Close reading plan

"Not-So-Loony Toons" by Weekly Reader Corporation

Created by Katherine Jesmonth, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Not-So-Loony Toons	**Where to Access Text**	<u>www.readworks.org</u>

Text Description
Editorial cartoons show the reader how opinions are expressed about current events in a humorous manner. This article introduces the reader to editorial cartoons and broadens their understanding of this genre through the use of literary devices: symbolism, hyperbole, and humor, as they help the reader relate to real life issues.

Quantitative			
Lexile and Grade Level	1010L, 6th grade	**Text Length**	485

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
Three specific literary devices are employed as techniques used in editorial cartoons to comment on news events in a humorous way.	No graphics. Text feature used: subheadings identify each of the four techniques discussed. Each subsection contains bolded vocabulary defined in context or with footnotes. Each subsection ends with three or four questions to guide the reader towards comprehension of the text.
Prior Knowledge Demands	**Language Features**
The article requires basic understanding of literary devices (symbolism, hyperbole, humor).	-simple text -logical sequence -clear, concise language -footnotes used to define some vocabulary words

Vocabulary	
Tier Two Words (General academic vocabulary) *"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)*	**Tier Three Words (Domain-specific words)** *"[Tier Three words]…are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)*
• invasion • depicts • lighthearted • rousing • overshadowing • humor • exaggeration • distort	• editorial • editorial cartoon • symbol • caricature

Potential Reader/Task Challenges
Drawing conclusions from the examples used in the text may require some background explanation due to the news examples presented in the article. Use of visual models may be needed to support the understanding of editorial cartoons.

Text-dependent questions		
Question	Standard alignment	Page of this document
In the article, "Not-SO-Loony Toons," symbolism, exaggeration, caricature, and humor are discussed as techniques artists use when creating editorial cartoons. How does the author introduce these techniques to the reader?	RI.6.4	6
How do specific text features successfully guide readers to move through the section on 'exaggeration' to understand its content?	RI.6.5	12
How are symbolism, exaggeration, caricature (a special form of exaggeration), and humor used to create editorial cartoons? Cite an example of each type, and explain how they are used to depict current events.	RI.6.3	15
What is the central idea of this article and how is this idea conveyed in the text?	RI.6.2	18

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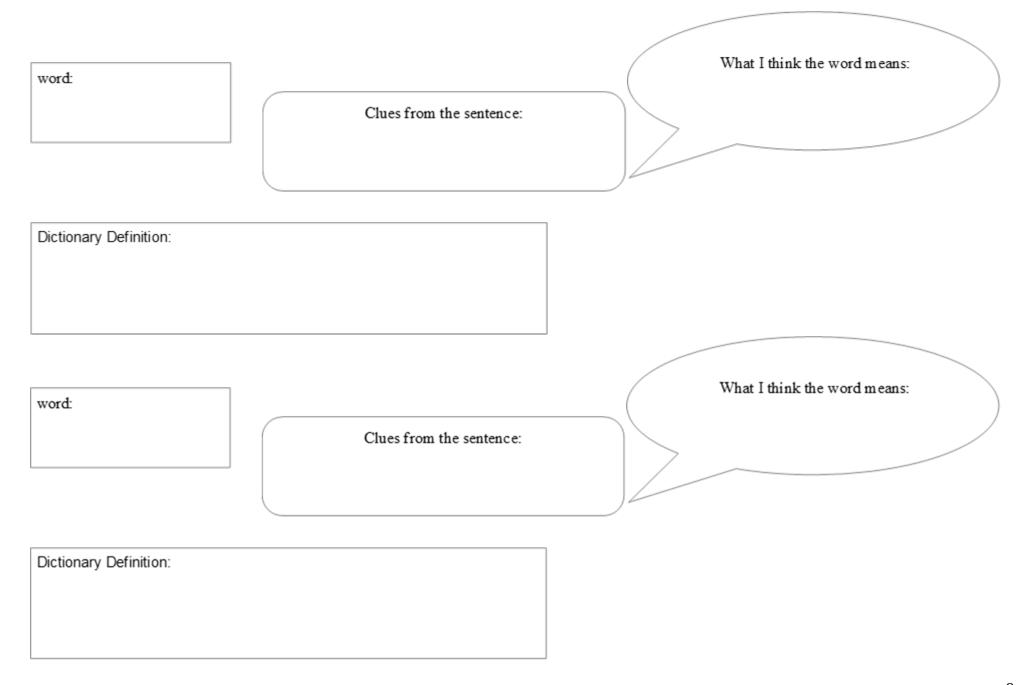| Target Standards |
| --- |
| RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

