

The Award Winning

Jimmy Carter Library & Museum

ATLANTA, GEORGIA

Curriculum Guide: The President's Travels



Unit 8 of 19:

Political Peanuts – Cartoons Inspired by President Carter

Political Peanuts: Lesson Plans and Activities Based on Cartoons Inspired by President Jimmy Carter



Background on Political Cartoons

The influential threads of political cartoons have been woven into the fabric of our society since around the mid 18th century and they continue to influence society even today. The cliché says that “A picture is worth a thousand words.” Combining politics, journalism and art, political cartoons allow the artist to supersede the written word. Political cartoons are a great teaching tool for studying historical or current events and therefore incorporated into Social Science curriculums across the nation. Since some political cartoons were created in the past, when the events they reflect actually occurred, they reflect the zeitgeist of the period. Cartoons that meet this criteria are considered *primary sources* which always enhance student learning. Political cartoons also help teach and promote analytical skills and higher order thinking skills (H.O.T.S.) which lead students to a greater depth of knowledge.

History Snippet

The cartoon below is often regarded as one of the first political cartoons. It was drawn by Benjamin Franklin years before the American Revolution. The cartoon went on to be a call for colonies to unite and come together as one against the British Crown during the American Revolution.



Benjamin Franklin's Snake or "Join or Die" was first published in his *Pennsylvania Gazette* on May 9, 1754

More on Political Cartoons

The National Archives has a dynamic virtual exhibit on political cartoons. “The political cartoons in this exhibit, drawn by renowned cartoonist Clifford K. Berryman, illustrate the campaign process from the candidate’s decision to run for office to the ultimate outcome of the election. Although many political procedures have changed, these cartoons show that the political process has remained remarkably consistent and remain relevant today.” Berryman’s political cartoon’s spanned from 1898 - 1948. Those featured in the exhibit are only a part of a collection of over 2,000 of Berryman’s other works. Visit the virtual exhibit at the following link: <http://www.archives.gov/exhibits/running-for-office/> The Library of Congress also has great resources for both teachers and students. These and other resources are listed on the next pages.

Food for Thought

American cartoonist Jules Ralph Feiffer once said, “Outside of basic intelligence, there is nothing more important to a good political cartoonist than ill will.” While political cartoons can consist of scathing visuals infused with both obvious and subliminal messages, political cartoons are still important tools for students studying various aspects of social or political history.



A family portrait of sorts inspired By President Carter’s Inauguration Signed by artist Jon Kennedy of the *Arkansas Democrat*, 1-21-77

Resource Guide for Analyzing Political Cartoons

The Library of Congress

It's No Laughing Matter: Analyzing Political Cartoons

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/> (Link to the Library of Congress' teacher resource home page for analyzing political cartoons)

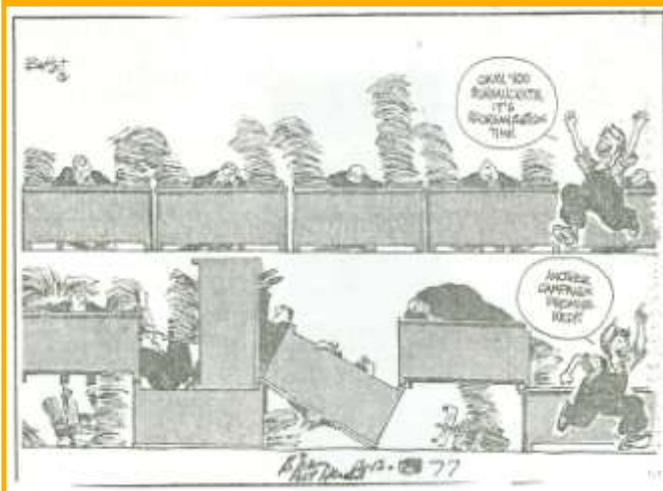
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/pdf/teacher_guide.pdf (Great "handbook" for analyzing political Cartoons from the *Teacher's Guide Primary Source Set*)

http://memory.loc.gov:8081/ammem/ndlpedu/features/political_cartoon/index.html (Here you will find interactive activities for students to explore the different persuasive techniques political cartoonists use and additional guidelines for analysis.)

