

## **Political Cartoons & the American Revolution**

Developed by: Sarah Thayer

**PREREQUISITE:** Participants (practicing teachers) will already have some familiarity with loc.gov and some experience with an inquiry method for analyzing primary sources.

**OBJECTIVES:** Participants will:

- Discover ways to help students make inferences and support them with details they have observed.
- Discuss ways to relate a primary source to students' previous knowledge of a subject.
- Identify point of view and feelings of figures depicted in political cartoons and of the artist.
- Identify symbols and other persuasive techniques used by political cartoonists.

**MATERIALS:**

- Political Cartoons Worksheet Sets for each of 2 political cartoons (see Citations below)
- 11 x 17 enlargements of each cartoon being studied (see Citations below). These should be placed on classroom tables before teachers arrive to pique their interest.
- Computer with internet link
- PowerPoint of the Political Cartoons Worksheets

**CITATIONS FROM LOC.GOV**

Johnston, David C. "The Bostonians Paying the Excise-Man or Tarring & Feathering." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2006691557/> (accessed November 30, 2012).

Sayer, Robert & Bennett, John [pub]. "The Bostonians in Distress." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2004673305/> (accessed November 30, 2012).

**PROCEDURE:**

1. Demonstrate search strategy on loc.gov for identifying cartoons used in this lesson.
2. Distribute Political Cartoons Worksheet sets of "The Bostonians Paying the Excise-Man."
3. Referring to the "Political Cartoon Worksheet: Focus on the Cartoon's Subject," teachers closely observe details in the cartoon and use them to infer the subject of the cartoon.
4. Teachers discuss how this subject could relate to their social studies curriculum and how student questions about the cartoon's subject could lead to further learning.
5. Using the "Political Cartoon Worksheet: Focus on the Cartoon's People" each teacher will individually analyze one of the figures in the cartoon, including that person's possible feelings and point of view. As a large group, teachers will compare and contrast their findings about the different figures, then discuss how questions about the figures could lead to further learning.

6. Using the “Political Cartoon Worksheet: Focus on the Cartoon’s Purpose” teachers will analyze political cartoons as a form of persuasion. They will infer the artist’s point of view on the subject and identify the techniques used to persuade the viewer.
7. Teachers will follow the same processes with the cartoon “The Bostonians in Distress.”
8. Discuss how analyzing the 2 cartoons together could further explore their subject and to form connections to students.

# Political Cartoon Worksheet: Focus on the Cartoon's Subject



THE BOSTONIANS PAYING THE EXCISE-MAN OR TARRING & FEATHERING

Copied in stone by D.C. Johnston from a print published in London 1774. — Lib. of Proctor & Bacon 1836

Johnston, David C. "The Bostonians Paying the Excise-Man or Tarring & Feathering." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2006691557/> (accessed November 30, 2012).

A. I see the following **details** in this cartoon:

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B. I can **infer** that the **subject** of the cartoon is:

\_\_\_\_\_ because of these **details**:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

C. Some things I already know about this **subject** are:

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D. I wonder about this **subject** :