Question 1

Question #1	In the article, "Not-SO-Loony Toons," symbolism, exaggeration, caricature, and humor are discussed as techniques artists use when creating editorial cartoons. How does the author introduce these techniques to the reader?
Standard(s) covered:	RI.6.4--Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Example response that meets standard	Look-fors
In this article, the author introduces the reader to four techniques used to create an editorial cartoon. The author explains each technique with a definition provided in the sentence, and then with examples of various editorial cartoons, which explain the techniques used. These include: symbolism, exaggeration, caricature, and humor. Symbolism is something that stands for something else and the audience needs to understand what the symbol is. In this article, the author uses an egg to symbolize something new that is occurring in the Iraqi government. Exaggeration is when the artist changes what characters look like so that they are very different. The author discusses distortion as a way to change the normal look of a character. A muscular batboy shows the issue of steroid use by athletes. A special form of exaggeration is called caricature, where an artist changes a particular person's look, behavior, or even what they are wearing to make a point. Drawing extra big heads on people's bodies is an example of this. Lastly, humor is when someone or something makes us laugh. For	-lists all four techniques -accurately defines techniques as they appear in the text -uses examples from the text to explain them

example, in one of the cartoons discussed in the article, the artist drew the president in an airplane bouncing down a runway towards some trees labeled Election Day, trying to take off.

<table>
<tr><td colspan="2">If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</td></tr>
<tr><td>Objective</td><td>In this lesson you will learn how to determine meanings of words by connecting them to context clues in the text.</td></tr>
<tr><td>Prior knowledge to review</td><td>Determine the meaning of words and phrases as they are used in a text (RI.5.4).</td></tr>
<tr><td>Steps to achieve objective</td><td>Think aloud for direct instruction</td></tr>
<tr><td>1) Ask yourself, "What key words in the question should I look for in the text?</td><td>I need to locate these key words: symbolism, exaggeration, caricature, and humor.
I think I'll skim the text to see if I can find them. Where might be the best place to look?
As I do this, I notice that the introduction lists these words as techniques used in editorial cartoons.
I see that the rest of the article is divided into four sections, each with their own bolded subheading. These four bolded subheadings are the techniques asked about in the question. I also notice that three of the four techniques are also bolded within each section.</td></tr>
<tr><td>2) Skim content of each section, focusing on the words, phrases, and sentences around the key words</td><td>Skimming each section reveals the definition of each of the four techniques.
I notice that the first definition is right in the text because the word 'symbol' is bolded. What does this bolding teach me?
I notice that the technique of 'exaggeration' has a small 2 next to it. This is called a footnote. By looking down to the bottom of the page, I see another number 2 with the definition right next to it.
I find that the technique 'humor' is defined in the context of the first sentence of that section.
The last technique, 'caricature,' is bolded just like the technique 'symbol,' and so I find the definition there. What do I notice about that word that would help me to define it?</td></tr>
<tr><td>3) Summarize meanings in own words</td><td>I now decided how I am going to explain these definitions using my own words.
I want to be sure I do not copy exactly from the text. I do that by thinking of different words to use that still mean the same as those found in the article.
I also look at the examples provided for each technique so I am sure I understand how they are used for creating editorial cartoons.</td></tr>
</table>

Extension and practice
• If students are having difficulty with defining the four techniques in their own words, have them record the four techniques, clues from the text, and what they think the word means, onto a graphic organizer. Students then discuss their predictions with a partner before looking up the dictionary definitions.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine meaning of words or phrases in a text. (RI.6.4)	See another example of how to teach meanings of words and phrase (RI.6.4)
Objective: Determine meanings by locating them in the context of the article. 1. Ask yourself, "What key words in the question should I look for in the text? 2. Skim content of each section, focusing on the words, phrases, and sentences around the key words. 3. Summarize meanings in own words.	Determining an unfamiliar word in a nonfiction text RI.5.4

word:

Clues from the sentence:

What I think the word means:

Dictionary Definition:

word:

Clues from the sentence:

What I think the word means:

