

Social Studies: Editorial Cartoons Lesson Plan
Health care Bridge Curriculum – College of Lake County

This lesson can be used in conjunction with a current events newspaper articles on Health care.

GED Skill Sets (Language Arts: Reading and Social Studies) :

- Knowledge: Acquire basic concepts and the be able to recall information
- Comprehension: Explain and interpret by paraphrasing or restating in own words
- Application: Transfer understanding of concepts or principles from one context to another
- Analysis: Examine content to identify, classify or distinguish elements in reading materials or graphs; clarify relationships among ideas and recognize patterns
- Synthesis: Combine many elements to form a new whole

ESL Content Standards:

- AE.S2: Use paraphrasing and elaboration to clarify meaning
- AE.R1: Read a variety of materials (e.g., newspapers, memos, stories on familiar and unfamiliar topics
- AE.R3: Interpret charts, tables, graphs, and other non-prose information
- AE.R5: Summarize the main ideas and supporting details in reading materials

Overall Goal:

Topics regarding current day and historical events are presented in a variety of graphical contexts. Editorial cartoons are one way in which symbols and pictures are used to present the author's (cartoonist's) point of view about an editorial event or issue.

The goal of the lesson is twofold:

- To teach students techniques and strategies for analyzing visual media, editorial cartoons, in the context of applying critical reading skills and
- To broaden students' awareness and understanding of current events and editorial opinions, both domestic and global.

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Objective:

Through the use of editorial cartoons, students will engage in using both critical thinking and graphic literacy skills to

- apply previous knowledge and/or observations regarding information,
- analyze editorial cartoons by using the artistic techniques and evidence from the cartoon to support their interpretations,
- summarize information regarding historical and current editorial events or topics,
- develop critical questions to explore the techniques used in editorial cartoons and how these techniques impact a cartoon's message,
- identify and explain the artistic techniques used in editorial cartoons,
- predict next steps and draw conclusion and
- recognize subjectivity of cartoonist's message.

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Major Skill Focus Minor skill focus

The major skill focus is on reading comprehension and critical thinking. All three levels of comprehension are developed using editorial cartoons.

- Literal comprehension
 - Students will be required to conduct two types of tasks to further develop their literal comprehension skills: recognition tasks and recall tasks.
 - They will perform recognition tasks to identify the main points in the reading selection or in exercises that use the explicit content of the reading selection.
 - In addition, students will be required to perform recall task in which they will produce from memory explicit statements from the editorial cartoons. Such tasks will take place in the form of questions that the instructor will pose to students after reading the editorial cartoons.

- Inferred Comprehension
 - Students will demonstrate their inferential abilities. They will be required to use their personal knowledge, intuition, and imagination as a basis for their guesses, predictions, conjectures or inferences. Through the instructor's questioning the students will need to use higher level thinking and their imagination.

- Applied
 - Students will learn to make judgments about the content of the graphic media by comparing it with information provided by the instructor and cartoonist on the subject, or with their own experience, knowledge, or values related to the subject.
 - Evaluation and the application of information will require students to make judgments about the content of their readings based on accuracy, acceptability, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, and probability of occurrence.

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Minor Skill Focus

The following skills will also be focused on:

- Oral communications skills through group discussion and presentations
- Writing skills with grammar and mechanics integrated through developing essays
- Applied critical thinking skills through developing solutions to the problems or issues present
- Development of vocabulary specific to reading comprehension and health care context clues
- Predicting outcomes and developing hypotheses
- Identifying cause and effect relationships regarding the current event
- Analyzing, interpreting and evaluating graphic media

General new vocabulary:

Editorial	An article that states an opinion or giving a perspective
Cartoon	A humorous or satirical drawing
Editorial Cartoon	A cartoon generally found in the editorial section, not comics. It uses humor or satire to express an opinion or perspective. They are used to convey information, entertain and/or persuade the reader.
Sarcasm	Sharply mocking or ironic remark
Symbolism	Cartoonists use simple objects, or symbols , to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object.
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's

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	main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point clearly.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Medical terminology in the lesson:

- The medical terminology introduced will be dependent on the vocabulary used in the context of the health care/medical cartoons.