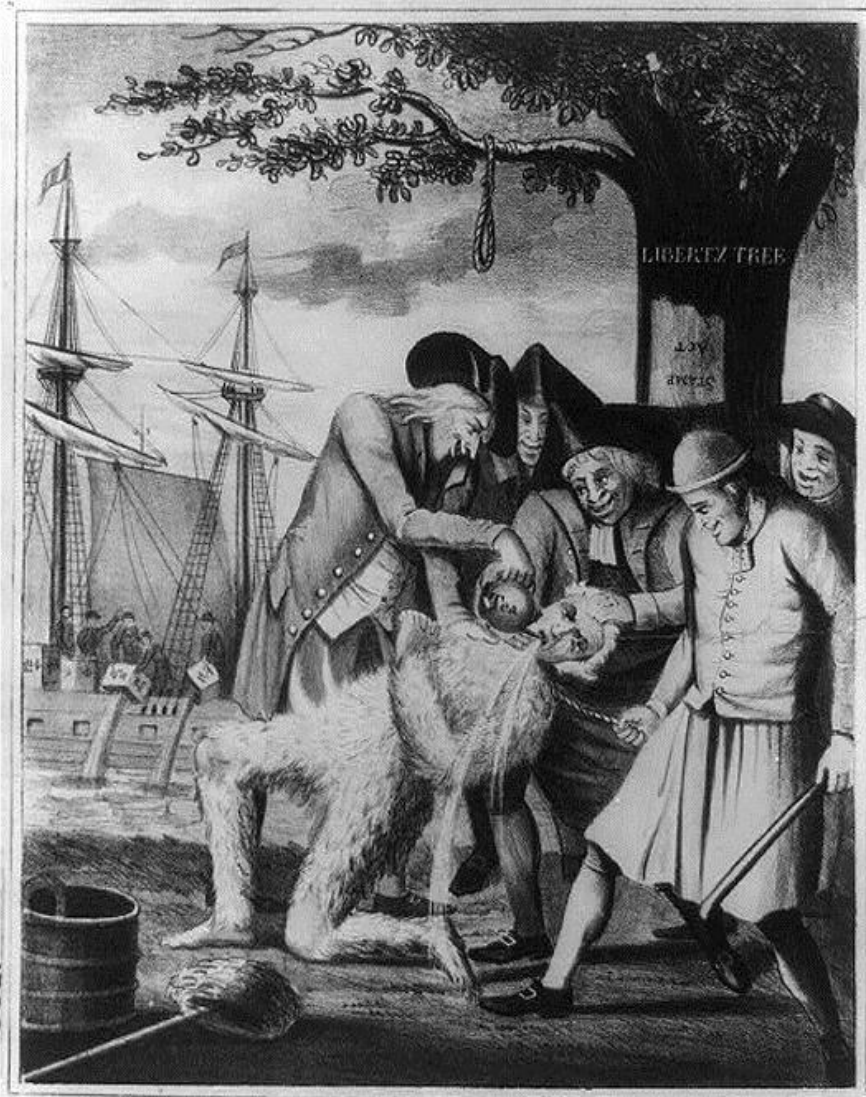
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# Political Cartoon Worksheet: Focus on the Cartoon's People



THE BOSTONIANS PAYING THE EXCISE-MAN OR TARRING & FEATHERING

*Copied, engraved by D.C. Johnston from a print published in London 1774. — Lib. of Parliament, Boston 1836.*

Johnston, David C. "The Bostonians Paying the Excise-Man or Tarring & Feathering." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2006691557/> (accessed November 30, 2012).

A. Draw a line to one of the people. I see these <u>details</u> :	B. I <u>Infer</u> :
	<p><u>This person might feel:</u></p>

C. Draw lines between the **inferences** and the **details** that support them.

D. I infer that this person's **point of view** on the cartoon's **subject** is probably: \_\_\_\_\_

\_\_\_\_\_

E. I wonder about this **person**:

\_\_\_\_\_

\_\_\_\_\_



# Political Cartoon Worksheet: Focus on the Cartoon's People



THE BOSTONIANS PAYING THE EXCISE-MAN OR TARRING & FEATHERING

*Copied, engraved by D.C. Johnston from a print published in London 1774. — Lib. of Proctor's Boston 1836*

Johnston, David C. "The Bostonians Paying the Excise-Man or Tarring & Feathering." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2006691557/> (accessed November 30, 2012).

A. Draw a line to a person with a different point of view.  
I see these details:

B. I Infer:

This person might feel:

C. Draw lines between the **inferences** and the **details** that support them.

D. I infer that this person's **point of view** on the cartoon's **subject** is probably: \_\_\_\_\_

E. I wonder about this **person**: \_\_\_\_\_

# Political Cartoon Worksheet: Focus on the Cartoon's Purpose



THE BOSTONIANS PAYING THE EXCISE-MAN OR TARRING & FEATHERING  
 Copied, engraved by D.C. Johnston from a print published in London 1774. — Lib. of Congress, Boston 1836

Johnston, David C. "The Bostonians Paying the Excise-Man or Tarring & Feathering." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2006691557/> (accessed November 30, 2012).