<http://www.loc.gov/teachers/usingprimarysources/guides.html>
(Designed to help teachers with both the analysis of political cartoons and primary resources)

U.S. National Archives and Records Administration:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf (Political Cartoon Analysis Worksheet/Form)



Shaking Things Up!

A political cartoon depicting President Carter's governmental reorganization. (Basset: Post Herald_12/12/1977)

Resource Guide for Analyzing Political Cartoons

PBS: NEWSHOUR EXTRA: Analyzing Political Cartoons

http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/Vote2004/cartoons_%20analysis3.pdf (Lesson Plan w/sample cartoons)

Read Write Think:

<http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html> (Political cartoon lesson plans and resources)

Peer resource:

<http://www.davis.k12.ut.us/staff/ghymas/files/D97CE0B1B94A41B7B4ACB727777E2B7C.pdf> (Excellent resource created by veteran teacher G. Michael Hymas includes a brief history, lesson plan, and analysis sheet on political cartoons)

More Food for Thought:

Influential American cartoonist, animator, director and producer Joseph Barbera once said "I first pitched the idea of doing a series of cartoons based on Bible stories. They didn't much like it." -



Bearer of Good News

Characterizing the tension of the times "Gentlemen There Is Nothing but Good News Coming Out of Camp David" depicts a Caricature of Press Secretary Jody Powell. The cartoon was created by artist Bob Taylor (*Dallas Times Herald*) in 1978

POLITICAL CARTOONS 101: GETTING STUDENTS OFF TO A GOOD START

Know the pulse of
your students
before diving into
the study of
political cartoons!



The teacher must lay a firm foundation for students to master the skill of analyzing political cartoons. As with any other skill or concept students must be given exposure and practice turns working with political cartoons in order to master the skill of analyzing and interpreting political cartoons. Utilize the lessons found on the links located on the resource page to facilitate students gaining the skills and knowledge necessary to analyze, interpret, and even create political cartoons. It is up to the teacher to find the most appropriate lesson(s) for your students. Students new to political cartoons will definitely need to analyze several examples of current and pass political cartoons to sharpen their skills.

Before students delve in to the world of political cartoons they should be afforded the time to learn the basic history of political cartoons and the various techniques artists use within the cartoons such as symbolism and exaggeration. Students should also be given a system or method for analyzing political cartoons. These things can be accomplished in a mini-lesson or full class period.

The components of the instruction, lessons and activities outlined below can be implemented in various ways and at various points of a standards based three part lesson with the bulk of the work being done by the student during their work time. They can also be used in conjunction and incorporation of **Marzano's 9 High Yield Strategies** (Marzano, Pickering & Pollock , 2001) which includes cooperative learning and homework.

POLITICAL CARTOONS 101: GETTING STUDENTS OFF TO A GOOD START

Have students gather current political cartoons based on specific topics you select or give students the autonomy to select for themselves

- (Examples can be found in newspapers and other periodicals or at Daryl Cagle's www.politicalcartoons.com or MSNBC's <http://www.cagle.com/politicalcartoons/> and many other internet sources)
- Have students begin by doing a comprehensive analysis of the cartoon utilizing one or a combination of the political cartoon analysis documents cited on the Resource Guide for Analyzing Political Cartoons. The document is available in PDF at the following link: [Document Analysis Form](#)
- Assign students to demonstrate their understanding of the cartoon they selected by preparing a brief presentation on the cartoon they selected in which the highlight the following information:
 - The artist and source of the cartoon
 - The topic(s) of focus depicted in the cartoon
 - The message/position of the cartoon
 - Examples of 2 or more components of political cartoons used by the artist (see the political cartoon component resource)
- Some visual/artistic students may want to draw their own political cartoons



Drawn in 1977, the political cartoon on the left on the subject of U.S. energy consumption remains ever relevant today. The cartoon depicts President Carter and James Schlesinger the United States' first Secretary of Energy.

VOCABULARY BUILDER:

TERMS RELATED TO POLITICAL CARTOONS

Fill in the blank with the best corresponding term for the definition.

