

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>Do You Agree?</i>	Correlation to Framework 02.06, 02.07, 02.08, 02.10	Lesson Number 40
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Recognize bias in a political cartoon • Evaluate how the media uses both positive and/or negative political cartoons • Assess the influence a political cartoon can have on a person 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Political cartoons from newspapers, magazines, etc., pertaining to the amendments in the Bill of Rights • Internet Resources <ul style="list-style-type: none"> ◦ Founding.com – A User's Guide to the Declaration of Independence http://www.founding.com (Background information) ◦ NARA – The National Archives Experience http://www.archives.gov/national_archives_experience/bill_of_rights.html ◦ Truman Presidential Library http://www.trumanlibrary.org/whistlestop/study_collections/1948campaign/large/docs/political_cartoons/littlelies.htm ◦ Political Humor (About.com) http://politicalhumor.about.com/comedy/politicalhumor/ ◦ First Amendment Center http://www.firstamendmentcenter.org/ ◦ In-Toon.com http://www.intoon.com/ ◦ Daryl Cagle's Professional Cartoonists Home Page http://www.cagle.com 	

<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none">• Form an opinion about one of the amendments in the Bill of Rights• Express why this one amendment in the Bill of Rights is necessary or important to him/her• Recognize a political cartoon	<p>Key Words</p> <ul style="list-style-type: none">• Political cartoon• Bill of Rights• Amendment• Bias• Satire• Caption• Analyze• Opinion• Editorial
<p>Anticipatory Set/Introduction</p> <p>To introduce the lesson,</p> <p>Ask: How many of the amendments to the Constitution that comprise the Bill of Rights do you know? Write them down.</p> <p>Ask: Do you think the amendments that comprise the Bill of Rights still influence us today? How? Discuss.</p>	
<p>Preview Questions for Lesson</p> <ol style="list-style-type: none">1. What do you know about the Bill of Rights?2. Are you influenced by what you see, hear, or read in the media? How?3. Do you look at political cartoons?4. How do political cartoons impact the observer?	

Instructional Outline

Elicit a discussion about the Bill of Rights (*freedom of religion, right to bear arms, right to privacy, security from unreasonable searches and seizures, right of due process of law, right to a fair trial, trial by jury, fair bail for punishment, rights retained by the people, rights reserved to states and the people*) and how we still use the Bill of Rights.

Ask: Which one of the Bill Of Rights do you think is the most important? Why? How did you come to that conclusion? Did you see, hear or read anything that helped you come to that conclusion?

Ask: What is satire? (*a literary work that shows ridicule or scorn*) Is satire always biased? (*Bias is a highly personal opinion or judgment about someone or something that is based on unreasoned interpretation of evidence that can be either positive or negative.*) Can bias be shown in a cartoon as well as other forms of communication?

Ask: Why is it important to recognize something that is biased? (*A person's bias is always based on distortion. It is important to be able to recognize something that is biased in order to accurately judge the reliability of what you see, hear or read.*) Show several political cartoons.

Ask: Where do you usually find political cartoons? (*The editorial page*) Discuss the relationship between a political cartoon, satire, and bias.

Process/Activities

Divide the class into small groups. Explain that each group will order the Bill of Rights from 1-10 as to how important each is to the group. Next, explain that the groups will find a political cartoon that represents one of their top 3 choices. (Students can use either a collection of political cartoons that the instructor has collected for the assignment, or the students can use the Internet or newspapers to find an appropriate political cartoon for their assignment.)

In their group, students will answer the following questions: What is the cartoon about? Which amendment in the Bill of Rights does the cartoon represent? The group will then:

- Evaluate what each part of the carton represents – symbol, person, words, action, etc.
- Decide whether they agree or disagree with the viewpoint of the political cartoon and the possible influence the cartoon could have
- Come to a decision about how looking at a political cartoon could have more influence on people than reading about the subject in an editorial

Product/Evaluation/Summary

Groups will present to the class their political cartoon with a brief explanation that includes the following types of information:

- Students will be able to discuss what the cartoon is about, which amendment in the Bill of Rights it represents, and what is taking place in the cartoon.
- Students will be able to analyze what needs to be known in order to understand the cartoon. (Who is in the cartoon? Where does it take place? What specific words need to be known?)
- Students will be able to state whether they agree or disagree with the political cartoon.
- Students will be able to identify why a political cartoon is used in a particular instance.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	View different political cartoons from a variety of sources that are connected with the Bill of Rights.	Debate about the pros and cons of a political cartoon representing one of the amendments contained in the Bill of Rights.	Have the student draw a political cartoon that represents his/her feelings about one of the amendments in the Bill of Rights.
Special Differentiation Strategies	Use an overhead to show different political cartoons. Let students visually evaluate a good representation of an issue regarding the Bill of Rights.	Ask students if the reasons given by the groups debating for or against a political cartoon have made them change their mind.	Show the different types of drawings that can be called a political cartoon.
Evaluation	Have students choose the political cartoon which shows an issue that is important to them. Have them explain why this issue is important.	Allow students to present their opinions orally focusing on how they analyzed and evaluated the political cartoon and why the issue is important.	Have students show how a symbol, a caption, and/or a conversation bubble or phrase can depict one issue with the Bill of Rights.
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
Students need to be aware that the media may or may not distort facts or publish the opinions of others. Students need to share with their children that the media can be quite persuasive, but by evaluating what the individual believes and comparing it to known facts, one can more accurately judge the dependability of what one sees, hears, or reads.		Provide only specific political cartoons that will be evaluated in class. Students need to work in small groups. Additional time will be needed to discuss vocabulary as it pertains to the meaning of the cartoons, as well as any background knowledge that will be needed for understanding.	