

| Area/Skill - Social Studies | Cognitive Skill Level - Analysis | Correlation to Framework - 02.06 | Lesson Number - 32 |
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| <p>Activity Title - Weighty Matters</p> <p>Goal/Objective</p> <p>To analyze an editorial cartoon.</p> <p>Lesson Outline Introduction</p> <p>Cartoonists send messages to readers through caricatures, signs, and words. Readers may or may not agree, but editorial or political cartoons are often a lasting symbol of the times in which they were drawn.</p> <p>Activity</p> <p>Provide the class with copies of a current editorial cartoon. Discuss the different components of the cartoon, including the symbolism that may be included. Analyze what each element or symbol contributes to the cartoonist's message to the reader. Reinforce that a cartoon shows only one person's opinion.</p> <p>Have the students write a short paragraph explaining the cartoon's meaning and the cartoonist's point-of-view.</p> <p>Debriefing/Evaluation Activity</p> <p>Provide students with copies of different newspapers or have them use the Internet to locate cartoons about the same topic but with differing viewpoints. Have the students share their findings with the class.</p> | | | <p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Sample editorial cartoons • Newspapers • Paper and pencils • Internet access • Chart paper/board and markers |
| <p>Real-Life Connection</p> <p>Newspaper editorials and cartoons support the opinion of the person who created them. Discuss how these media items can influence one in his/her daily life.</p> | | | <p>Extension Activity</p> <p>Have students research the 2000 Election controversy by locating editorial cartoons on the Internet. Post the cartoons in the room and discuss the differing viewpoints. Ensure that all sides of the controversy are displayed.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with a list of common symbols and their meanings.</p> <p>Identify the basic subject matter for each cartoon used before the student is asked to analyze the cartoonist's point-of-view.</p> <p>Have students work in small groups to increase discussion and improve understanding.</p> |

GED 2002 Teachers' Handbook of Lesson Plans - Script

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| <p data-bbox="58 215 514 245">Activity Title - Weighty Matters</p> <p data-bbox="58 277 235 306">Introduction</p> <p data-bbox="58 345 2022 410"><i>Say:</i> Editorial cartoons have been a part of our history for centuries. During the famous Lincoln/Douglas debates, editorial cartoons provided the public with very specific points-of-view - dependent on the cartoonist, that is.</p> <p data-bbox="58 446 243 475">Main Activity</p> <p data-bbox="58 511 1667 540">Hand out copies of a current political cartoon. <i>Ask:</i> What is the subject or topic of this cartoon? How did you know the topic?</p> <p data-bbox="58 576 2022 641">Discuss the different components of the cartoons, such as the symbols that may be included, the tone of the cartoon, the manner in which the figures are drawn, facial expressions, etc.</p> <p data-bbox="58 677 1661 706"><i>Ask:</i> What does each of these elements contribute to the cartoonist's message? What is the cartoonist's point-of-view? Tone?</p> <p data-bbox="58 742 2022 807"><i>Say:</i> Using either the Internet or the newspapers in the classroom, find an editorial cartoon about the same topic that provides a different point-of-view. When you have found a cartoon, either print it out or cut it from the newspaper and place it on the board.</p> <p data-bbox="58 842 1890 872">When the group has located different cartoons, discuss how different viewpoints can impact one's own opinion about a topic, event, or person.</p> <p data-bbox="58 907 340 937">Closure/Conclusion</p> <p data-bbox="58 976 1980 1073"><i>Say:</i> We have looked at many different viewpoints on the same topic. <i>Ask:</i> What is your viewpoint and why? Write a short paragraph that states your own personal viewpoint on this particular topic. Remember, this is your personal opinion. There is no right or wrong answer. Support your viewpoint with two to three reasons for why you think the way you do. When you have finished, be prepared to share your ideas with the class.</p> <p data-bbox="58 1109 2022 1174">Close the lesson by briefly reviewing the reason for editorial cartoons and the need for individuals to be conscious of the messages that are projected by a person's opinion.</p> <p data-bbox="58 1209 470 1239">Follow-Up Lessons/Activities</p> <p data-bbox="58 1274 1974 1339">Have students bring in an "editorial cartoon of the week" from which to discuss current events and opinions regarding the event. Ensure that various points-of-view are included for each event or topic.</p> | | | |