Dictionary Definition:

word:
symbol

Clues from the sentence:
-**a thing**
-**represents something else**

What I think the word means:

a replacement for something

Dictionary Definition:
**something used for or regarded as representing
something else**

word:
exaggeration

Clues from the sentence:
-distort, twist
-making bigger

What I think the word means:

to twist and enlarge

Dictionary Definition:

to enlarge or increase especially beyond the normal

word:
caricature

Clues from the sentence:
-special
-exaggeration
-distort

What I think the word means:

exaggerating what characters look like

Dictionary Definition:
a drawing that makes someone look funny or foolish because some part of the person's appearance is exaggerated

word:
humor

Clues from the sentence:
-funny
--lighthearted

What I think the word means:

being funny

Dictionary Definition:

a funny or amusing quality

Question 2	
Question #2	**How do specific text features successfully guide readers to move through the section on 'exaggeration' to understand its content?**
Standard(s) covered:	**RI.6.5**--Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Example response that meets standard	Look-fors
The author uses several text features to organize the section on 'exaggeration.' Many words are bolded, two words are followed by small numbers, and the section ends with questions. The bolding occurs in the title of the section and with three vocabulary words: distort, exaggeration, and steroid. Numbers follow two of the bolded vocabulary words. The bolding helps the subheadings and vocabulary to pop off the page so that I can quickly find them. The author uses footnotes to define particular words such as "distort" and 'exaggeration.' The bolded words, followed by a small number, take me to the bottom of the page where the definitions are located for those particular words. This helps me to quickly understand these words without interrupting what I am reading. The other bolded vocabulary word is defined right in the sentence where it is located. Another feature of this article is the use of questions at the end of each section. For example, the questions at the end of this section help me to think about how bad steroid use is for athletes.	• Identifies bolded portions of section: vocabulary, subheadings, and footnotes • Discusses use of text features: bolding, footnotes, and questions • Discusses how these text features guide the reader through this section

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn how to analyze text features by locating these features within a section of the text and determining their use.

Prior knowledge to review	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text (RI.4.5).
Steps to achieve objective	**Think aloud for direct instruction**
1) When rereading, "What text features do you notice?	• I notice the article is divided into four sections, each with their own bolded subheadings. • As I skim, I notice other words and numbers bolded. I wonder what those numbers mean? • I also notice smaller bolded words and numbers at the bottom of the first page. • Every section seems to end with a question mark. I wonder why that is, and I wonder if the other sections are set up the same way? • I think that by looking at one section of the text, I might be able to answer these questions.
2) Locate specific features within a section	• After looking at all the bolding in the article, I locate the section subtitled "Exaggeration." • Within that section, I notice two words with small numbers after them, all bolded. In addition I notice a third bolded word. • As I reread this section, I see there are two questions at the end of the section. I wonder why so many questions are included in the article when I'm trying to learn about these types of cartoons. I guess I should slow down my reading to think about these questions because the author has put them there for a reason. They might help me understand what these types of cartoons are all about.
3) Explain how these features help the reader to understand the text	• I ask myself how the bolded subheadings guide my eyes through the text, and I see that they really help me chunk the information so it is not so overwhelming. • I like that the definitions are provided in the footnotes so that I don't have to interrupt what I am reading and understanding. • I find as I read the questions at the end of each section, I think about what the answers would be, and that guides me back to what the section is about. Let's see how that works. In the section about exaggeration, the first question asks what point is being made, and the second asks if the artist was effective? These questions help me to understand the connection between exaggeration and the issue of steroid use by athletes being illustrated in the editorial cartoon.

Extension and practice	

- If students are having difficulty understanding the organization of the article, have them brainstorm, with a partner, all the ways they have learned to understand a nonfiction text. Provide a variety of nonfiction articles and/or textbooks as models. Have students go back into these models to look for as many text features as they can find. Have students share their findings with the class as an opportunity to see if any text features have been overlooked. Have students repeat these steps by returning to the text to apply their new understanding.

- For additional practice, provide two nonfiction article samples to pairs or small groups of students. The articles could be prepared in two ways to offer additional practice in analyzing text structure:
  a) select two different articles and have students compare and contrast their text features AND/OR
  b) provide students with another copy of the text, which has as many text features as possible removed. Students discuss how putting the features back into the article increase their understanding.

