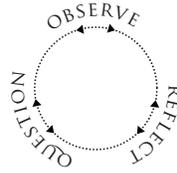


# TEACHER'S GUIDE ANALYZING POLITICAL CARTOONS



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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.**

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## 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?

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## FURTHER INVESTIGATION

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### 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?

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#### 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>**