1. _____ - Comparison by identifying similarities between otherwise unlike things e.g., peanut:peanut butter::grape:jelly
2. _____ - A doubtful attitude about the situation or issue
3. _____ - To come before something or someone or to take the position
4. _____ -The general intellectual, moral, and cultural climate of an era
5. _____ - The amount of weapons a country has
6. _____ - Very severe. A _____ news report
7. _____ - To be composed or made up-usually used with the word “of”
8. _____ - A conclusion or opinion that is formed from facts or evidence
9. _____ - Illustration or comic strip containing a political or social message
10. _____ - A cartoon, speech or other document created or otherwise produced during the time under study

President Carter faced a lot of opposition during his Presidential term. In this political cartoon entitled “Love At First Sight” the artist Draper Hill depicts the challenges President Carter and his political agenda faced from the legislature.



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Word Bank

political cartoon

armament

inference

consists

supersede

primary source

scathing

zeitgeist

analogy

skepticism

Analyzing Political
Cartoons Inspired by
President Jimmy Carter

1. PRESIDENT CARTER TAKING HIS ENERGY PLAN TO THE PEOPLE

President Carter as the biblical Moses holding tablets labeled "Energy/Plan". On the mountain below is a crowd of people looking at a "Golden Car" on a pedestal. Signed by artist Mason N. Hatley, "Hatley/*Commonwealth*(Richmond)/*Times*/1977"

This cartoon portrays the skepticism and scrutiny President Carter's avant garde energy plan faced. President Carter touted his plan as the "moral equivalent of war".



2. PRESIDENT CARTER AND HIS ENERGY ARK

Signed by artist Bob Artley, "To President Carter/with Best Wishes for/Continued success/Bob Artley." *Worthington* (Minnesota) *Daily Globe* 4-19-77

This cartoon also addresses the skepticism and opposition President Carter's energy plan faced.



3. PRESIDENT CARTER "BUCKING" U.S. FUEL CONSUMPTION

Although this political cartoon by Draper Hill of *The Detroit News* was drawn in 1977 it is still quite relevant. The cartoon depicts President Carter



4. IRANIAN ARMS WISH LIST

In this cartoon (1979) Hugh Smith Haynie, who was a political cartoonist for Louisville's Courier-Journal, depicts President Carter's delicate and complicated arms sale relationship with the Shah of Iran.



“... And more radar and fighter planes, some missiles and more transports, some patrol boats...or else, turkey!”

HE DARES



5. “He Dares” PRESIDENT CARTER AT THE BARGAINING TABLE

Salt II and Human Rights “He Dares” Carter at table with USSR on Salt Talks. Carter wearing a large “Human Rights” Button. By Al Liederman, copyright 1977 Long Island Press

The SALT (Strategic Arms Limitation Talks) were a pair of bilateral negotiations involving the United States and the Soviet Union—the Cold War superpowers—on the issue of armament control.... from 1977 to 1979 President Carter was involved with round two of the Strategic Arms Limitation Talks known as SALT II. Leonid Brezhnev was the U.S.S.R. leader of the time.

PRESIDENT CARTER

TAKING HIS ENERGY PLAN TO THE PEOPLE

Students should begin by doing a comprehensive analysis of the cartoon utilizing one or a combination of the political cartoon analysis documents cited on the Resource Guide for Analyzing Political Cartoons. The worksheet can be found in PDF format at the following link: [Cartoon Analysis Document](#)

Questions for political cartoon 77.273 – Energy PC as Moses holding tables labeled "Energy/Plan" on mountain below is a crowd of people looking at "Golden Car" on a pedestal. Signed by artist Mason N. Hatley, "Hatley/ *Commonwealth*(Richmond)/ *Times*/1977"

1. What issue is this political cartoon about?
2. What economic and political issue does the golden car symbolically represent?
3. What religious figure is President Carter portraying in the cartoon?
4. What original item does the car analogously represent? Who do the people below the car and alter represent?
5. Who do the people depicted in the cartoon represent?
6. Who do the people analogously compare to in the Bible/Torah?
7. What does the tablet represent?
8. What position does the cartoon support or promote? What do you think is the cartoonist's opinion on the issue?
9. What counter opinion could another individual possibly have on the issue?
10. Do you find this cartoon persuasive and/or convincing? Explain why or why not.

