

## ANALYZING POLITICAL CARTOONS

GOAL	Analyzing Primary Sources	<b>Time Required</b> .....
OBJECTIVES	Participants will: <ul style="list-style-type: none"> <li>Analyze a political cartoon</li> <li>Explore strategies for incorporating political cartoons into instruction</li> </ul>	1 hour 30 minutes  <b>Standards</b> ..... AASL 1.1.5 AASL 1.1.7 AASL 4.2.3 NETS-T 2a
MATERIALS	<b>Materials/Resources Using Primary Sources in the Classroom</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> One nation ... indivisible...</li> <li><input type="checkbox"/> Kids these days! Craziiness in schools, movies, video games - terrible! Here - try this little dandy</li> <li><input type="checkbox"/> Health coverage</li> <li><input type="checkbox"/> Primary Source Analysis Tool</li> <li><input type="checkbox"/> Teacher's Guide to Analyzing Political Cartoons</li> <li><input type="checkbox"/> It's No Laughing Matter  <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/</a></li> <li><input type="checkbox"/> Political Cartoons Themed Resources  <a href="http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/">http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/</a></li> </ul>	
PREPARATION	Become familiar with the <i>Teacher's Guide to Analyzing Political Cartoons</i> and select a few questions from each column to ask during the activity to prompt analysis and discussion.  Print one copy per participant of the following items: <ul style="list-style-type: none"> <li><i>Primary Source Analysis Tool</i></li> <li><i>Teacher's Guide to Analyzing Political Cartoons</i></li> </ul> Print enough copies of the following items for each participant to have one cartoon: <ul style="list-style-type: none"> <li><i>One nation ... indivisible</i></li> <li><i>Kids these days!</i></li> <li><i>Health coverage</i></li> </ul> Prepare for display:	

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- *One nation ... indivisible*  
<http://loc.gov/pictures/item/00652246/>
- *Kids these days!*  
<http://loc.gov/pictures/item/00652281/>
- *Health coverage*  
<http://loc.gov/pictures/item/00652270/>
- *It's No Laughing Matter Web site*  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>
- *Political Cartoons Themed Resources Web site*  
<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/>

Become familiar with *It's No Laughing Matter* online activity and *Political Cartoons Themed Resources* Web site.

### PROCEDURE

1. Divide participants into small groups. Explain that participants will be analyzing a political cartoon, and that each group will report afterward.
2. Distribute the cartoon printouts so that the members of each group have copies of the same cartoon.
3. Ask participants to silently study their cartoon for one minute.
4. Distribute a *Primary Source Analysis Tool* to each participant.
5. Ask groups to work together to analyze their cartoon and record responses on the *Primary Source Analysis Tool*. Circulate among the groups, guiding them with the selected prompts and questions:
  - Remind them to go back and forth between the columns as they work. There is no correct order.
  - Ask selected questions from the Observe column of the *Teacher's Guide to Analyzing Political Cartoons*.
  - Ask selected questions from the Reflect column of the *Teacher's Guide to Analyzing Political Cartoons*.
6. Remind the groups to generate one or two questions and strategies for further investigation, if they haven't done so already.
7. Display one of the cartoons. Ask groups who analyzed that cartoon to share some of their responses. At appropriate moments, encourage further discussion with prompts such as the following:
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"What evidence led you to make that speculation in the Reflect column?" or "What makes you think that?"

- "Did that question lead you to more observations and reflections?"
  - "What questions and strategies do you have for further investigation?"
8. Repeat Step 7 for the other two cartoons.
  9. As a whole group, discuss the following:
    - Why do students need to have a body of knowledge about a cartoon's topic in order to be able to interpret a cartoon?
    - What are some ways you can support students in obtaining that knowledge?
    - Why do you think we are looking at cartoons from recent history in this activity, rather than cartoons from, say, the 18th century?
    - What are some factors you will use when choosing cartoons for use in your classroom?
  10. Distribute the *Teacher's Guide to Analyzing Political Cartoons*. Review the three columns and the Further Investigation section and discuss.
  11. Direct participants to the follow-up ideas at the bottom of the *Teacher's Guide to Analyzing Political Cartoons*. Ask participants to share which ideas they might use in their classroom, and what additional ideas come to mind.
  12. Explain that you are going to show participants some additional political cartoon resources available for teachers and students on the Library of Congress Web site.
  13. Display *It's No Laughing Matter* and explain that it is an online activity that can be used when teaching persuasive techniques.
  14. Display the *Political Cartoons Themed Resources* (<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons>) to point out the extensive additional resources available.

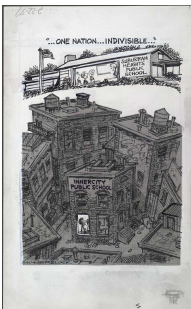
**ASSESSMENT** Reflect on the experience and consider how political cartoons might best be incorporated into your own instruction.