What next?	
For additional practice, with students or for students' independent work, apply this learning objective and set of steps to analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)	See more examples of how to teach how a particular component fits into the overall text and contributes to the development of ideas. (RI.6.5)
Objective: Increase understanding by locating and discussing text features within nonfiction articles. 1. When rereading, "What text features do you notice?" 2. Locate specific features within a section. 3. Explain how these features help the reader to understand the text.	Preview a nonfiction text RI 5.4 Analyze text structure using a flow chart RI.6.5

Question 3

Question #3	How are symbolism, exaggeration, caricature (a special form of exaggeration), and humor used to create editorial cartoons? Cite an example of each type, and explain how they are used to depict current events.
Standard(s) covered:	RI.6.3--Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

Example response that meets standard	Look-fors
Symbolism, exaggeration, caricature, and humor are literary devices used by artists in editorial cartoons to show opinions about news events. Through these cartoon, artists try to make people laugh and think. For example, the artist used symbolism in a cartoon by drawing a bald eagle, the United States' mascot, to show that the US was involved with the start of a new government. The artist also included an unhatched egg, a sign of new life, to show a new beginning. With exaggeration, the artist drew figures that were enlarged and distorted to offer an opinion about steroid use by athletes. Steroid use builds muscles. The artist drew a lot of extra muscles on a batboy to show that overuse is not good. Caricature is a form of exaggeration. In the article, large heads were drawn on the bodies of people in politics at the Democratic National Convention, while other characters were made much smaller. This showed who might be more or less important by drawing their size. In the last device, humor, being funny helped the reader to understand what was happening with the economy close to the time of the presidential election. The ups and downs of planes landing represents the ups and downs of the economy. Trying to take off with the president aboard, shows how these ups and downs could change the way people might vote.	• Accurately explains how techniques are used in editorial cartoons • Accurately explains an example of symbolism • Accurately explains an example of exaggeration • Accurately explains an example of caricature • Accurately explains an example of humor

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

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Objective	In this lesson you will learn how to analyze the way key ideas are elaborated by describing how literary devices are used in editorial cartoons to depict current issues.
Prior knowledge to review	Review literary device definitions: symbolism, exaggeration (hyperbole), and humor. Idea development over the course of the text (RI.5.3).
Steps to achieve objective	**Think aloud for direct instruction**
1) Skim the text to locate key ideas	• One of the features of the text is the use of subsections for each of the editorial cartoon techniques. • I look at each of these sections and skim their contents to locate examples of each of these techniques. • I see four techniques bolded in each of these sections. I see symbolism in the first section, exaggeration next, humor third, and caricature last.
2) Ask, "What example is used for each key idea?"	• Once I locate each technique in their section, I select an example for each. • In the first section, symbolism, I see that the artist is depicting the birth of a new government assisted by the United States of America. I am not sure what depict means, and I think it will be important for me to know. This is a word I need to look up in the dictionary. I see that the artist has chosen an egg and an eagle as symbols. • In the next section, exaggeration, the artist draws extra, large muscles and other features on a batboy. Why is this important? • I then look through the section on humor to locate the details explaining how lighthearted attention can be given to the challenges of running the country. There I see that the artist has used a taxiing airplane, bouncing down a runway, carrying the president of the United States. • Moving to the last section, I see that caricature is really exaggeration. The example here talks about drawing huge faces on former president Bill Clinton and his wife in order to overshadow another person who is running against President Clinton.
3) Describe how these examples are used in the text	• Once I have located these examples, I can then explain how each of the techniques is used in editorial cartoons to discuss current events. • For symbolism, the egg represents new birth and the eagle is the mascot of the U.S. so that is used to to connect what is happening-U.S. involvement with a new government. • For exaggeration, these extra, large muscles on a batboy show how steroids have negatively affected sports in a big way. I wonder why they chose baseball over another sport? • For humor, the taxiing airplane is near the end of the runway, suggesting that it may not take off before running into trees that are labeled, "Election Day." I can see how that could show the worry of a president hoping to be reelected. I do have to question why this is humorous, though? • For caricature, I see that drawing some characters larger than others helps the artist to see how important some people are or seem to be in comparison to others. In this example, a president versus the person running against him.

Extension and practice

- If students are having difficulty understanding the techniques as explained with the examples in the text, other editorial cartoons should be provided to students to clarify the application of symbolism, exaggeration, caricature, and humor. Students may not fully understand the issues depicted in the cartoons discussed in the article, so choosing other editorial cartoons about topics they can relate to will help them apply their understanding of these techniques. Topics such as bullying, honesty, and/or responsibility depicted in editorial cartoons could be distributed and discussed with partners, small groups, and/or whole class. Students can then return to the text to make connections between literary devices and how they are used to explain the issues presented in the text.

