

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - Social Studies 02.05	Lesson Number - 07
<p>Activity Title - Funny or Not - Your Opinion</p> <p>Goal/Objective</p> <p>To interpret the meaning of a political cartoon and make an evaluative judgment as to the meaning behind that cartoon.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Politics can be a very interesting and controversial subject. People in our society have many different political views on subjects that range from local, state, national and even to the world happenings. Many of these are subjects that touch our every day lives.</p> <p>Activity</p> <p>Discuss with students what a political cartoon is and for what reasons a political cartoon may be drawn. Use current political cartoons for students to use in large and small group settings. You may wish to use cartoons that use topics familiar to your students, i.e. current music figures, current events, local situations, etc. Begin by having the entire class look at cartoons. Have the students analyze the cartoons for the topic and what is humorous about the cartoon. Have students divide into small groups of 4-6. Have each group look at the same cartoons and discuss what makes the cartoon humorous and what topic the cartoon is examining. Have the students write a short evaluative paragraph about the cartoon and present their evaluation to the class.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss what possible influences a political cartoon could have on their lives. Discuss why it would be important for a person to know the intent behind the cartoon and what kind of message that brings to an individual.</p> <p>Real-Life Connection</p> <p>Have students think about what is going on in local politics and visualize how it might look if a political cartoon was drawn about it. Students may wish to draw their own political cartoon or locate cartoons that express their opinions. Have the students share their ideas with the class.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Political cartoons • Cartoons from the funny pages • Paper and pencils • Cartoons or activities from such Internet sites as: Cagle.com - http://www.cagle.com/ or Political Cartoons.com - http://www.politicalcartoons.com <p>Extension Activity</p> <p>Political Cartoon of the Day - Begin each class period with a political cartoon. Have students express the meaning of the cartoon in one sentence. You may wish to use some of the games and activities available through the Cagle.com site.</p> <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Ask an ESL student to bring in a political cartoon in his/her language if possible to share with the class. • Provide students with pertinent background historic information. • Use visual information to reinforce what is discussed orally. • Begin the discussion of political cartoons by using cartoons from the funny pages. 	

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.05	Lesson Number - 07
-----------------------------	----------------------------------	----------------------------------	--------------------

Activity Title - **Funny or Not ... Your Opinion**

Introduction

Ask: Does anyone read the funny papers the first thing every day or on Sunday morning? How many of you turn to the political cartoons next? How many of you have ever read a political cartoon? Answers will vary. *Ask:* What is a political cartoon? Answers should include the fact that it has some political overtones about an important happening within a community or within the country or world.

Main Activity

Ask: What are some reasons that a person draws a political cartoon? Answers should contain things like political cartoons pay tribute to someone or something or they contain a personal criticism of the subject. *Say:* Today, we are going to look at some political cartoons and decide within our groups what the intent of the cartoonist. Political cartoons have played a major role in recording historic events. The cartoons that we are going to look at today may some day record important happenings for future generations.

Show students some political cartoons dealing with subjects they are familiar. Examples may be cartoons about the Grammy Awards or a well-known person such as a major sports figure or a musician. Have the students identify what the cartoon is poking fun at or if it is paying tribute to something. *Ask:* Do you agree with the cartoonist's opinion? You may wish to have numerous cartoons on the same topic that show different opinions.

Have the students divide into groups of 3-4. Give each group different cartoons to discuss. *Say:* Write down what the cartoon is about and what the cartoonist's attitude is towards the person or the event. Once you have analyzed the cartoon, share your conclusions with the class.

Closure/Conclusion

Ask: How might knowing the intent behind a political cartoon cause you to view the political issue differently? Do you think that understanding different viewpoints from political cartoons will make you change your mind about a particular political issue? Discuss the student's answers.

Follow-Up Lessons/Activities

Have students brainstorm and list political issues that are happening in their community. From this list, have students draw their own cartoons depicting the political issue and share them with the class. If students prefer, they may locate cartoons in their local newspapers that depict community happenings and share those with the class.