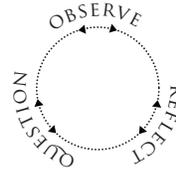


TEACHER'S GUIDE ANALYZING POLITICAL CARTOONS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Ask students to identify and note details.

Sample Questions:

- Describe what you see. • What do you notice first? •
- What people and objects are shown? • What, if any, words do you see? • What do you see that looks different than it would in a photograph? • What do you see that might refer to another work of art or literature? • What do you see that might be a symbol? •
- What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

- What's happening in this cartoon? • What was happening when this cartoon was made? • Who do you think was the audience for this cartoon? • What issue do you think this cartoon is about? • What do you think the cartoonist's opinion on this issue is? •
- What methods does the cartoonist use to persuade the audience?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?

Intermediate

Compare two political cartoons that are on the same side of an issue. Identify the different methods — like symbols, allusions, or exaggeration — that the two cartoons use to persuade their audience.

Advanced

Select a political cartoon. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.

For more tips on using primary sources, go to

<http://www.loc.gov.teachers>