A. I can **infer** that this image is meant mainly to (circle one): **inform** **persuade**.

B. A technique cartoonists often use is **symbols**. I see these **details** that could be symbols

I infer that this might be a symbol of:


C. Another cartoon technique this artist used was (circle one): **words** **caricature** **exaggeration** which conveys the message by \_\_\_\_\_

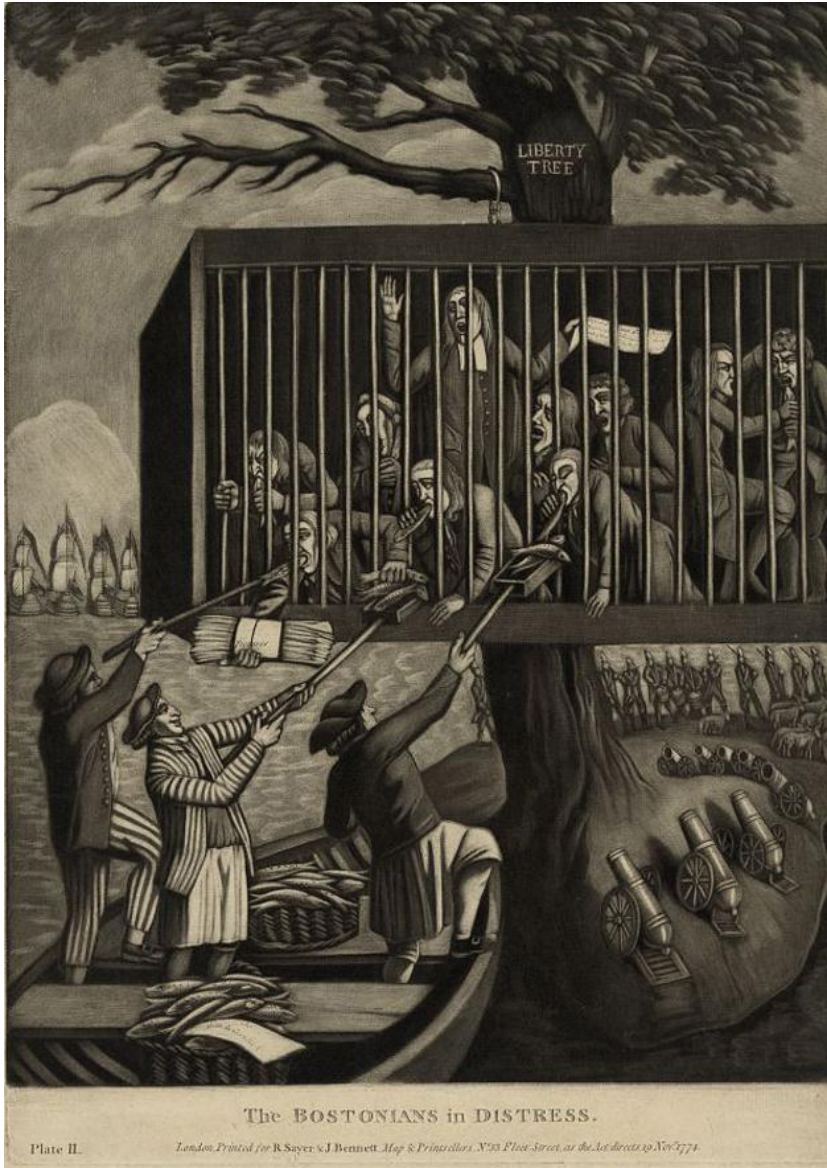
D. I **infer** that the artist's **point of view** about the subject of the cartoon is: \_\_\_\_\_

because of these **details**:

1. \_\_\_\_\_
2. \_\_\_\_\_



# Political Cartoon Worksheet: Focus on the Cartoon's Subject



Sayer, Robert & Bennett, John [pub]. "The Bostonians In Distress." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2004673305/> (accessed November 30, 2012).