Extension Question: This cartoon based on the Old Testament of the Holy Bible and the Torah. How did the actual scene depicted in the cartoon play out in those two holy books?

¹Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

COMMEMORATIVE
Haley 1977
TIMES



PRESIDENT CARTER

PRESIDENT CARTER AND HIS ENERGY ARK

Students should begin by doing a comprehensive analysis of the cartoon utilizing one or a combination of the political cartoon analysis documents cited on the Resource Guide for Analyzing Political Cartoons. The worksheet can be found in PDF format at the following link: [Cartoon Analysis Document](#)

1. What religious story is the artist making an analogy to?
2. What religious figure is President Carter portraying in the cartoon?
3. What is President Carter forewarning about?
4. What is President Carter proposing as a solution to avoid this “eminent disaster”?
5. What can we infer from the reaction and expressions of the two people President Carter is speaking to?
6. What is skepticism?
7. Why do you think the author picked this particular religious story? Do you think it was a good choice? If yes, then explain why.
8. How the story of did represented in the cartoon actually play out in various religious texts?
9. Describe a time in your life when you tried to forewarn a person or group of people. Describe the reaction you received and how the situation worked out in detail.
10. Is energy consumption still a relevant issue? If yes, explain.

ENERGY DISASTER



TO PRESIDENT CARTER
WITH BEST WISHES FOR
CONTINUED ACCESS
BOB BARTLEY

BOB BARTLEY

WASHINGTON DAILY GLOBE 4/1/77

PRESIDENT CARTER “BUCKING”

U.S. OIL CONSUMPTION

Students should begin by doing a comprehensive analysis of the cartoon utilizing one or a combination of the political cartoon analysis documents cited on the Resource Guide for Analyzing Political Cartoons. The worksheet can be found in PDF format at the following link: [Cartoon Analysis Document](#)

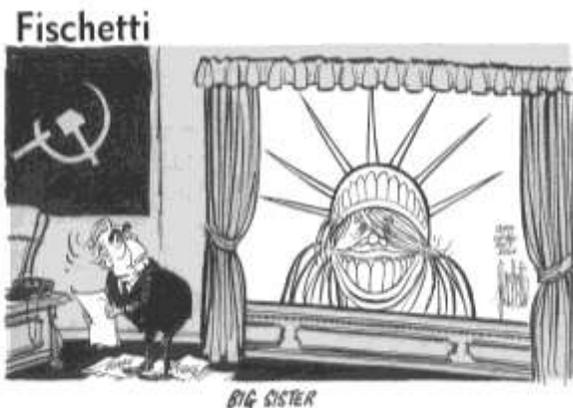
Guiding Questions:

- Describe what President Carter is doing in the video?
- What does the item President Carter’s riding symbolize?
- What type of animal would a person normally be riding in such a manner?
- Assess President Carter’s facial expression. What inferences can you make from them?
- What unique detail can you identify on President Carter’s shoes and what can you infer from it?
- What are these types of shoes normally used for and why?
- What issues does the political cartoon address?
- Is the issue still relevant?
- Where does gasoline come from? Is gasoline a primary or secondary product?
- Is gasoline made with renewable or non renewable resources?
- What are some energy alternatives to gasoline consumption? Students can reference the Discovery Education videos listed below for help
- What impact does the use of fossil fuels like gasoline have on the environment?

Listed below are video links from Discovery Education that address the topic of fuel consumption:

- **Power Up: Energy in Our Environment:**
<http://player.discoveryeducation.com/index.cfm?guidAssetId=E0B2ECD3-2634-42F5-8414-5B487D7DE5AD&blnFromSearch=1&productcode=US>
- **Learning about Natural Resources:**
<http://player.discoveryeducation.com/index.cfm?guidAssetId=2C0D0AA6-C2A6-40DE-8143-7E62BE406ECB&blnFromSearch=1&productcode=US>
- **Fuel Alternatives A Segment of: Stuff Happens with Bill Nye:**
<http://player.discoveryeducation.com/index.cfm?guidAssetId=4DAB7721-EE31-4C8D-AC73-C2108F4EBE2C&blnFromSearch=1&productcode=>

Comparing and Contrasting Political Cartoon: Compare and contrast a current presidential issue with one from the past. For example compare and contrast the energy/fuel crisis our current President is dealing with the similar energy/fuel issues President Carter dealt with during his administration. Has the issue changed much over the decades? What are specific similarities and differences?



