

Say What? Editorial Cartoons in the Classroom

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Grade Level	6
Duration	2-3 class periods

National Standards

GEOGRAPHY

Element 2:

Places and Regions

- 4. The physical and human characteristics of places
- 6. How culture and experience influence people's perceptions of a places and regions

AZ Standards

ELA

Reading

Key Ideas and Details

6.R1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

Production and Distribution of Writing

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

SIOP Elements

Preparation

Adapting content
Linking to background
Linking to past learning
Strategies used

Scaffolding

Modeling
Guided practice
Independent practice
Comprehensive input

Grouping Option

Whole class
Small groups
Partners
Independent

Integrating Processes

Reading
Writing
Speaking
Listening

Application

Hands on
Meaningful
Linked to objectives
Promotes engagement

Assessment

Individual
Group
Written
Oral

Arizona English Language Proficiency Standards

Stage IV

Basic

Reading

Standard 1: The student will demonstrate an understanding of print concepts of the English Language.



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B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper.

Language

Standard 2: The student will acquire English Language vocabulary and use it in relevant contexts.

B-13: applying knowledge of words in context to determine the meaning of grade-level content words.

B-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.

Overview

A lifelong skill is to understand an author's purpose in his or her writing. As students are exposed to more and more images through various forms of media, it is essential that students understand how to interpret such media.

Purpose

In this lesson, students will learn how to observe and infer using a primary source (editorial cartoon) to determine a central idea of the text and how the idea is conveyed through particular details. Students will cite textual evidence (illustrations and/or words) to support analysis of what the text says explicitly as well as inferences drawn from the text. This lesson includes strategies for diverse learners (ELLs).

Key Vocabulary

gyre-circular motion

symbol-an object that represents an idea

denote- describe what you see, observations

connote- to make you think about something in addition to the word's meaning

labeling-to name something to make it clear exactly what it is

distort-to change so it is no longer true

irony-the difference between the way things are and the way things should be

exaggerate-make something larger or more important than it is

Materials

- Vocabulary Worksheet, Cards, and Test
- Dictionary
- Projection device and computer
- Say What PowerPoint
- T Chart on Editorial Cartoons
- Group Work for Editorial Cartoons and Answer Key

- Student Assessment for Editorial Cartoons and Answer Key

Objectives

The student will be able to:

1. Cite textual evidence (denote/connote) to support analysis of what the text says.
2. Determine a central idea of an editorial cartoon and how it is conveyed through particular details.
3. Provide a summary of the text.
4. Use context as a clue to the meaning of the text.
5. Demonstrate understanding of figurative language and meanings.

Procedures

SESSION ONE.

Engage:

a. Distribute sets of the Vocabulary Cards that have been cut apart (definition from illustration). Have partners match the definitions to the images. (**Group Option: Partners, Application: Hands on**)

Explore:

b. Have students check with another set of partners. Do their answers match? (**Group Option: Small group, Application: Promotes engagement**)

Explain:

c. Then have both sets of partners use a dictionary (electronic or paper) to verify right answers. (**Group Option: Small group, Application: Promotes engagement**)

Elaborate:

d. Have partners work together to complete the vocabulary worksheet. (**Group Option: Partners, Application: Linked to objectives**)

Evaluate:

e. Collect worksheets or assign as homework.

SESSION TWO AND THREE:

Engage:



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a. Review the vocabulary words from Session One and explain thoroughly the difference between denote and connote. (**Preparation: Linking to past learning**)

b. Project the Say What PowerPoint.

Explore:

c. At the Keep Calm and Carry On slide, have students practice observing what they see (denoting). Then have students practice what does it mean (connoting). (**Scaffolding: Guided practice**)

d. Then dig deeper with when was this sign created? What was the historical purpose of this sign?

(**Preparation: Linking to background**) You may wish to share one or two facts to pique students' interest and offer them the chance to research the slogan and share with the class at a later date. *The "KEEP CALM AND CARRY ON," slogan was originally produced by the British government in 1939. It was a series of three "Home Publicity" posters intended to strengthen morale in the event of a wartime disaster directly affecting England. The posters were not distributed but were put in "cold storage" and later turned to paper pulp to help in other areas of the war effort.*

e. Tell the students that they are going to use primary sources in the form of editorial cartoons to denote and connote what the creator is communicating. They will use handouts and copies of cartoons to analyze and infer the creator's message.

f. Pass out the T-Chart on Editorial Cartoons. Show slide of the World Ocean Gyres. Have them denote and connote using the T-chart. Now have them denote and connote on the T-chart with the next slide on the Plastic Ocean. (**Scaffolding: Guided practice**) Have students share their observations and inferences. Each group should share an observation or inference. (**Integrated Processes: Listening and Speaking**)

Explain: (*You may want to update the cartoon which ends with Obama as President.*)

g. Divide students into groups of three. (**Grouping Option: Small groups**)

b. Explain that students will work within a small group to complete the Group Work for Editorial Cartoons.

h. Give students time to complete the worksheet without any direct instruction. (**Integrated Processes: Listening, Reading, Writing, and Speaking**)

i. If students do not finish, this worksheet may be homework.

Elaborate:

j. Discuss why editorial cartoons are used. Most editorial cartoonists use drawings as a way to communicate how they feel about a particular event, person or subject. A cartoonist may be making a

comment about current events in the news, attacking an issue in the news, simulate a response or move people to action

k. Ask students to elaborate on why editorial cartoons are important and share what textual evidence within the cartoon supports their observations and opinions.

- Do editorial cartoons reflect time periods?
- Are editorial cartoons meant to be understood by all people in all countries?
- Why do you think cartoonists use cartoons/images?
- Do cartoonists use cartoons/images to show strong emotion in a less emotional way?
- Do cartoons/images evoke emotions that may not have been intended? (Anger or call to action could be used as examples.)

(Application: Meaningful, Integrated Processes: Listening and Speaking)

l. Go over correct answers on Group Work for Editorial Cartoons worksheet. (**Scaffolding:**

Modeling)

Evaluate:

m. Distribute Student Assessment for Editorial Cartoons and have students complete this evaluation. (**Assessment: Written and Individual**)

Assessment

ELA and Geography

The Vocabulary Worksheet, T Chart on Editorial Cartoons, and Group Work for Editorial Cartoons can be graded for accuracy and completeness. Mastery will be considered a score of at least 80%.

The Student Assessment for Editorial Cartoons can be graded. Mastery will be considered a score of at least 80%.

ELA

The Vocabulary Test can be given to measure language acquisition. Students will correctly match at least 5 of the 7 vocabulary words to be considered mastery.

Extensions

- Use of local newspapers for this activity allows students to become aware of events in their community that may be controversial.
- Election materials are excellent resources for practicing the terms "denote" and "connote."
- Many historical events/issues have cartoons and images that were created at the time to sway public



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opinion. Use these in conjunction with your social sciences lessons.



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