

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.06	Lesson Number - 22
<p>Activity Title - What's So Funny?</p> <p>Goal/Objective</p> <p>To increase students' awareness of and ability to interpret information and opinion from editorial cartoons.</p> <p>Lesson Outline Introduction</p> <p>Show several Peanuts cartoon strips and discuss them with the students. Help students interpret (pull out) meaning from them.</p> <p>Activity</p> <p>Transfer knowledge and skills from cartoon strips to editorial cartoons. Show students a current editorial cartoon. Through asking specific questions about the cartoon, have the students analyze the cartoon's symbolism, the author's tone and point-of-view, and the cartoon's general message.</p> <p>Pair students in the class. Have each pair of students select an editorial cartoon. Have them develop questions about the cartoon. When they are done, have them pass the cartoon and questions to a different group of students. When all groups have finished answering their questions, have them share the results with the class. The developers of the questions will act as the "cartoon expert."</p> <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by asking students the following questions:</p> <ul style="list-style-type: none"> • Did you answer all of the questions? • Were there other questions that you thought should have been asked? • Can you summarize the cartoon's message in a phrase or sentence? What would it be? 			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Assorted editorial cartoons (laminated), newspapers with different editorial cartoons, or a book of editorial cartoons for the students to use • Peanuts cartoon strips (cut apart and laminated) • Paper and pencils.
<p>Real-Life Connection</p> <p>Political climate is often satirized in the newspaper. Have students identify a current topic in the media. For a week, cut out editorial cartoons and editorial comments regarding the topic. Have students compare and contrast the differing viewpoints. Ask them how these different viewpoints might affect what they think or feel about a certain topic.</p>			<p>Extension Activity</p> <p>Have students draw their own editorial cartoons about a particular personal view and share them with the class.</p> <p>ESE/ESOL Accommodations</p> <p>Have students work in pairs or small groups.</p> <p>Provide a listing of common symbols used in editorial cartoons, i.e.. A donkey for Democrats, an elephant for Republicans, eagle for freedom, etc.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - What's So Funny?

Introduction

Show students a couple of Peanuts cartoons. *Say:* Today, we are going to discuss what these cartoons really mean. Let's see if we can figure out what is so funny about Peanuts.

Have the students summarize the "punch-line" of the cartoon. You may wish to ask them about certain elements in the cartoon, such as: What does Linus's blanket represent? (security) How would you describe Lucy's tone? What is Charlie Brown's dream?, etc.

Say: Finding out what's funny in a Peanuts cartoon seems fairly easy. The techniques that you have just used with the Peanuts cartoon will be the same ones that you will use when answering questions regarding editorial cartoons. You will be simply moving from familiar ground (cartoons) to less familiar ground (editorial cartoons).

Main Activity

Say: Please select a partner for this activity. Each of you will select an editorial cartoon. Your task is to write questions about the cartoon. You may wish to ask questions about the cartoonist's point-of-view or tone, the cartoon's main idea, symbolism used in the cartoon, etc. When you have finished, you and your partner will exchange your cartoon and questions with another group. Answer the questions on the new cartoon. When everyone is done, we will share our new cartoon and the answers to the questions with the class.

Have students share their cartoons and their answers with the class.

Closure/Conclusion

After each group has shared, ask the following questions:

- Did you answer all of the questions?
- Were there some questions that you thought should have been asked?
- What was the easiest question to answer? The most difficult?

Follow-Up Lessons/Activities

Have students draw their own editorial cartoons about a current topic or a personal belief and share them with the class. You may also wish to have students identify a current event and locate cartoons in different magazines and newspapers that present different points-of-view.