Punch Illustration – Group Exercise/Presentation

Before Class (for Homework): Go to the following website:
https://www.punch.co.uk/index/G0000Uiv3S1UFh5o Click on "search cartoons." Using the search filters, find <u>one</u> illustration from between 1800-1900 that deals with technological change in 19th-century Britain; this can be related to the invention of the railway, the telegraph, the stage-coach, the telephone, the photograph, the phonograph, etc. On Tuesday, we will be analyzing these images in class. Be sure to have the image pulled up before class begins.

In break-out rooms: with your group members, decide which of your *Punch* illustrations is most thought-provoking or unique. Then, perform a 'close reading' of that *Punch* illustration, using the following questions to guide you. Once you are done, you will decide who in the group will share the image, and who will be responsible for answering what question (**everyone in the group must speak**). You have ~**30 minutes to complete this exercise**.

1. **What is the context of your illustration?** When was it published, and what was going on at the time? (i.e., what historical events/technological advances are informing your illustration?)

2. **What is happening in your illustration?** What, exactly, is taking place in the illustration? How is it operating in terms of color, technique, form, etc. (Practice your close reading skills here! What little things do you notice in the illustration? Does your illustration include a caption? What can you infer based on the objects the illustrator includes?

3. **What is the message being translated in your illustration?** What commentary is your illustration making about your technological advance? What anxieties/general feelings does it highlight, and how are those anxieties/feelings depicted in the illustration?

4. **What are the resonances of your illustration?** Do you see any similarities between the anxieties/feelings being represented in your illustration and the ones we experience today? What modern technology, if any, could you use as a point of comparison? (for example, the railway might be likened to the self-driving car).

At ~5:45pm: you will rejoin the class. We will then go group-by-group sharing each group's image and findings.