Students can use newspapers or websites to find inspiration about a current issue or event. Emphasize the importance of understanding the context of the story. Create a preliminary sketch. Talk about using symbols, exaggerations and composition. Give feedback to students before working on the final piece.



THOMAS NAST



BENJAMIN FRANKLIN - JOIN OR DIE

# *vocabulary*

**Analogy** – A comparison between two things, typically for the purpose of explanation or clarification.

**Cartoon** – A simple drawing showing the features of its subject in a humourously exaggerated way.

**Composition** – The placement or arrangement of visual elements in a work of art.

**Exaggeration** – A statement that represents something as better or worse than it really is.

**Illustration** - A visual example serving to clarify or prove something.

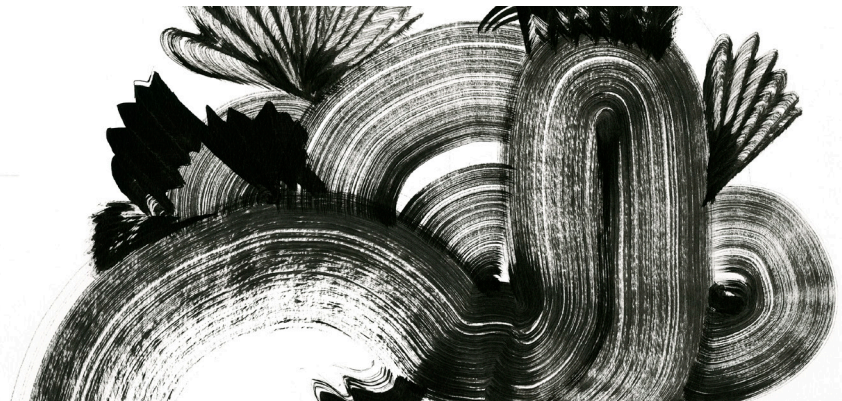
**Irony** – The expression of one's meaning by using language that signifies the opposite, typically for humorous or emphatic impact.

**Issue** – An important topic or problem for debate or discussion.

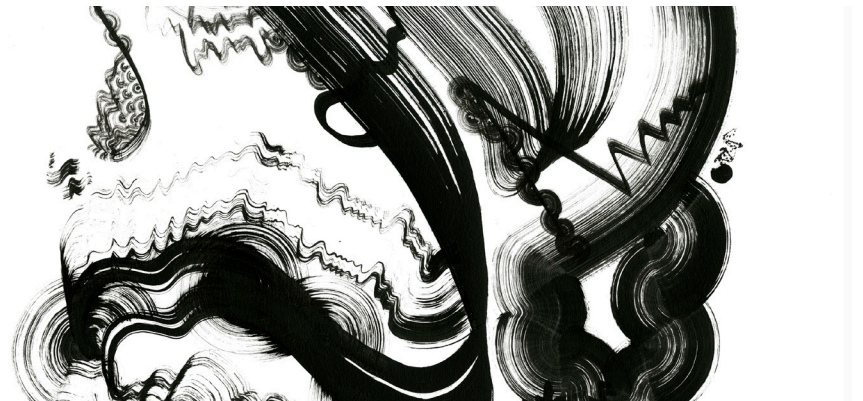
**Labeling** – To assign a category.

**Persuasion** – To prevail on a person to do something by advising or urging.

**Political** - Relating to the government or the public affairs of the country.



DAVID HABBEN – 2 - 16 - 5



DAVID HABBEN – 11 - 11 - 1

## resources

### David Habben:

<http://habbenink.com/salt-lake-magazine>

<http://habbenink.com/wall-street-journal>

### Political Cartoons:

<https://learning.blogs.nytimes.com/2015/09/17/drawing-for-change-analyzing-and-making-political-cartoons/>

[http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm\\_cart\\_analysis\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf)

<https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

[https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing\\_Political\\_Cartoons](https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing_Political_Cartoons)

<https://npsgnmped.wordpress.com/2015/08/04/teaching-reconstruction-using-political-cartoons-civil-war-to-civil-rights-part-2/>

<https://www.tolerance.org/classroom-resources/tolerance-lessons/using-editorial-cartoons-to-teach-social-justice>

[http://www.ucsusa.org/sites/default/files/legacy/assets/documents/scientific\\_integrity/editorial-cartoon-high-school-lesson-plan.pdf](http://www.ucsusa.org/sites/default/files/legacy/assets/documents/scientific_integrity/editorial-cartoon-high-school-lesson-plan.pdf)

<https://constitutioncenter.org/blog/join-or-die-americas-first-political-cartoon>



DAVID HABBEN – IN THE STUDIO