

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>What's the Point?</i>	Correlation to Framework LAR 04.01/ 04.03;/04.04	Lesson Number 34
<p>Objectives/Learner Outcomes</p> <p>At the end of the lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify the components (details) of a political cartoon • Combine the components (details) of a political cartoon to identify the unstated main idea/central point • Formulate the unstated main idea/central point of a political cartoon • Identify the details of a reading passage • Combine the details of a reading passage to identify the unstated main idea/central point of a reading passage • Formulate the unstated main idea/central point of a reading passage • Summarize the unstated main idea/central point of a political cartoon • Summarize the unstated main idea/central point of a reading passage • Complete a graphic organizer with the details and unstated main idea/central point of a political cartoon • Complete a graphic organizer with the details and unstated main idea/central point of a reading passage 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Overhead projector and screen • Political cartoons from newspapers on transparencies • Paper and pencils • Handout – <i>The Herringbone Graphic Organizer</i> 	
<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Identify a stated main idea in a reading passage • Identify a topic sentence in a reading passage • Explain what function details serve in a reading passage 		<p>Key Words</p> <ul style="list-style-type: none"> • Unstated main idea • Unstated central point • Graphic organizer 	

Anticipatory Set/Introduction

Say: Since political cartoons are included on the Social Studies part of the GED Test, they can be valuable tools to help you learn about unstated main ideas. Let's first review what a stated main idea is before we begin. A stated main idea is the author's position stated in a single sentence that is called the topic sentence. It is the general sentence in the paragraph that expresses the point. The topic sentence often is the first sentence of the paragraph. However, it may also be located in the middle or at the end of the paragraph. The details of the paragraph are the remaining sentences that provide reasons, descriptions, examples, causes, or facts that support the main idea.

Today, we will be working with unstated main ideas and central points. This means that the main idea or central point of a passage is not in a sentence that is found in the passage. The unstated main idea is determined by the details in the passage. Again, we will be looking closely at the details so that we can determine the main idea or central point. We will then be using political cartoons to practice the strategy. We will also be using a graphic organizer to plot the details and the unstated main idea.

Ask: Does anyone know what a political cartoon is? (Show an example on the overhead projector). Discuss the appearance of the cartoon and the placement of the cartoon in the newspaper. Discuss current events that may have lead to the cartoon being drawn and opinions about the events.

Say: A political cartoon expresses the opinion of the cartoonist about a political or social issue. The cartoons are found in the editorial section of the newspaper, which is the opinion part of the paper. Often, political cartoons exaggerate a feature of the person being portrayed. (Show a cartoon of President George Bush). Political symbols often appear in the cartoons as well.

Use the following examples:

- The donkey represents the Democratic party
- The elephant represents the Republican party
- A dove represents peace
- A hawk represents war
- Uncle Sam represents the United States

Say: Now let's look at some examples of cartoons to determine the unstated main idea by inspecting the details. The strategy that you will learn to use will help you to determine the unstated main idea of any reading passage. The technique is the same for cartoons as it is for other types of reading materials.

Preview Questions for Lesson

1. What is a political cartoon?
2. Where is the political cartoon found in the newspaper?
3. Why does the cartoonist often exaggerate the features of the political person he/she is drawing?
4. How would you define details that are found in a passage?
5. How would you define the term "main idea?"

Instructional Outline

Say: Political cartoons are going to be on the Social Studies part of the GED Test. By closely looking at the details of a political cartoon, you can interpret what point the cartoonist was trying to make. Sometimes the details are subtle, but you can put them all together and determine the main idea or point of the cartoon. This same strategy can be used when determining the unstated main idea of a reading passage. The details of the reading passage can also be put together to determine the point of the passage or the main idea.

Place an example of a political cartoon on the overhead projector.

Ask: What are the details in this cartoon? What is the cartoonist trying to say?

Discuss:

- How do the details of the cartoon relate to one another?
- How can the details be put together to determine the point or main idea of the cartoon?
- How can the details become clues to what the cartoonist is trying to depict?

Hand out the example of the **Herringbone Graphic Organizer**.

Say: Now, let's fill in the details and main idea on this organizer.

Place another example of a political cartoon on the overhead projector.

Say: Draw another **Herringbone Graphic Organizer** on your paper. Look at the cartoon and fill in the details. Now, determine what the main idea or point is of the cartoon. Use the details to help you figure this out.

Discuss the political cartoon. Place another cartoon on the overhead projector and repeat the instructions.

Process/Activities

Have students complete several **Herringbone Graphic Organizers**. Reinforce the strategy of using the details to determine the main idea or point of the cartoon each time a new cartoon is used. Next, use a passage from a textbook to model the transference of the strategy to text. Explain to the students that the same process that they have just used with cartoons can also be used with reading passages. Guide the students as they complete a **Herringbone Graphic Organizer** for a reading passage. Use different content areas so that students can practice using this strategy in different academic areas.

Product/Evaluation/Summary

Observe the students completing the graphic organizers. Reinforce and summarize the importance of first locating the details in a passage in order to determine the unstated main idea or point. Have the students summarize the use of the **Herringbone Graphic Organizer** to plot the details and main idea.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Use transparencies to visually show cartoon examples as well as reading passages. Use sticky arrows to point out the details in the examples on the transparencies.	Verbalize the instructions as you model the strategy for determining the unstated main idea through the related details.	Instruct the students to fill in the graphic organizer as you model the strategy.
Special Differentiation Strategies	Use the words that visual learners understand to guide them through the different steps of the lesson. These words include <i>see</i> and <i>look</i> .	Verbalize the steps as you work through the lesson. You may wish to have students state the steps after you.	Make copies of the transparencies and give a copy of each one to the kinesthetic learners. Have them point to the details as you talk about each of them.
Evaluation	Ask visual learners to indicate if they are able to see the relationship between the details and the main idea. Allow them to write their answers.	Allow auditory learners to tell you the answers as they work through the lesson.	Check the graphic organizers of the kinesthetic learners to see if they have placed the details on the correct lines.
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
Have students share the <i>Herringbone Graphic Organizer</i> with the children in the family. They should take a short paragraph from a children's book and look for the details and the main idea. With their child, they can then plot the details and the main idea on the organizer. Students may wish to share their experiences with the class.		Highlight the key words in the cartoons or reading passages. Provide written definitions of any new words in the lesson for the students to review before beginning the topic. Allow students to work in small groups when completing the graphic organizer.	

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The Herringbone