Materials needed:

- Overheads of four to six editorial cartoons focused on past and current health care issues.
- Computer access to internet site with search capabilities to locate current health care editorial cartoons (optional)

Handouts:

- Cartoon Analysis Worksheet
- Health care Focused Editorial Cartoons (4-6)

Estimated time for lesson: 3 Hours

Directions:

Begin with asking students their definition of the methods used to convey current events; internet, editorials, news shows, talk radio. Discuss what each of these channels has in common (conveys a particular view of the current event with the objective being to share their views, thoughts and opinions and/or persuade the audience to agree with the author.

- Determine background knowledge about editorial cartoons.
 - Ask if anyone has ever seen or read an editorial cartoon.
 - Brainstorm a list of major current events.
 - Contribute to the list, especially if health care issues have not been mentioned.

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Activity 1 (30 minutes)

Use the Instructor Guide to discuss an editorial cartoon that has a health care focus. (See attachment)

Editorial Cartoons Instructor Discussion Guidelines

	Brainstorm the meaning of the following terms.
Editorial	<ol style="list-style-type: none"> 1. What does editorial mean? <ol style="list-style-type: none"> a. An article that states an opinion or perspective 2. What in the newspaper is considered to be an editorial? 3. What are the characteristics of editorial pieces? 4. Where else besides newspapers can you find editorial pieces?
Cartoon	<ol style="list-style-type: none"> 1. Do cartoons in the “comics” section of newspapers offer editorial perspectives on current events? 2. What comic strips seem to be more editorial cartoons than comics?
Humor	<ol style="list-style-type: none"> 1. Are editorial cartoons funny? 2. How is the humor in an editorial cartoon different than the humor in a comic strip?
Irony	<ol style="list-style-type: none"> 1. What does irony mean? <ol style="list-style-type: none"> a. Using words to convey the opposite of their literal meaning
Sarcasm	<ol style="list-style-type: none"> 1. What does sarcasm mean? <ol style="list-style-type: none"> a. A sharply mocking or ironic remark intended to hurt
Propaganda	<ol style="list-style-type: none"> 1. What is propaganda? <ol style="list-style-type: none"> a. The systematic sharing of an opinion or doctrine

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Activity #2 (45 minutes)

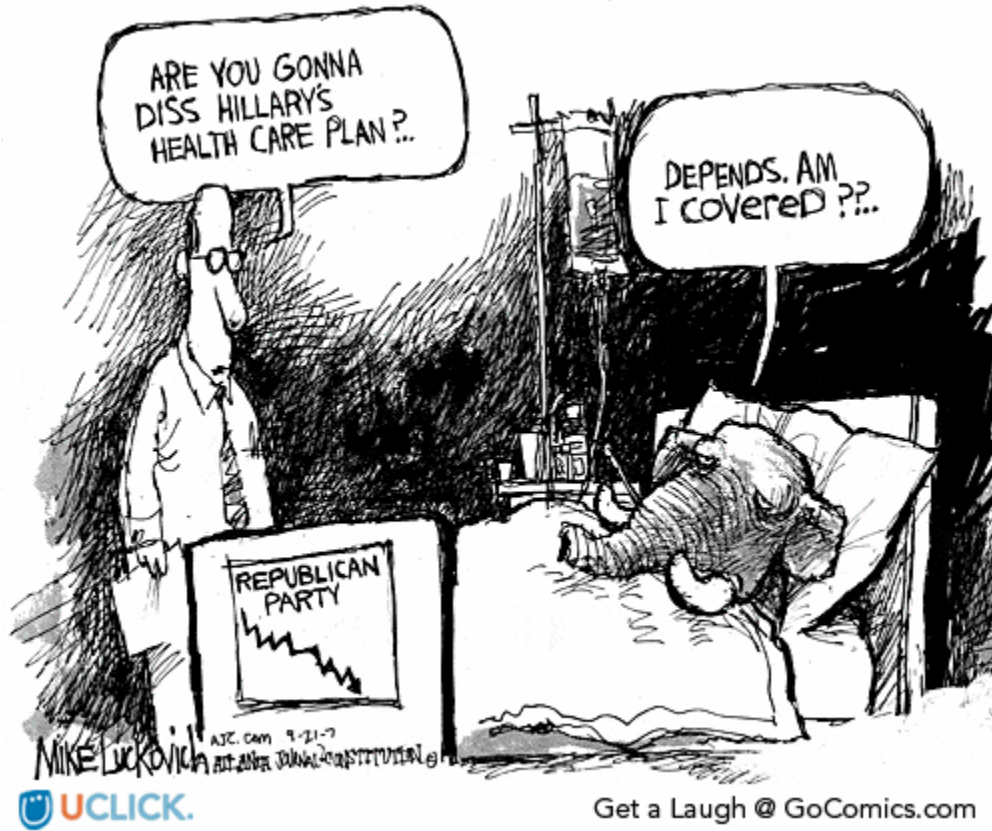
Using the following editorial cartoons or similar cartoons that focuses on an important health care issue, walk the class through an analysis of the cartoon.