A. I see the following **details** in this cartoon:

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B. I can **infer** that the **subject** of the cartoon is:

\_\_\_\_\_ because of these **details**:

1. \_\_\_\_\_
2. \_\_\_\_\_

C. Some things I already know about this **subject** are:

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D. I wonder about this **subject** :

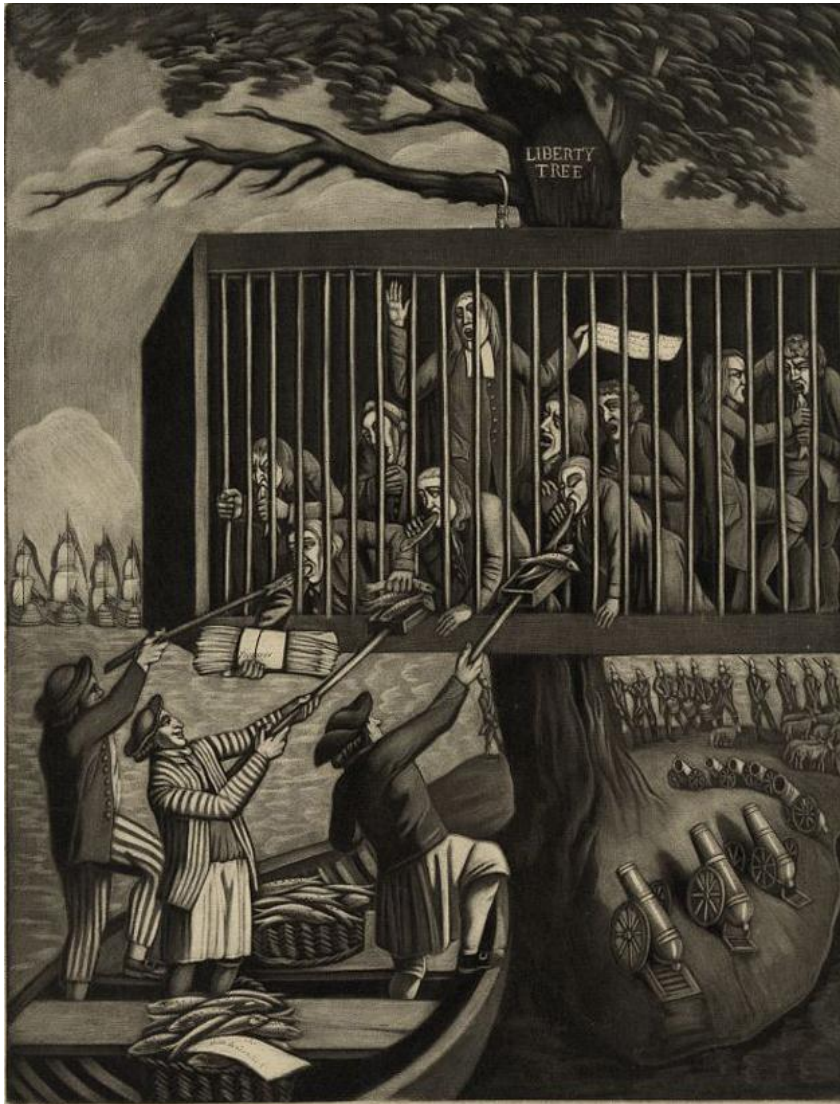
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# Political Cartoon Worksheet: Focus on the Cartoon's People



The BOSTONIANS in DISTRESS.

Plate II. London Printed for R. Sayer & J. Bennett, Map & Printers, N<sup>o</sup>. 33. Fleet-Street, at the Anchor 1774.

Sayer, Robert & Bennett, John [pub]. "The Bostonians In Distress." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2004673305/> (accessed November 30, 2012).