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Teaching with Primary Sources • Professional Development

# ANALYZING POLITICAL CARTOONS

There are 7 resources for this activity...



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## One nation ... indivisible...

A 1977 Herblock Cartoon, copyright The Herb Block Foundation.

<http://loc.gov/pictures/item/00652246/>



© A 1999 Herblock Cartoon, copyright The Herb Block Foundation. Image courtesy of the Prints and Photographs Division, LC-USZ62-98335

## Kids these days! Craziiness in schools, movies, video games - terrible! Here - try this little dandy

A 1999 Herblock Cartoon, copyright The Herb Block Foundation.

<http://loc.gov/pictures/item/00652281/>



© A 1991 Herblock Cartoon, copyright The Herb Block Foundation. Image courtesy of the Prints and Photographs Division, LC-USZ62-98335

## Health coverage

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<http://loc.gov/pictures/item/00652270/>



## Primary Source Analysis Tool

A simple graphic organizer that helps students respond to and analyze primary sources

[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

# ANALYZING POLITICAL CARTOONS



## Teacher's Guide to Analyzing Political Cartoons

An easy-to-use guide for facilitating student analysis of political cartoons, with guiding questions and activity ideas

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Political\\_Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)



## It's No Laughing Matter

An interactive activity for students on cartoonists' persuasive techniques

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/>

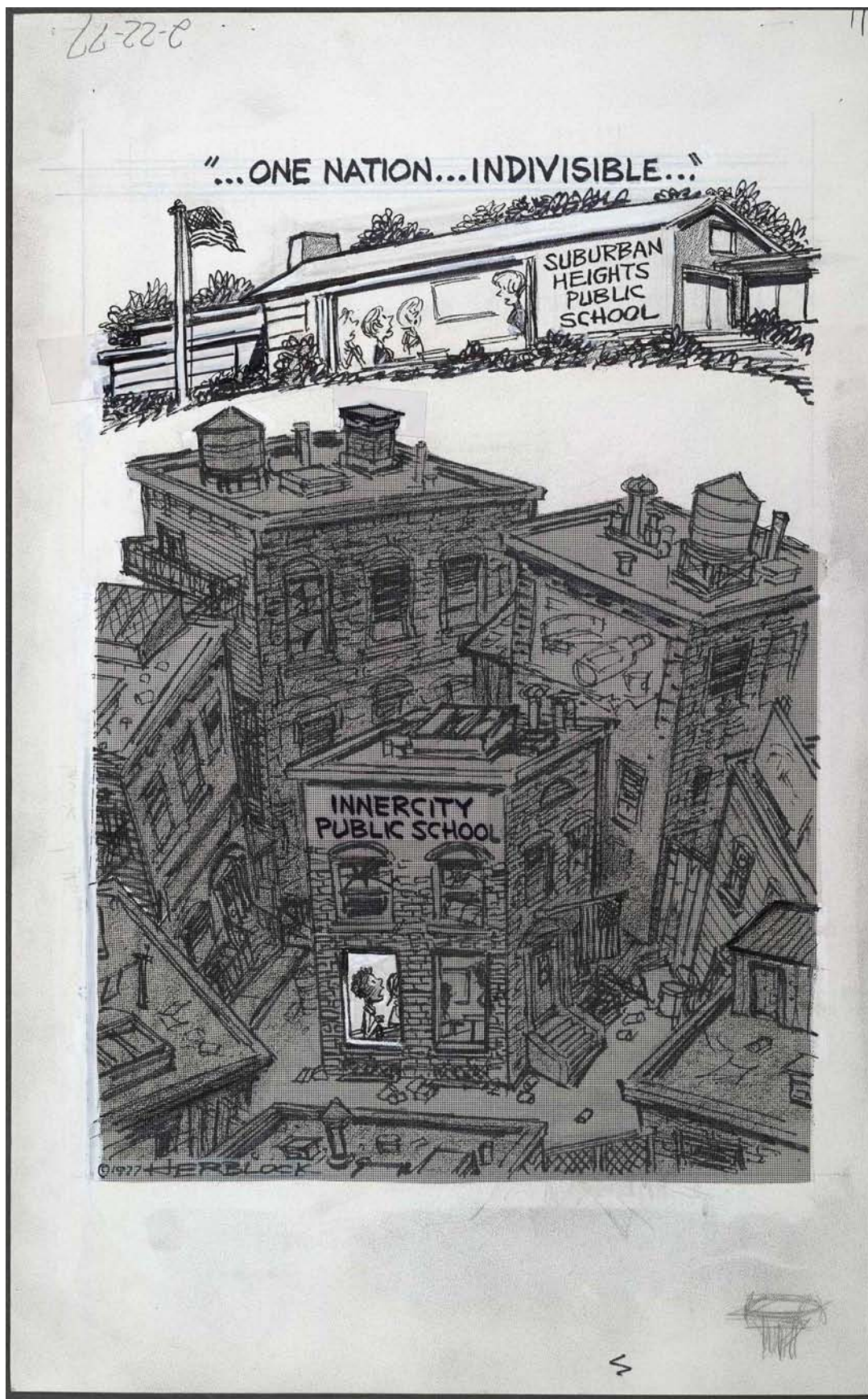


## Political Cartoons Themed Resources

Web page detailing online resources for teachers and students relating to political cartoons