Matt Davies for July 03, 2001 from www.gocomics.com



Mike Luckovich

Friday, September 21, 2007



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Editorial Cartoon Analysis

Adapted from: U.S. National Archives & Records Administration
 8601 Adelphi Road, College Park, MD, 20740-6001, • 1-86-NARA-NARA • 1-866-272-6272

	Place an editorial cartoon on the overhead, projector (from internet) or pass out hard copies to class.
Purpose	1. What is the purpose of this editorial cartoon: to inform, entertain or persuade?
Event	1. What specific event is the cartoon referring to? a. What are the major health care issues that are being referred to?
Visuals	1. List the objects or people you see in the cartoon. a. Identify specific health care positions, locations, tools, etc. 2. What symbols (Uncle Sam, Donkey, Dollar Sign, Greed, TV/Media, Statues, Locations, include those specific to health care) are used in the cartoon? 3. What do the symbols mean?
Message	1. Identify the cartoon caption and /or title. 2. Read the words or phrases used. (Are any specific to health care?) 3. Note any important dates or numbers in the cartoon. 4. Note any adjectives that describe the emotions portrayed. 5. Describe any actions taking place in the cartoon. 6. What is the main idea of the cartoon? 7. What does the cartoonist want us to understand? 8. What is he/she implying? 9. What can we infer based on the cartoonist’s clues, our own experiences, and logic? 10. What is the cartoonist’s bias?
Facts	1. What can you identify as facts within the cartoon? 2. What are the visual details of the cartoon?
Opinions	1. What opinions are represented in this cartoon?
Symbolism	1. Are symbols, simple objects, used to stand for larger concepts or ideas? 2. Which are specific to health care?
Exaggeration	1. Are some of the physical characteristics of people or things exaggerated in order to make a point? a. Facial characteristics and clothing are some of the most commonly exaggerated characteristics.
Labeling	1. What labels are used?
Analogy	1. Does the cartoonist use an analogy, the comparison between two unlike things, in the cartoon? If so, what two situations does the cartoon compare? a. Once you understand the main analogy, decide if this comparison makes the cartoonist’s point clearly.
Impact	1. How does this cartoon make you feel, and why? 2. What persuasive techniques were used in the cartoon?
Questions	1. Is there anything that you do not understand about the cartoon?

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Activity 3 (1.5 hours)

Instruct the students to use the following guide to analyze and summarize several editorial cartoons.