Left: President Carter’s championing of human rights is depicted in “Big Sister” - Soviet Premier Leonid Brezhnev holding paper with paper on floor “HUMAN RIGHTS.” Looking through large window is a huge President Carter as the Statue of Liberty. Signed by artist John Fischetti “© 1977 / Chicago / Daily News.” “FEB 18, '77”.



DRAPER HILL
THE ARTIST'S SIGNATURE

Draper Hill © 1977 The Detroit News

PRESIDENT CARTER IRANIAN WISH LIST

1. What character is President Carter portraying?
2. What inferences can you make from President Carter's facial expression?
3. Why do you think the artist chose this character?
4. Who is sitting on President Carter's lap?
5. What country does the person on President Carter's lap represent?
6. What types of items are on his wish list?
7. What does the idiom phrase "a gun to my head" mean?
8. What leverage did Iran have over the United States?(hint: read the labels)
9. Does the United States sell arms to other countries? If yes, name one.
10. Why might the United States sell arms to other countries?

Bonus Question: What other major incident involving Iran occurred during President Carter's term?



“...And more radar and fighter planes, some missiles and more transports, some patrol boats...or else, turkey!”

“HE DARES” PRESIDENT CARTER AT THE BARGAINING TABLE

Political Cartoon Analysis Questions

Just how observant are you? Closely scan the “He Dares” political cartoon then answer the questions below.

1. What two leaders are depicted at the bargaining table?
2. What two countries do these leaders represent?
3. What issue(s) is the artist addressing in the cartoon?
4. Why does a person usually wear a button reflecting a certain cause or message?
5. Based on the details in the cartoon what “side” issue is President Carter supporting?
6. What seems to be the reaction of the Russian leader, Leonid Brezhnev?
7. What does President Carter’s facial expression imply?

Right: In "Hey Folks, This Summer Send the Kids to Camp David..." Prime Minister Begin of Israel and President Sadat of Egypt playing tricks on each other and finally a cookout with Carter tied to the stake. Signed by artist Bill Shorr - 1978
Los Angeles Herald Examiner



“HE DARES” PRESIDENT CARTER AT THE BARGAINING TABLE

Fill in the blanks in the informational text paragraphs below. Be sure to reread the text when done.

The event being portrayed in the cartoon is the controversial _____.

SALT is an acronym for _____. The goal of the SALT talks was to limit the amount of _____ each country developed and had in effort to avoid a _____. This was a much needed because both countries had assembled large stockpiles of weapons.

The two countries depicted at the bargaining table are the _____.

The countries were represented by their respective leaders' _____. After _____ these two countries emerged as the world's _____ because they had the political and military strength to affect worldwide events.

Unfortunately, these two countries had different beliefs and government systems. Beginning around 1947 these differences led to the _____. The Cold War resulted in approximately 44 years of tension between the U.S. and U.S.S.R. The Cold War did not come to an end until the fall of the Soviet Union in _____.

“ HE DARES” PRESIDENT CARTER AT THE BARGAINING TABLE

Fill in the blanks in the informational text paragraphs below. Be sure to reread the text when done.

The event being portrayed in the cartoon is the controversial _____.

SALT is an acronym for _____. The goal of the SALT talks was to limit the amount of _____ each country developed and owned in effort to avoid a _____. This was a much needed because both countries had assembled large stockpiles of weapons.

The two countries depicted at the bargaining table are the _____.

The countries were represented by their respective leaders' _____. After _____ these two countries emerged as the world's _____ because they had the political and military strength to affect worldwide events.

Nevertheless, these two countries had different beliefs and government systems. Beginning around 1947 their differences in policy led to the _____. The Cold War resulted in approximately 44 years of tension between the U.S. and U.S.S.R. The Cold War did not come to an end until the fall of the Soviet Union in _____.

