**Teacher’s Guide**

**Analyzing Political Cartoons**

**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