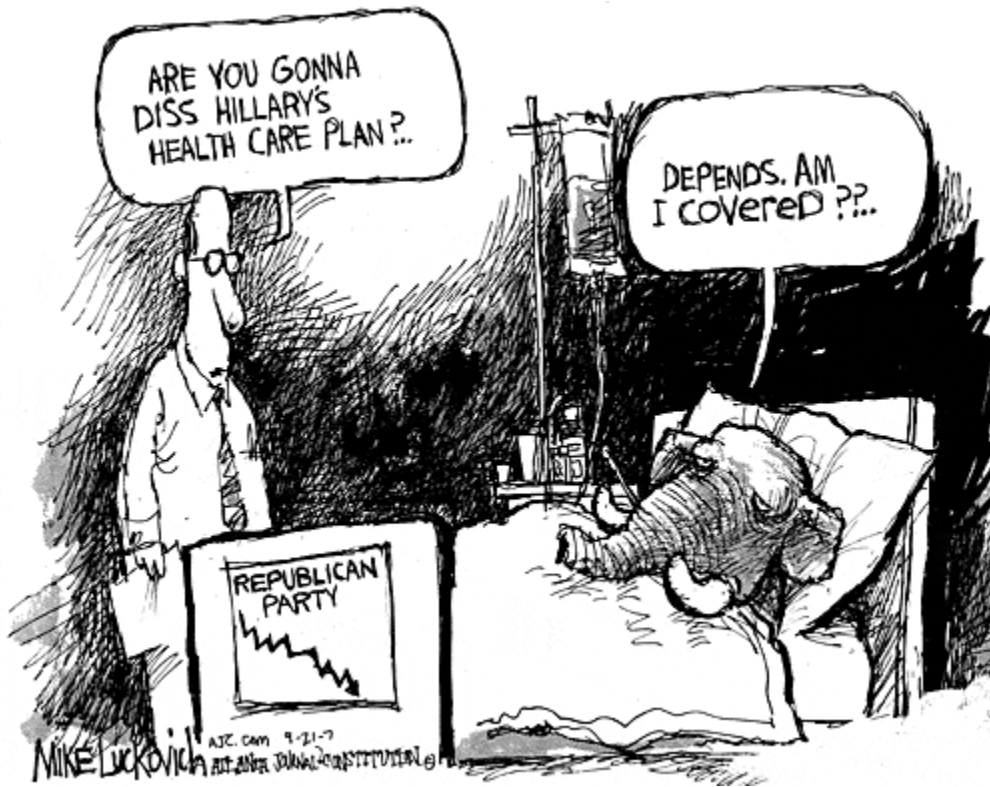
Editorial Cartoon Analysis Guide

Adapted from: Educational Staff, U.S. National Archives & Records Administration, Washington DC

1. What is the EVENT to which the cartoon is referring?
2. What are the FACTS of the cartoon?
3. What OPINIONS are represented in this cartoon?
4. What are the supporting visual DETAILS in the cartoon?
5. What is the MESSAGE (main idea) of the cartoon?
6. What IMPACT does the cartoon have on you – how does it make you feel and why?

Mike Luckovich

Friday, September 21, 2007



Working It Out

Thursday, May 15, 2008



"As you can see, we've scaled down our health care plan."

Pat Oliphant

Monday, June 30, 2008

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Assessment:

Use in-class discussion and the analysis worksheets to assess each student's ability to comprehend, interpret and understand the opinions about current events expressed in editorial cartoons.

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Supplemental materials: (videos, current articles, power point, web searches)

www.politicalhumor.about.com www.editorialhumor.about.com	A collection of links to editorial cartoon and humor sites.
EditorialCartoons.com www.editorialcartoons.com	Daily editorial cartoons by editorial cartoonists from around the world.
Teachers' Guide to the Professional Cartoonists Index www.cagle.com/teacher	Lesson plans for K – 12 teachers in social studies, English and art, based around a collection of newspaper editorial cartoons.
www.Gocomics.com	Search for editorial cartoons by clicking on Explore editorials. Then search by popular tags: health and health care.