- As an extension, students could partner to discuss a current issue that is provided by the teacher. Ask students to discuss how they would sketch the scenario. Students should discuss which features they would exaggerate and why. Students then sketch the issue they were assigned. Some suggested issues include: bullying, honesty, outdoor recess, homework, and/or recycling. Student then return to the article and sketch one of the examples from the text.

What next?

For additional practice, with students or for students' independent to apply this learning objective and set of steps to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). (RI.6.3)	See another example of how to teach analysis of key ideas through examples (RI.6.3)
Objective: Analyze the way key ideas are elaborated by describing literary device examples and how they are used in editorial cartoons to depict current issues. 1. Skim the text to locate key ideas. 2. Ask, "What example is used for each key idea?" 3. Describe how these examples are used in the text.	Answer questions about a text RI.5.1

Question 4

Question #4	What is the central idea of this article and how is this idea conveyed in the text?
Standard(s) covered:	RI.6.2--Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Example response that meets standard	Look-fors
In this article, the central idea is an explanation of how artists use literary devices in editorial cartoons to make you laugh and think. The author discusses the use of symbolism, hyperbole, caricature (a special type of hyperbole), and humor to show how they can be used to illustrate current events in a funny way. There are several examples given to explain how these devices work in editorial cartoons. Some of the examples include objects such as an egg or taxiing airplane; people with very large heads; and situations that can otherwise seem silly. Seeing people and objects drawn as symbols or with distorted features can make me laugh and get me to think about what the artist wants me to understand about current issues. The artist shows that the issues in the cartoons are about real life events and by using humor, draw attention to what is going on in the world.	• States the central idea • States 2-3 supporting details

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn to how to determine the central idea of the text by objectively summarizing what the article is mostly about.
Prior knowledge to review	Central Idea-determine what a passage is mostly about and explain with key ideas (RI.5.2).
Steps to achieve objective	**Think aloud for direct instruction**

1) Skim the article to locate key details	• I start by asking myself where do I usually find central ideas in a text? • I know that they are often in the introductions of articles and then usually restated in their conclusions. So I start by skimming the introduction. • As I skim, I notice that after the hook there are two sentences that help me locate the central idea. • I also notice a third sentence that states some examples or devices to support the central idea.
2) Ask yourself, "How do these key details fit together?"	• Next I think I should highlight the part of the introduction that helps me explain the central idea. • I highlight the words, "another kind of cartoon will make you laugh and think." • I also see that the techniques for editorial cartoon are listed. I notice that they are the same literary devices that I have been learning about and using in my own reading and writing. They include symbolism, hyperbole, and humor. These are used by the artist when drawing cartoons. • Now that I have located the central idea and the key details, I need to locate some details to support the ideas. • Where will those be located in the text? • As I reread, I find that each of the three literary devices can be matched up to a supporting detail. • While skimming the text, I think it would be good to use the egg example for symbolism, the batboy for exaggeration, the enlarged heads for caricature, and the taxiing plane for humor.
3) Summarize the central idea using supporting details	• Now that I have located the key ides and their supporting details, I am ready to answer the question. • In my response, I need to be sure to talk about how funny these cartoons are using the examples I selected, and be sure that I do not state my opinion as I summarize. It is important to state, that while these cartoons may be funny, they do make me think.

Extension and practice

- If students are having difficulty determining the central idea, provide students with a series of leading questions that will guide them towards the central idea. These questions could include:
    1) What is the title of the text?
    2) Read and reread the first and last paragraphs of text: What topics do you notice? What is the author introducing (introduction) or wrapping up (conclusion)?
    3) What details do you notice that lead you back to what the article is mostly about?
    4) Are there any bolded words or captions that might help you determine central idea?

- For additional assistance in locating and explaining the central idea, provide pairs of students with the key ideas by discussing the literary devices presented in the text. Partners should then work together to determine the central idea based upon the key ideas discussed and then match each key idea up with an example from the text.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine central ideas by summarizing what the article is mostly about. (RI.6.2)	See more examples of how to teach determining central idea and how it is conveyed thorough particular details (RI.6.2)
Objective: Determine central idea by summarizing the text. **1.** Skim the article to locate key details. **2.** Ask yourself, "How do these key ideas fit together?" **3.** Summarize the central idea with supporting details.	Explain how main ideas are supported with details RI.5.2 Determine central idea of a text (RI.6.2)