



Lecture 4: Communication Through Political Cartoons

NARRATIVE OF THE LIFE OF FREDRICK DOUGLASS

COMMUNICATION THROUGH POLITICAL CARTOONS

- ✗ Political cartoons exist to make a point about some issue in the news.
- ✗ Political cartoons provide a way for people to express points of view and opinions about political and social issues. (Entertainment!)
- ✗ From the time of the American Revolution to the present, political cartoons, through avenues such as humor, satire, exaggeration, caricature, and symbolism, have become powerful tools of expression.

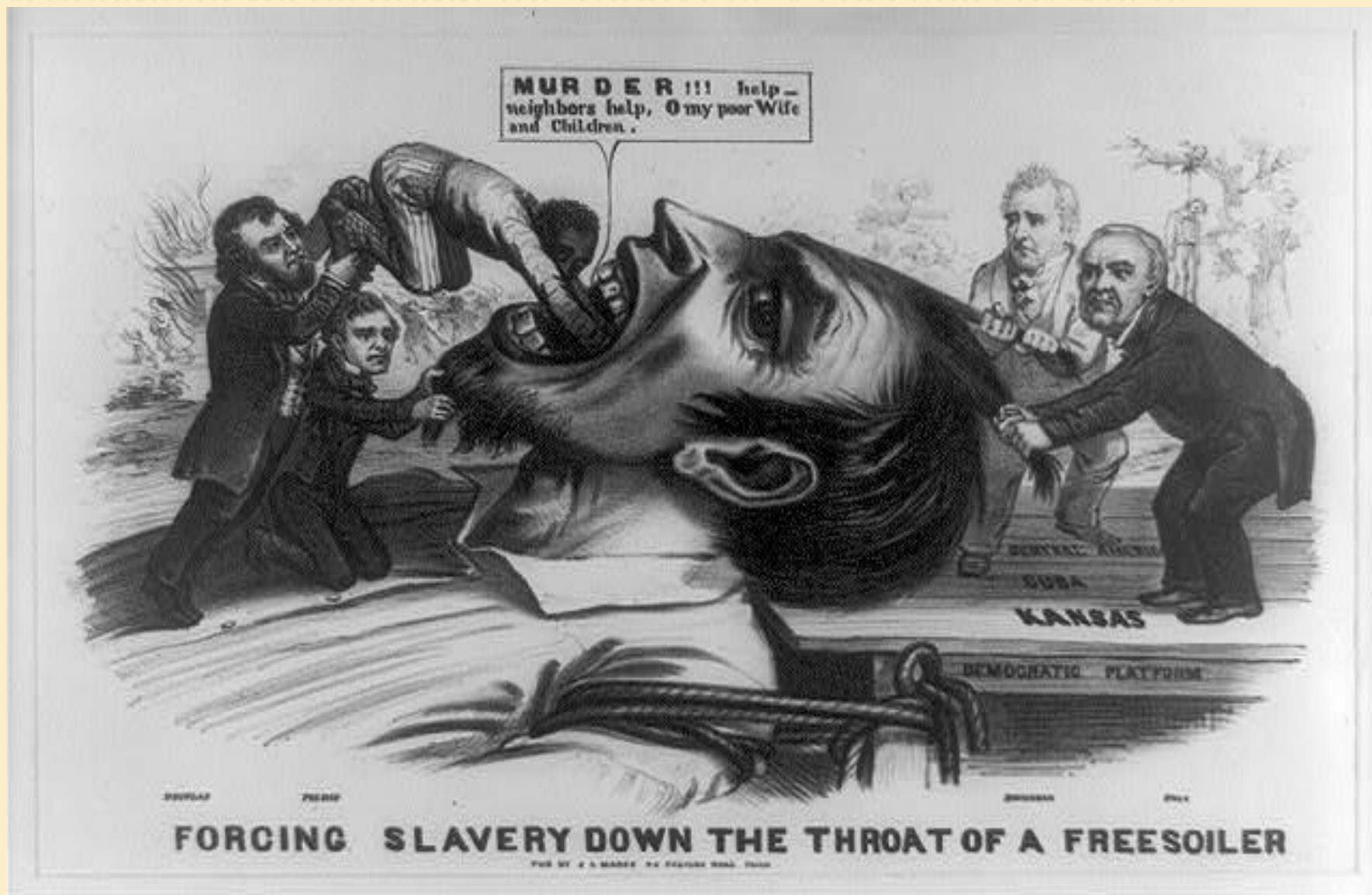


ANALYZING POLITICAL CARTOONS: SLAVERY

Look closely at the people, symbols, and/or captions in the cartoon. Explain what you think is happening in the cartoon.