<http://www.loc.gov/teachers/classroommaterials/themes/political-cartoons/>



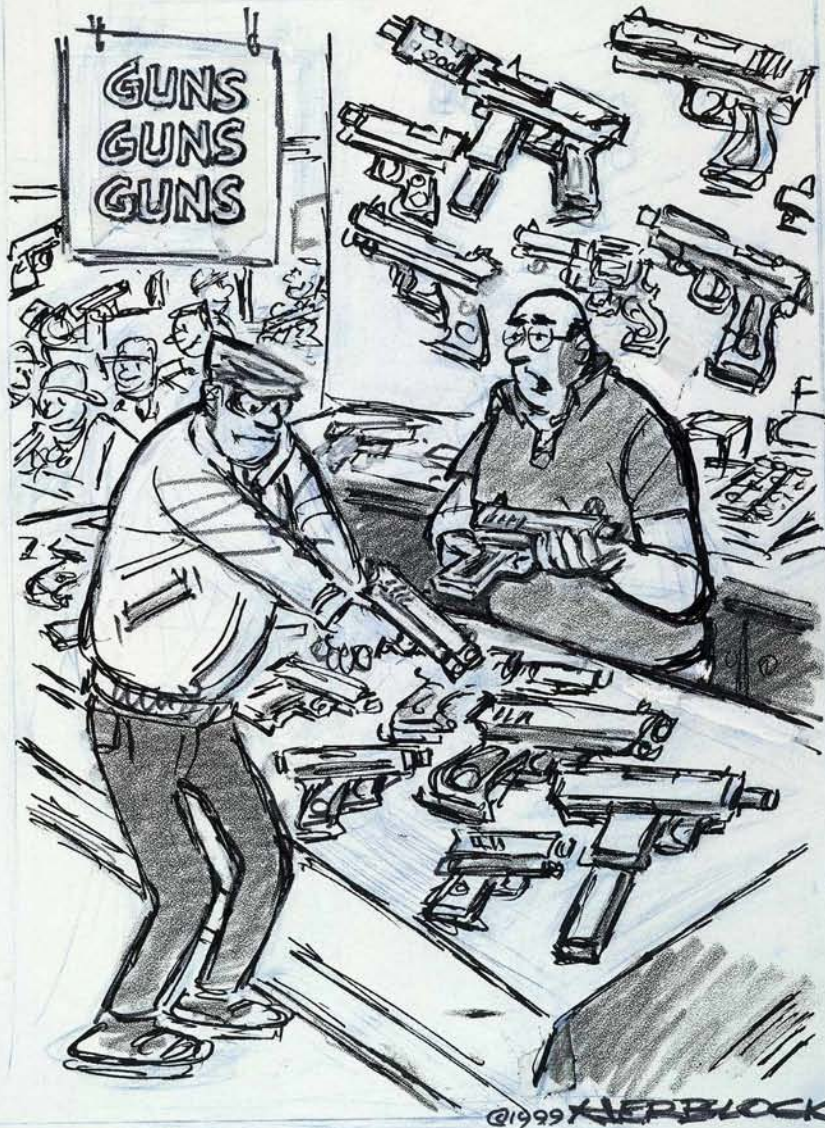


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bb-82-h

"KIDS THESE DAYS! CRAZINESS IN SCHOOLS,  
MOVIES, VIDEO GAMES — TERRIBLE!  
HERE — TRY THIS LITTLE DANDY"



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Image courtesy of the Prints and Photographs Division, LC-DIG-ppmsc-03503

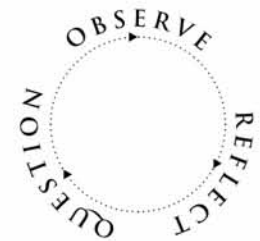




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Image courtesy of the Prints and Photographs Division, LC-DIG-ppmsc-03460



## PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## REFLECT

[illegible]

## QUESTION

*(This area contains horizontal dashed lines for writing.)*

## FURTHER INVESTIGATION

# 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

**Have students 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 the 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

**Have students ask questions to 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>**