

# INSTRUCTIONAL STRATEGIES



## T.A.C.O.S.

T.A.C.O.S. provides an organized strategy to analyze political cartoons in order to determine the meaning and message that the artist is conveying. By using T.A.C.O.S., students break down each part of a political cartoon, and by the end of the strategy, they will be able to construct meaning of the cartoon. This strategy can be used at the beginning of a lesson to engage learners or at the end to assess understanding of a topic.

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## T.A.C.O.S.

### Summary

The T.A.C.O.S. strategy enables students to break down each part of a political cartoon systematically in order to construct meaning.

### Procedure

1. Provide students with a relevant political cartoon. Explain to students that political cartoons are typically used to convey an opinion or provide commentary about a topic.
2. Write the T.A.C.O.S. acronym on the board or provide a handout that lists the meaning of each letter.
3. Students will write **TACOS** vertically on a piece of notebook paper and use each letter to analyze the cartoon.
4. **T** is for time and place. Have students narrow down the time period of the cartoon. They can estimate a range of years. Have students use the images to determine the region of the cartoon, if relevant.
5. **A** is for action. Have students explain what is happening in the cartoon.
6. **C** is for caption. Have students write the caption in the cartoon, if one is available.
7. **O** is for objects. Have students write down important objects/symbols/colors used in the cartoon.
8. **S** is for summary. After completing steps 4-7, have students write one sentence summarizing the meaning of the cartoon.

<https://www.eduscapes.com/sessions/ssinquiry/2.htm>