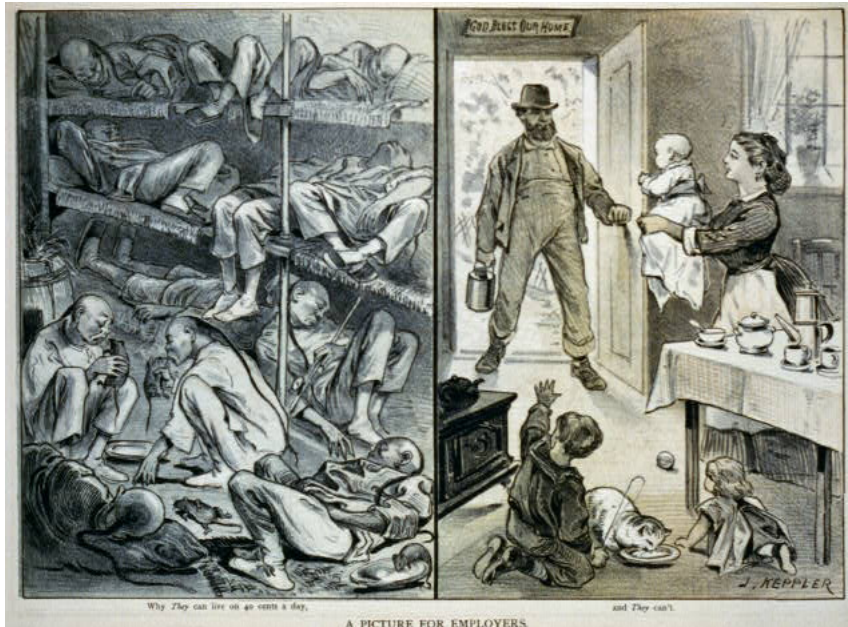


Sample Lesson – Handout 4 Stereotype and Caricature

The Cartoon: This cartoon is a lithograph by Joseph Keppler expressing fears about the impact of Chinese immigrant labor. It appeared in *Puck*, August 21, 1878. Keppler founded *Puck* as a magazine of political humor.



Library of Congress, Prints and Photographs Division, LC-USZC2-1242

Background: During the California gold rush in the 1850s, thousands of unskilled Chinese laborers arrived on the West Coast. They mined for gold, worked in factories, became peddlers, domestic servants and laundry workers. Many helped build the railroads. By the 1870s, American attitudes toward them had turned harshly negative and hostile. The Chinese lived frugally cut off in urban enclaves, or “Chinatowns.” They were often seen as a threat by other American workers who would not take on the dirty, dangerous jobs at the low wages these immigrants were willing to accept.

Checklist Item – Stereotypes and Caricature: A stereotype is a vastly oversimplified view of some group. Stereotypes are often insulting. Yet they may give cartoons a shorthand way to make a complex point quickly. They also reveal broad cultural attitudes. Caricature is the opposite of a stereotype. It is an exaggerated or distorted drawing of an individual highlighting what the artist sees as most unique about that individual. You should be critical of cartoon stereotyping, yet also notice how it contributes to making a point dramatically and forcefully. If there are stereotypes in the cartoon you are analyzing, how would you evaluate them?

- Identify any stereotypes and caricatures and consider what they communicate.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 4: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

- 1. What main point is this cartoon trying to make?**
(a one sentence summary of its main point)

- 2. The cartoon heading is: "A Picture for Employers." Smaller captions say: "Why they can live on 40 cents a day" (left panel) "and they can't" (right panel). How do the visual features of the cartoon clarify the meaning of these captions?**

- 3. How are the Chinese drawn in the panel on the left? In what way is this drawing a stereotype of these Chinese workers?**

- 4. Does the panel on the right also present a stereotype of the typical American worker? Why or why not?**

- 5. What visual details in the panel on the right help add to its view of the typical American worker? List these details and their role in conveying an overall impression.**

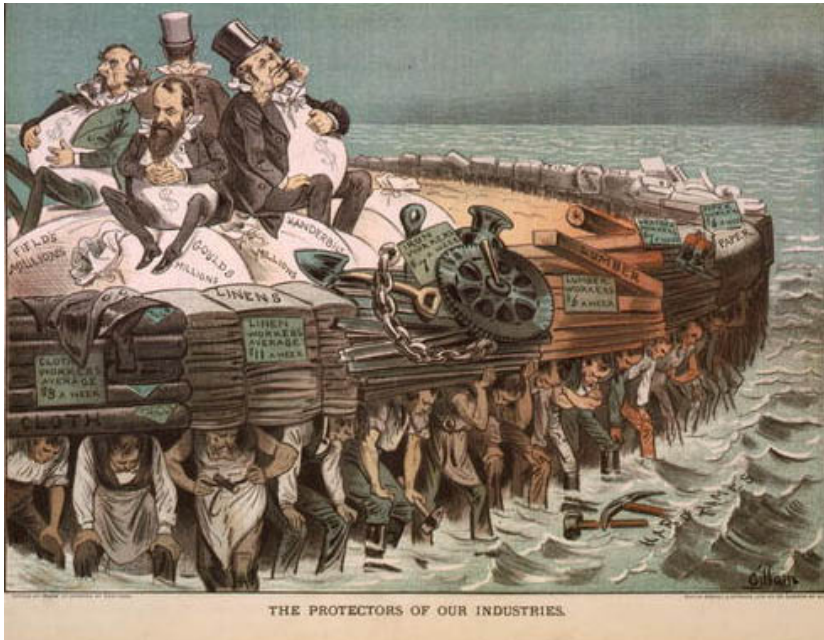
- 6. What might a recent Chinese immigrant to America in 1877 say about this depiction of Chinese and American workers?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Sample Lesson – Handout 5

The Political Cartoon: An Argument Not a Slogan

The Cartoon: This cartoon is titled “The Protectors of Our Industries.” It is about the conflict between labor and capital in the late 1800s. It is by artist Bernhard Gillam, and it appeared in *Puck* on February 7, 1883.