A. Draw a line to one of the people. I see these <u>details</u> :	B. I <u>Infer</u> :
	<u>This person might feel:</u>

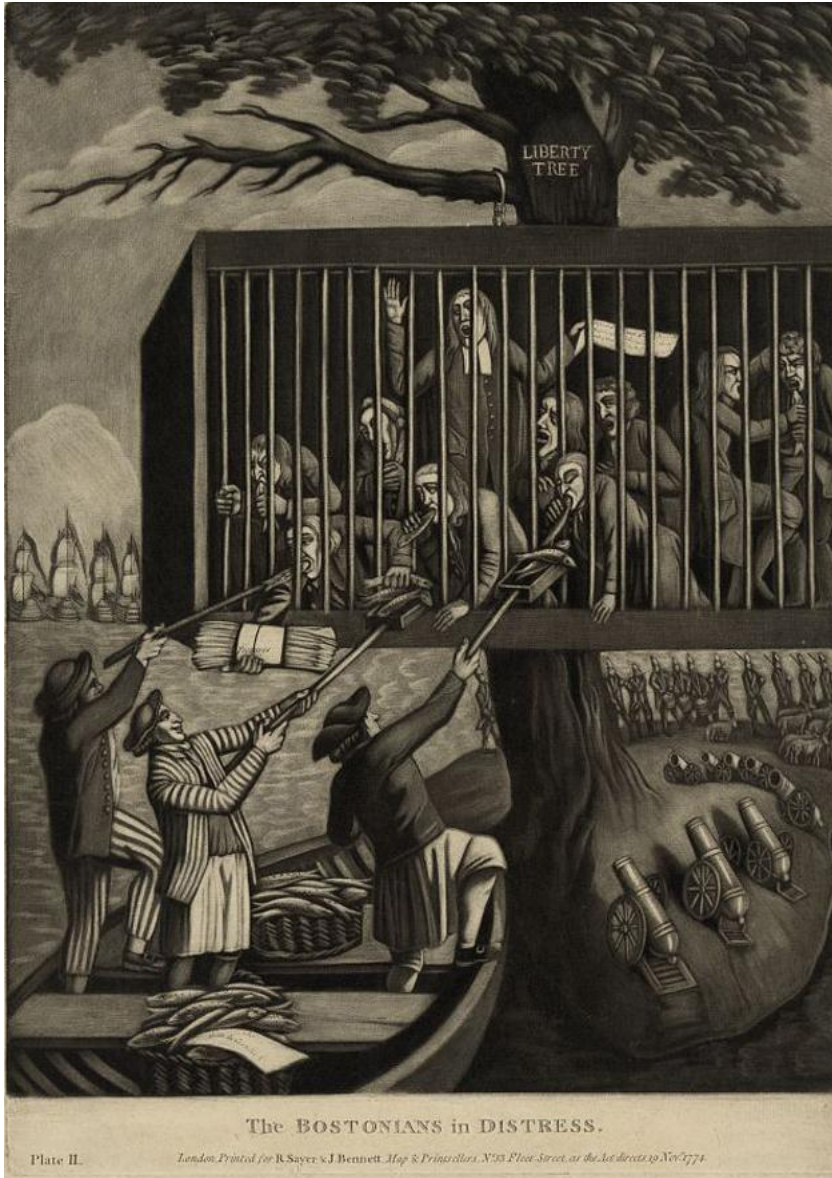
C. Draw lines between the **inferences** and the **details** that support them.

D. I infer that this person's **point of view** on the cartoon's **subject** is probably: \_\_\_\_\_  
\_\_\_\_\_

E. I wonder about this **person**:  
\_\_\_\_\_  
\_\_\_\_\_



# Political Cartoon Worksheet: Focus on the Cartoon's People



Sayer, Robert & Bennett, John [pub]. "The Bostonians In Distress." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2004673305/> (accessed November 30, 2012).

