

WebQuest Student Page

Performers, Politics and Pop Culture

A WebQuest for Social Studies grades 8-12

Patricia Eyer

November 2012



Bob Hope, 1938. Copyright.
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[Digital ID# bhp0003]

How Does Humor Impact Public Perception of Current Events and Politics?

Introduction

A 2000 survey of the electorate conducted by the Pew Research Center for the People and the Press, reported that 47 percent of people under thirty years old were "informed at least occasionally" about the presidential campaign. A recurrent claim about young Americans is that they get more of their news about politics and current events from late-night television comedians than they do from the news media.

Similar to political cartoons, which are used to make commentary on dissent and disagreement around political and social events, American comedians have had a longstanding tradition of commenting on the political scene of the time. Radio's "leading entertainer" Bob Hope, Jon Stewart from the Daily Show, Steven Colbert of the Colbert Report and Tina Fey with Saturday Night Live all use political materials for performance value as well as to make political and social critiques. The basis of the political cartoon OR the political comedian is that they rely on what people already know about history, past and present, and then point out the tensions, contradictions, obscurities and absurdities within that knowledge.

Explore the resources available to you and determine how comedians gracefully pull back the curtain and interpret or contort a topic so that it is timely, relevant, and politically sarcastic while remaining entertaining.

How Does Humor Impact Public Perception of Current Events and Politics?

Task

Using WeVideo, your task is to create a 30 to 60 second opening monologue that Colbert, Stewart, or Fey would be proud of!

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Process

1. You will be assigned to a team of four students.
2. No roles will be assigned. Auditions within your group will decide who will be the Political Comedian.
3. All four members will participate in the research and writing for the monologue.
4. You must have or create a Google Account. You will create a shared Google Document to write the

script and cite your resources. You will share the Google Document with your teacher.

5. As a team:

Watch the two videos below.

- [The Daily Show 9/6/12](#)
- [Steven Colbert "Meet the Press" Appearance: "I falsely reconstruct the news" Video](#)

Use the [Current Events and Video Analysis](#) graphic organizer to answer the questions:

- How does this segment of the Daily Show work?
- What does one have to know in order to get it?

Resources:

- [Storyboard Organizer](#)
- [WeVideo](#)
- [WeVideo Editing Tutorial](#)
- [Cartoon Analysis Guide](#)
- [Must See:](#)
 - [Barriers between entertainment and politics](#)
 - [The Colbert Nation](#)
 - [Faux News](#)
 - [Radio's "Leading Entertainer"](#)
- [Hope For America: Performers, Politics and Pop Culture](#)

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Evaluation

The rubric below will allow you to set goals and assume responsibility for your learning. Use the rubric to assess your own effort and performance and make adjustments to your work before submitting a final project.

Digital Video Project Rubric	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Score
PREPARATION: The Pitch	Develops a plan for the video project	Develops a plan, based on relevant news sources for the video project	Develops a detailed plan for the video project that includes direct references to primary sources	Contributes and explains video project with a persuasively written plan. All of Practitioner plus expands upon plan in a fully developed argument for why this project should be aired.	
PREPARATION: Story Board	-Draws thumbnail sketches in a logical order to show monologue sequence -Labels sketches with notes about dialogue	Draws detailed scenes in a logical sequence that show what video, audio, and dialogue will be part of the monologue	Draws detailed, labeled scenes that: • Are logically sequenced • Include references to primary sources • Show descriptions of audio • Effects and transitions	All of Practitioner PLUS Draws detailed sketches that are: • numbered in a logical sequence • include proposed dialogue and text	
PREPARATION: Script	Writing communicates ideas.	Writing communicates ideas in a logical sequence.	Writing communicates ideas that are: • purposeful • detailed • focused	All of Practitioner PLUS Writing is confident and hold's the reader's attention.	
PREPARATION: Google Document/ Work Log	Creates a Google Document and contributes to the group project.	Creates a Google document and contributes daily to the group project.	Creates a Google document that shows daily: • contributions • comments • attributions	All of Practitioner PLUS Creates a Google document that shows: • creativity • quality • completion	