Word Bank for Informational Text Paragraph

superpowers

World War II

1991

President Jimmy Carter and Secretary Leonid Brezhnev

Strategic Arms Limitations Talks

United States and U.S.S.R

Salt Talks

Cold War

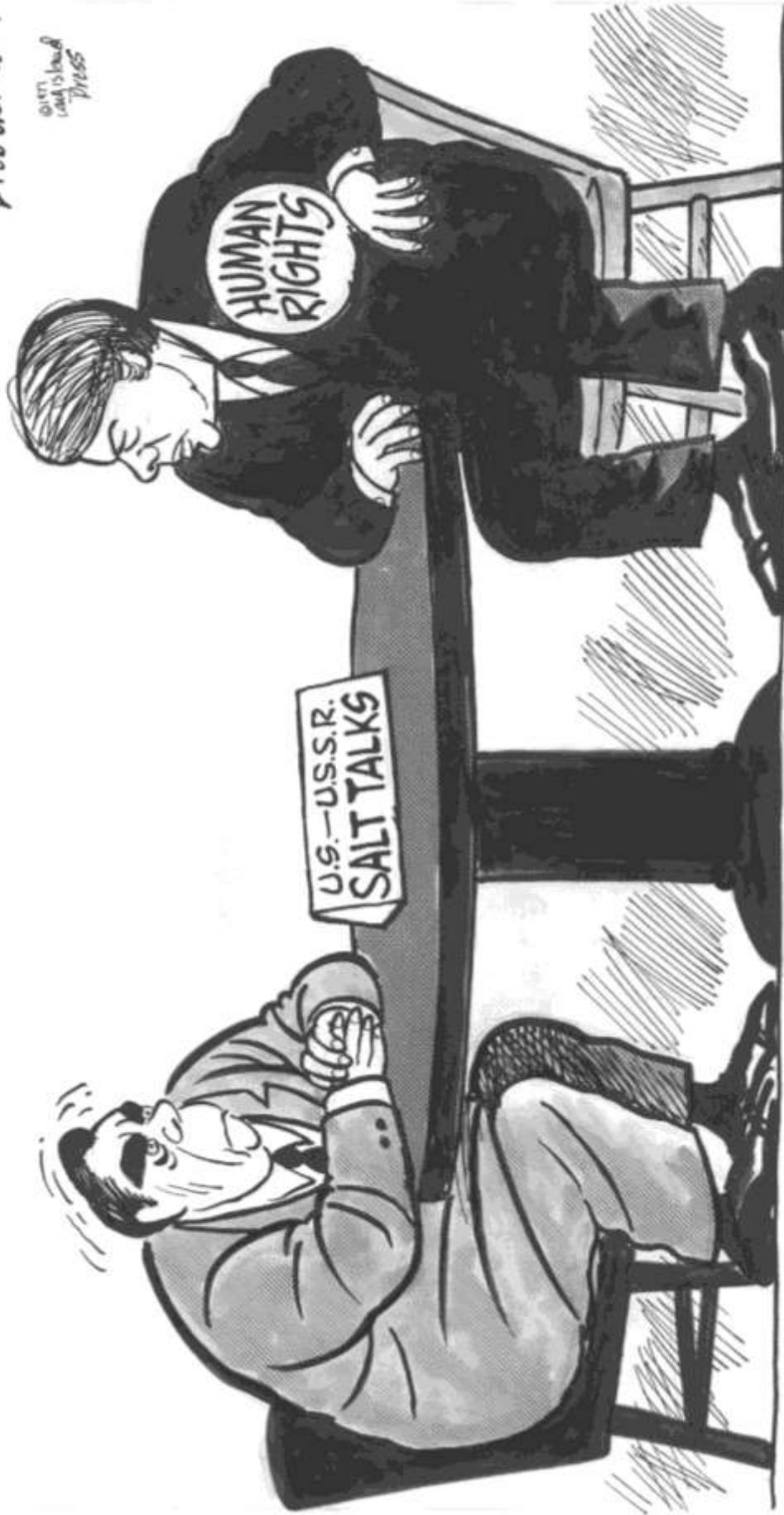
nuclear war

weapons

HE DARES

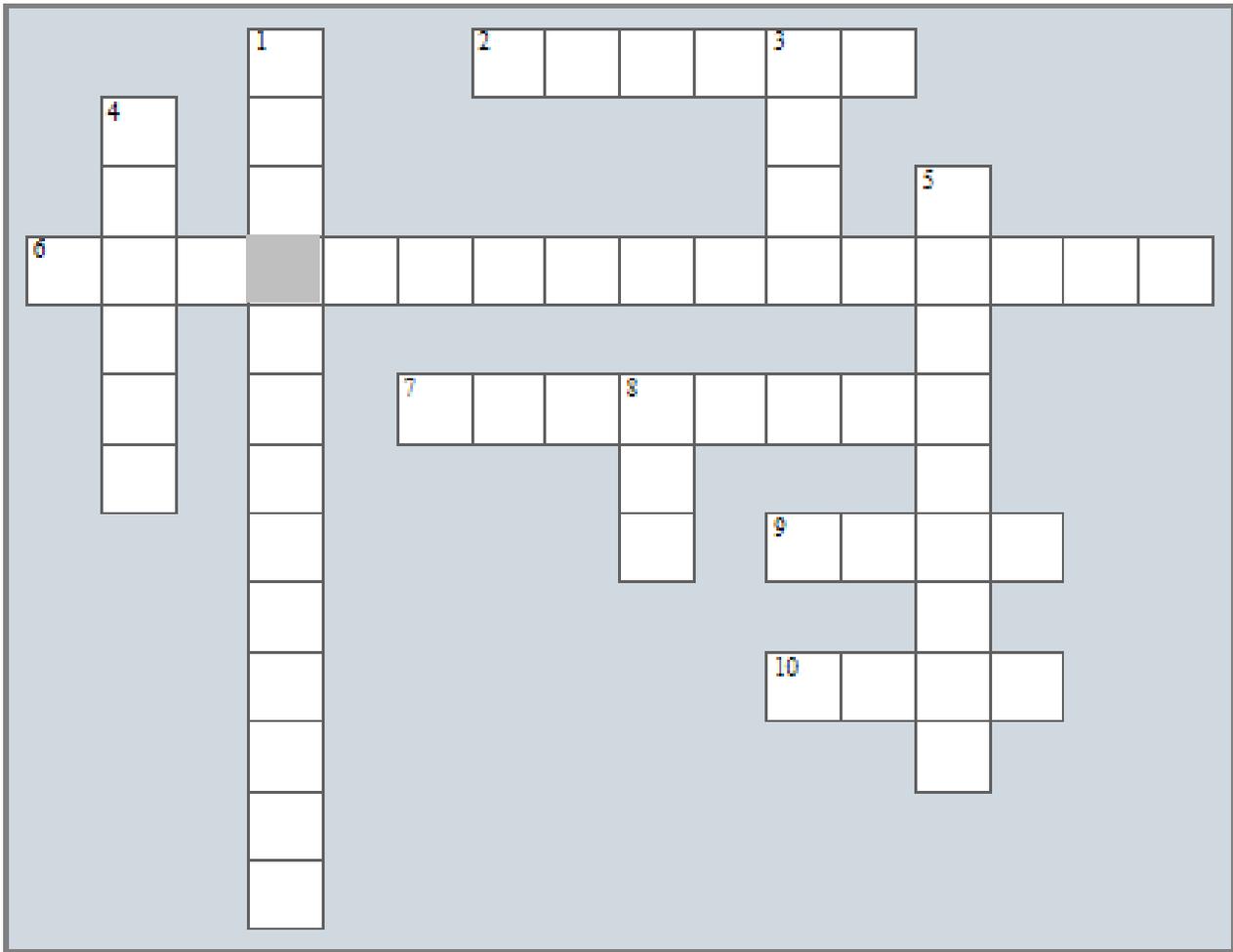
L. GOODMAN

©1971
LARRY LEVINE
press



Political Peanuts

Fill in the crossword using the clues below. Leave the gray box blank.