1. What issue do you think the cartoonist is trying to address?
2. What conclusions can you draw about the cartoonist's opinion?
3. What specific items in the cartoon led to your conclusion?
4. What opposing point of view might exist on this issue?
5. Using complete sentence, explain the cartoon's main point.

“FORCING SLAVERY DOWN THE THROAT OF A FREESOILER” (1856)



DISCUSSION

- ✘ The artist lays on the Democrats the major blame for violence perpetrated against antislavery settlers in Kansas in the wake of the Kansas-Nebraska Act.
- ✘ Here a bearded "freesoiler" has been bound to the "Democratic Platform" and is restrained by presidential nominee James Buchanan and Democratic senator Lewis Cass.
- ✘ Democratic senator Stephen A. Douglas and President Franklin Pierce, also shown as tiny figures, force a black man into the giant's gaping mouth.
- ✘ The freesoiler's head rests on a platform marked "Kansas," "Cuba," and "Central America," probably referring to Democratic ambitions for the extension of slavery. In the background left is a scene of burning and pillage; on the right a dead man hangs from a tree.

<http://www.loc.gov/pictures/item/2008661578/>

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“I’M NOT TO BLAME FOR BEING WHITE, SIR” (1862)



DISCUSSION: “I’M NOT TO BLAME FOR BEING WHITE, SIR.”

- ✖ Massachusetts senator and prominent antislavery advocate Charles Sumner is attacked here.
- ✖ The artist questions his sincerity as a humanitarian as he shows him dispensing a few coins to a black child on the street, while ignoring the appeal of a ragged white urchin. The scene is witnessed by two stylishly dressed young women.

✖ <http://www.loc.gov/pictures/item/2008661643/>

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"A DREAM CAUSED BY THE PERUSAL OF MRS. H. BEECHER STOWE'S POPULAR WORK UNCLE TOM'S CABIN" (1853)



A. DREAM
Caused by the perusal of Mrs. Beecher Stowe's popular work Uncle Tom's Cabin.

J. C. FROST & C. M. HILL, PUBLISHERS, LOWELL, MASS.

Published in 1853 by J. C. Frost & C. M. Hill, Lowell, Mass.
No. 21, 1853. Price 10 Cents.

1853-1854

DISCUSSION

- ✘ An imaginative and biting satire on Harriet Beecher Stowe and her recently published antislavery novel "Uncle Tom's Cabin."
- ✘ The artist has concocted a chaotic, nightmarish vision, where armies of demons and other monsters battle in a barren, desert setting
- ✘ In the center a leering black man dressed as a Quaker holds a flag "Women of England To The Rescue."
- ✘ To the left, near the mouth of a cave marked "Underground Railway," Mrs. Stowe is pulled and harassed by demons. She holds up a book that reads, "Uncle Tom's Cabin, I Love the Blacks."
- ✘ Another woman (or perhaps Mrs. Stowe again) rides in a parade of demons on the right. In the distance, several monsters feed copies of "Uncle Tom's Cabin" to a blazing fire.

<http://www.loc.gov/pictures/item/2004665375/>

ASSIGNMENT 4: CHAPTERS 7&8

Chapter 7

1. How did Mrs. Auld change and why did she change?
2. What plan did Frederick adopt to learn how to read now that Mrs. Auld was no longer teaching him?
3. Why is it ironic that he bribed the little white boys to teach him to read? (English)
4. What irony does Frederick find in this statement: “It is almost an unpardonable offence to teach slaves to read in this Christian country.” (p. 54)? *
5. What did Frederick learn from the book “The Columbian Orator”?
6. How does Master Auld’s prediction about Frederick and learning come true?
7. How does Frederick learn the meanings of the words abolition and abolitionist?
8. What do the two Irishmen encourage him to do? Why does he not trust them?
9. How does Frederick learn to write?
10. How does he trick the white boys into teaching him new letters?

ASSIGNMENT 4: CHAPTERS 7&8

Chapter 8

1. Why was Frederick forced to return to the plantation after the death of his master?
2. How was the value of the master's property determined? How were the slaves valued?
3. Why was the division of property between Mistress Lucretia and Master Andrew so horrifying to the slaves?
4. What happened to Frederick's grandmother after the deaths of Lucretia and Andrew? How does this anecdote help explain the value of slaves? How are slaves valued when compared to livestock? [The ironic comparison of slaves to livestock is a continuous theme of the narrative.]
5. Who owns Frederick by the end of chapter eight?
6. Why is Frederick forced to leave Baltimore?