Library of Congress, Prints and Photographs Division, LC-USZC4-3108

Background: This cartoon shows Cyrus Field, Jay Gould, Cornelius Vanderbilt and Russell Sage seated on bags of "millions" of dollars, on a large raft held up by many workers. The men on top of this raft were all enormously wealthy businessmen in the late 1800s, when American industry came to be dominated by huge corporations serving national and international markets. Starting with the railroads, these corporations created huge bureaucratic organizations, imposed rigidly managed work procedures, and employed hundreds if not thousands of workers. They often exercised great power to control markets, weaken competitors, discipline workers and ensure profits.

Checklist Item – An Argument Not a Slogan: Slogans merely assert something. “An apple a day keeps the doctor away.” A good editorial cartoon is more than a slogan. Though blunt and opinionated, it actually invites you to consider its argument or its reasoning. At its best, a cartoon offers visual and written features that together “make its case.” In other words, it presents reasons to support its view, or at least it hints at or suggests those reasons. So even though it is biased, the cartoon gives you grounds for responding and even arguing back.

- What features of the cartoon help present its argument or make its case?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 5: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

- 1. The cartoon's caption is "The Protectors of Our Industries." What is this cartoon about?**
(a one sentence summary of its main point)

- 2. This cartoon shows various workers holding up the products of their labor. List some of the types of workers shown and the products they have on their shoulders?**

- 3. All the products these workers are holding up form a platform. What is on this platform?**

- 4. The wealthy men on top, the bags of money, the workers and their products, and the water lapping at the workers are all symbols. Together they make a broad point about wealthy business owners and their workers in the 1880s. Write a brief paragraph explaining the point they make.**

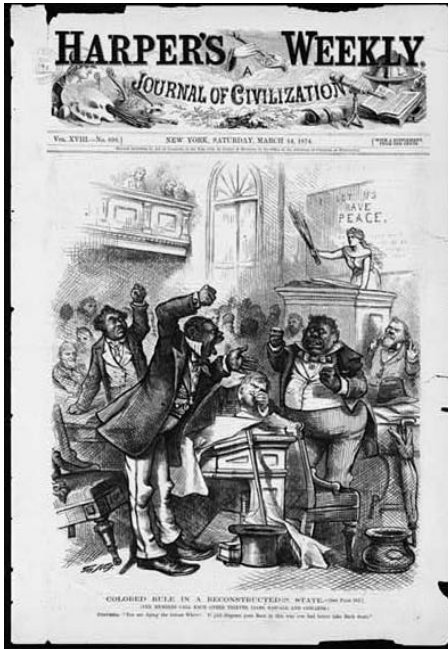
- 5. The cartoon could be summed up by a political slogan, such as "The rich are betraying the working man." What more does the cartoon add to this slogan?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Sample Lesson – Handout 6

Uses and Misuses of Political Cartoons

The Cartoon: This cartoon by Thomas Nast appeared on the cover of *Harper's Weekly* on March 14, 1874. It is titled “Colored Rule in a Reconstructed(?) State.” It shows members of the South Carolina Legislature arguing as Columbia rebukes them.



Library of Congress, Prints and Photographs Division,
LC-USZ62-102256

Background: “Reconstruction” is the term for the effort to bring the Southern states back into the union after the Civil War. The era of Reconstruction lasted from 1865 to 1877. For a good part of this time, Congressional Republicans acted to protect the rights of newly freed slaves, including their right to vote in elections in the South. As a result, a good number of African Americans served as elected lawmakers in Southern state legislatures. This was a time of widespread corruption in the federal government and in many state governments, in both the North and the South. However, as the North wearied of Reconstruction, many claimed that ignorant black voters and lawmakers had made the Southern state governments especially corrupt. Few historians today accept this claim.

Checklist Item – The Uses and Misuses of Political Cartoons: Editorial cartoons may be funny, outrageous, even insulting. Yet above all, their aim is to provoke thought about some issue in the news. They cannot be taken as simple reflections of “the way things were.” Yet that is a common misuse of them. They reveal cultural assumptions, prevailing moods, even real insights about events and trends. They can be used as evidence of all these things.

- Political cartoons are always points of view that can be challenged.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Handout 6: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

- 1. This cartoon is about Reconstruction governments in the South. What view of those governments does it express?**
(a one sentence summary of its main point)

- 2. This cartoon makes use of stereotypes that many would say are thoroughly racist. Why do they say this?**

- 3. What other symbols does the cartoon use to make its point?**

- 4. Most historians today disagree with this cartoon's view of the problems of Southern state governments during Reconstruction. Can you explain why?**

- 5. Most historians would say this cartoon is both wrong and racially biased. Can it still be useful to us in trying to understand the past? Why or why not?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>