Across

2. President Carter's plan advocated conserving this
6. Biblical text brought down from the mountain by Moses
7. Fuel for automobiles that comes from oil
9. Biblical builder and captain of the ark
10. Baby animal that was on the alter/pedestal in the bible

Down

1. fossil fuel resources like coal and petroleum are
3. Non renewable natural resource used to make the car and calf
4. An official agreement between countries usually at the end of a war
5. resources like solar and wind energy are
8. Petroleum is also known as this

POLITICAL CARTOON COMPONENTS QUIZ

Word Bank

- A. symbol
- B. exaggeration
- C. label
- D. caption
- E. irony
- F. caricature
- G. analogy

1. _____ The use of words or images to express something other than and especially the opposite of the literal meaning; the difference between the ways things are and the way things should be, or the way things are expected to be.
2. _____ Also known as a cutline, it is text that appears below an image.
3. _____ A comparison between two unlike things.
4. _____ An image that exaggerates or distorts the essence of a person or thing to create an easily identifiable visual likeness.
5. _____ Text that is inscribed and/or affixed to something for the purpose of identification or description
6. _____ To enlarge, overdue or increase especially beyond the normal
7. _____ Something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance

POLITICAL CARTOON COMPONENTS QUIZ KEY

1. **E** The use of words or images to express something other than and especially the opposite of the literal meaning; the difference between the ways things are and the way things should be, or the way things are expected to be.
2. **D** Also known as a cutline, it is text that appears below an image.
3. **G** A comparison between two unlike things.
4. **F** An image that exaggerates or distorts the essence of a person or thing to create an easily identifiable visual likeness.
5. **C** Text that is inscribed and/or affixed to something for the purpose of identification or description
6. **B** To enlarge, overdue or increase especially beyond the normal
7. **A** Something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance

References and Credits

The skill of analyzing political cartoons is into the national social studies standards and most state standards. In Georgia the skill is outlined as follows in the state's **Information Processing Skills Matrix:**

The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions. Students are introduced to the skill of political cartoons in 4th grade and are expected to master the skill by 8th grade. Application and mastery of the skill are continued through 12th grade.

SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.
c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

Discovery Education Streaming <http://streaming.discoveryeducation.com/>

Eclipsecrossword.com

Library of Congress www.loc.gov

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Merriam-Webster Online Dictionary www.m-w.com

National Archives and Records Administration www.archives.gov

Political Cartoons www.politicalcartoons.com

Political Cartoons www.cagle.com/politicalcartoons/

Public Broadcasting Service www.pbs.org

Read Write Think www.readwritethink.org

Teacher Made Resource by G. Michael Hymas of Northridge High School - Utah
<http://www.davis.k12.ut.us/staff/ghymas/files/D97CE0B1B94A41B7B4ACB727777E2B7C.pdf>

Explanation of Political Cartoon Components

symbols	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonists means each symbol to stand for.</p>
exaggeration	<p>Sometimes cartoonist overdo, or exaggerate, the physical characteristics of people or things in order to make a point</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
labels/labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
captions	<p>“A caption, also known as a cutline, is text that appears below an image. Most captions draw attention to something in the image that is not obvious, such as its relevance to the text. Caption can consist of a few words of descriptions, or several sentences.”²</p>
irony	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>
caricature	<p>“A caricature can refer to a portrait that exaggerates or distorts the essence of a person or thing to create an easily identifiable visual likeness. Caricatures can be insulting or complimentary and can serve a political purpose or be drawn solely for entertainment. Caricatures of politicians are commonly used in editorial cartoons, while caricatures of movie stars are often found in entertainment magazines.”²</p>
analogies	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point more clear to you.</p>

²retrieved from

<http://www.merriamwebster.com/dictionary/caricature?show=0&t=1304250599> 5/1/2011

Name _____ Date _____

Cartoon Component Analysis Chart Name/Description of cartoon _____

symbols

exaggeration

labels/labeling

captions

irony

caricature

analogies

Name _____ Date _____

Cartoon Analysis Worksheet

Level 1

Visuals

1. List the objects or people you see in the cartoon.

Words (not all cartoons include words)

2. Identify the cartoon caption and/or title.
3. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.
4. Record any important dates or numbers that appear in the cartoon.

Level 2

Visuals

5. Which of the objects on your list are symbols?
6. What do you think each symbol means?

Words

7. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?
8. List adjectives that describe the emotions portrayed in the cartoon.

Level 3

9. Describe the action taking place in the cartoon.
10. Explain how the words in the cartoon clarify the symbols.
11. Explain the message of the cartoon.
12. What special interest groups would agree/disagree with the cartoon's message? Why?