

## **Political Cartoons – Class Discussion and Mini-Reports materials:**

### **Instructions for the Teacher:**

**Print the following materials for student and distribute to students :**

- copies of the “Terms of the Treaties” (see below)
- copies of the two Political Cartoons (see below)
- copies of “Looking at Cartoons” (see below)

### **Procedure:**

Distribute the *Terms of Treaties* and *Looking at Cartoons* sheets and the two political cartoons. Allow students time to examine the two political cartoons. Lead a discussion focusing on analyzing the two political cartoons using the *Terms of Treaties* and *Looking at Cartoons* sheets. Compare the cartoonists’ viewpoints and the political climate. Have students write mini-reports on the history of the Panama Canal.

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## **Terms of the Treaties**

### **Terms of the TREATY CONCERNING THE PERMANENT NEUTRALITY AND OPERATION OF THE PANAMA CANAL (commonly called the Neutrality Treaty)**

- The U.S. retains the permanent right to defend the canal from any threat that might interfere with its continued neutral service to ships of all nations;
- The U.S. does not have the right to intervene in the internal affairs of Panama;
- Panama and the U.S., acting alone or jointly, may defend the canal against any threat and defend the peaceful transit of vessels through it;
- Both U.S. and Panamanian warships entering the canal may go to the head of the line if necessary.

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### **Terms of the PANAMA CANAL TREATY**

- The Canal Zone, as an entity, ceases to exist, October 1, 1979;
- The U.S. retains primary responsibility for canal operations and defense until the year 2000;
- Until 2000, Panama assumes greater degrees of participation in canal operation;
- After 2000, Panama assumes full responsibility for canal operations and becomes primarily responsible for its defense.

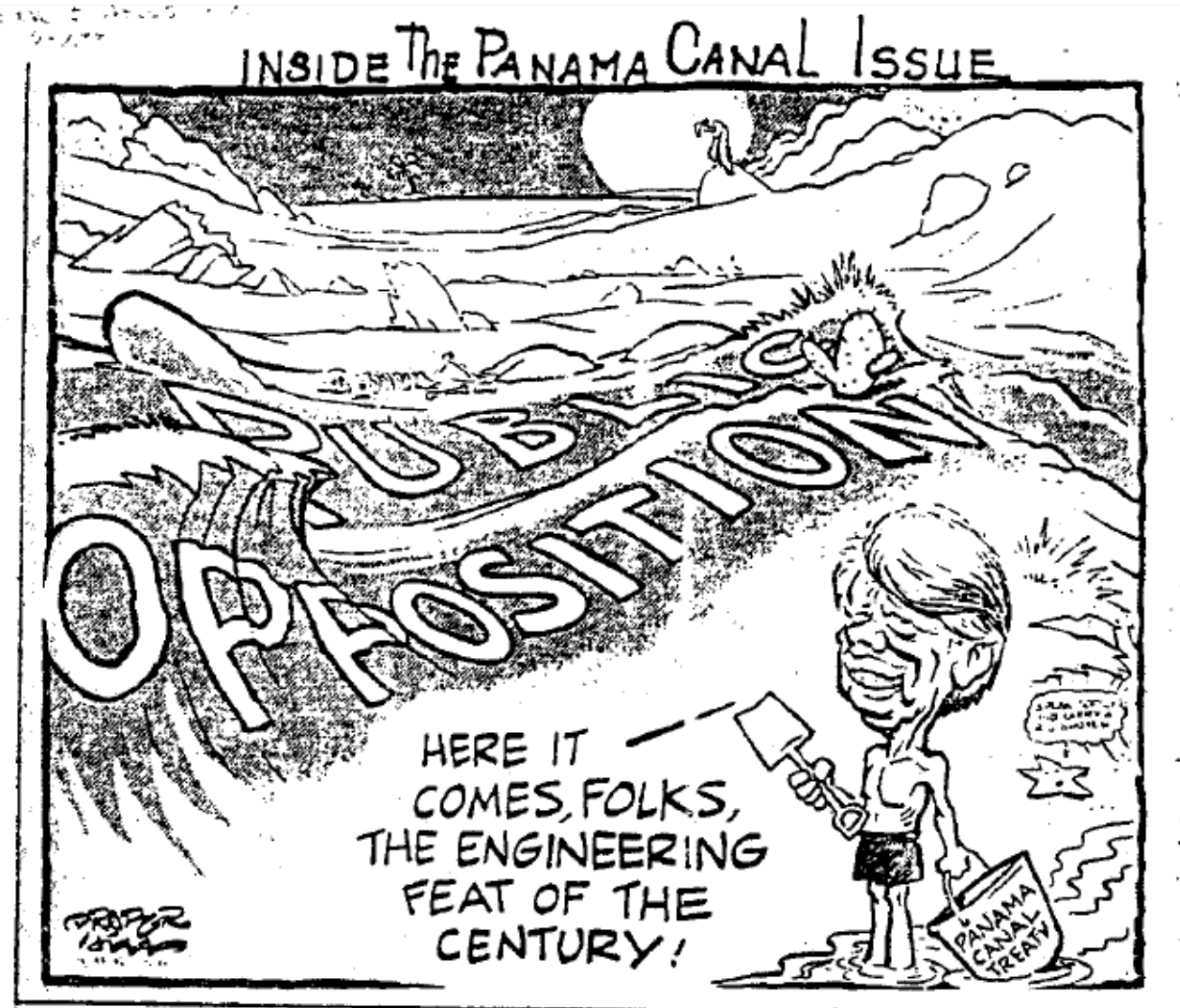
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## **Looking at Cartoons**

- 1.**
  - a. List the people and/or objects in the cartoon.
  - b. Identify the cartoon caption and/or title.
  - c. Record any important dates or numbers that appear in the cartoon.
  
- 2.**
  - a. Which objects in the cartoon are symbols? What do they mean?
  - b. Which words or phrases are the most important? Why do you think so?
  
- 3.**
  - a. Describe the action in the cartoon.
  - b. How do the words relate to the symbols in the cartoon?
  - c. What is the cartoon expressing?
  - d. Who would agree or disagree with the cartoon's message?

\*Adapted from worksheets designed and developed by the staff of the Education Branch, Office of Public Programs, National Archives, Washington, D.C. 20408

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Document 10

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