A. Draw a line to a person with a different point of view.  
I see these details:

B. I Infer:

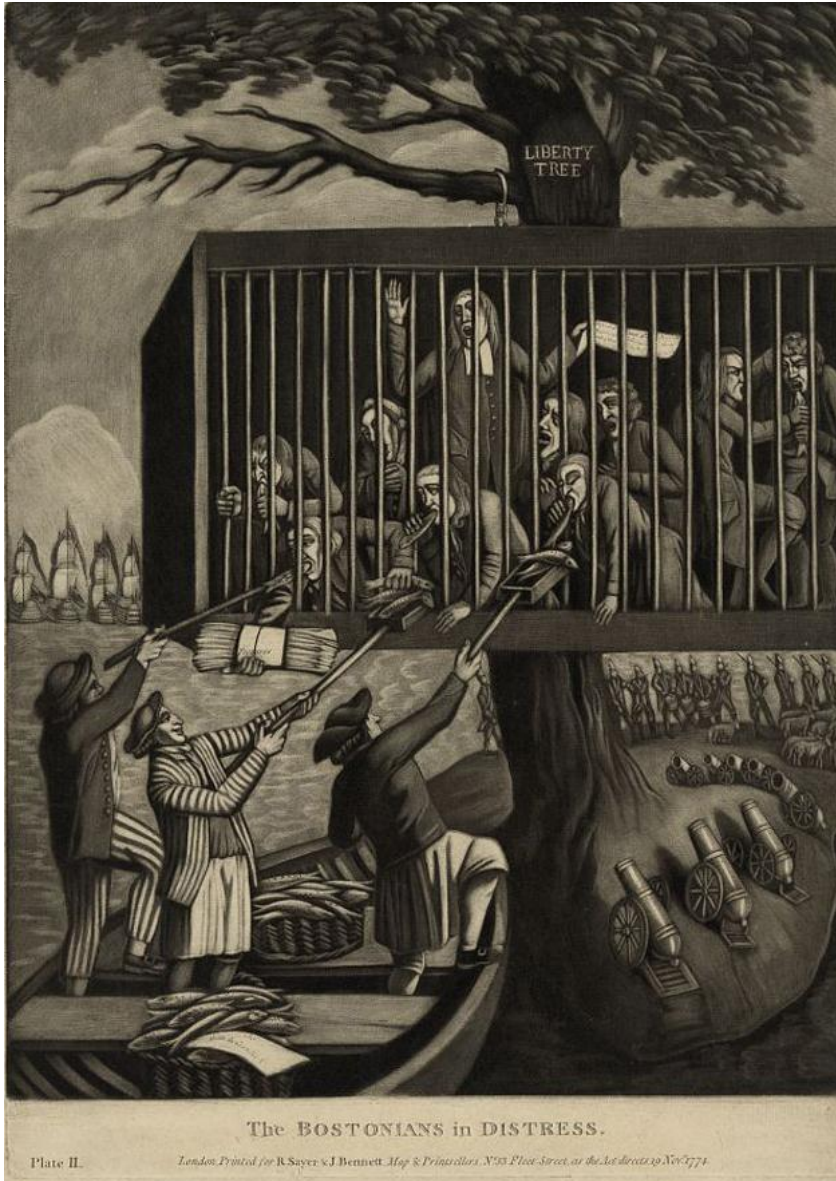
This person might feel:

C. Draw lines between the **inferences** and the **details** that support them.

D. I infer that this person's **point of view** on the cartoon's **subject** is probably: \_\_\_\_\_

E. I wonder about this **person**:  
\_\_\_\_\_  
\_\_\_\_\_

# Political Cartoon Worksheet: Focus on the Cartoon's Purpose



Sayer, Robert & Bennett, John [pub]. "The Bostonians In Distress." Illustration. 1774. From Library of Congress Prints and Photographs Online Catalog. <http://loc.gov/pictures/item/2004673305/> (accessed November 30, 2012).

A. I can **infer** that this image is meant mainly to (circle one): **inform** **persuade**.

B. A technique cartoonists often use is **symbols**.  
I see these **details** that could be **symbols**

I **infer** that this might be a **symbol** of:


C. Another cartoon technique this artist used was (circle one): **words** **caricature** **exaggeration** which conveys the message by \_\_\_\_\_

D. I **infer** that the artist's **point of view** about the subject of the cartoon is: \_\_\_\_\_

because of these **details**:

1. \_\_\_\_\_

2. \_\_\_\_\_