PRODUCT: Overall Content	Creates content central to theme.	Creates content central to theme and supports main idea.	Creates content central the theme, supports main idea and includes: <ul style="list-style-type: none"> • clarity • organization • primary sources • variety of supporting information • creativity 	All of Practitioner PLUS Events and messages are presented in a logical order.	
PRODUCT: Technical Digital Enhancements or Effects	The video is edited.	The video is edited with transitions.	The video is edited with transitions that are: <ul style="list-style-type: none"> • smooth • appropriate for scene 	All of Practitioner PLUS <ul style="list-style-type: none"> • transitions communicate main idea • scenes flow seamlessly • digital effects are used for emphasis 	
PRODUCT: Cooperative Group Work	Shares work with members of the group.	Shares work and responsibility with members of the group.	Shares group work: <ul style="list-style-type: none"> • responsibility • collaboratively • actively 	All of Practitioner PLUS <ul style="list-style-type: none"> • assumes a clear role • motivates others 	
PRODUCT: Research/Copyright	Citations are for resources used.	Citations for credited ideas are used: <ul style="list-style-type: none"> • text • graphics • media 	Correct MLA citation format for credited ideas: <ul style="list-style-type: none"> • text • graphics • media • photos 	All of Practitioner PLUS Correct MLA citation format for <ul style="list-style-type: none"> • music • interviews • permission to reproduce 	

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Conclusion

By examining primary sources you have garnered a better understanding of how the media and humor effect the public perception of current events and politics.

How does your social studies content increase your ability to fully understand the political comedian? How does this allow the political comedian to amuse the audience?

How does Humor Impact Public Perception of Current Events or Politics?

How Does Humor Impact Public Perception of Current Events and Politics?

| Link to [Teacher Page](#) |

Credits and References

Daily, Jon. "Bore Games." The Daily Show. September 27, 2012. Accessed September 30, 2012.
<http://www.thedailyshow.com/watch/thu-september-27-2012/bore-games>.

Garrett, H. James, and Mardi Schmeichel. "Using The Daily Show to Promote Media Literacy." *Social Education*, September 2012, 211-15. doi:<http://www.scribd.com/doc/104076180/Using-The-Daily-Show-to-Promote-Media-Literacy-Social-Education-Sept-2012>.

Designed by Patricia Eyer, 2012, peyer@socsd.org as part of the *WebQuesting at the Library of Congress* professional development course offered through [Teaching with Primary Sources at Waynesburg University](#).

WebQuest Teacher Page

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Introduction for Teachers

Designed by: Patricia Eyer, peyer@socsd.org for use at South Orangetown Central School District, Rockland County, New York.

Briefly describe the purpose of the WebQuest and how is designed to fit into a unit of study:

- A supplement to any unit
- An assessment of integrated skills

How Does Humor Impact Public Perception of Current Events and Politics?

About the Learners

This WebQuest is designed for eighth grade to twelfth grade social studies but addresses math, science and technology in addition to language arts objectives.

Students will be taught how to create a Google account, how to create and share documents from a Google account and work collaboratively using an online video editor.

This lesson is differentiated and uses tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity.

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Academic Standards

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RI.8.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

- [CCSS.ELA-Literacy.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [CCSS.ELA-Literacy.RI.8.5](#) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- [CCSS.ELA-Literacy.RI.8.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.8.7](#) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- [CCSS.ELA-Literacy.RI.8.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- [CCSS.ELA-Literacy.RI.8.9](#) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.8.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - [CCSS.ELA-Literacy.SL.8.1a](#) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - [CCSS.ELA-Literacy.SL.8.1b](#) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - [CCSS.ELA-Literacy.SL.8.1c](#) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - [CCSS.ELA-Literacy.SL.8.1d](#) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- [CCSS.ELA-Literacy.SL.8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- [CCSS.ELA-Literacy.SL.8.3](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- [CCSS.ELA-Literacy.SL.8.4](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- [CCSS.ELA-Literacy.SL.8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- [CCSS.ELA-Literacy.SL.8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

History/Social Studies Key Ideas and Details

- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.3](#) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- [CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-Literacy.RH.6-8.5](#) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- [CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RH.6-8.7](#) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

Science and Technical Subjects Key Ideas and Details

- [CCSS.ELA-Literacy.RST.6-8.1](#) Cite specific textual evidence to support analysis of science and technical texts.
- [CCSS.ELA-Literacy.RST.6-8.2](#) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RST.6-8.3](#) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- [CCSS.ELA-Literacy.RST.6-8.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- [CCSS.ELA-Literacy.RST.6-8.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- [CCSS.ELA-Literacy.RST.6-8.6](#) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RST.6-8.7](#) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- [CCSS.ELA-Literacy.RST.6-8.8](#) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- [CCSS.ELA-Literacy.RST.6-8.9](#) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Text Types and Purposes

- [CCSS.ELA-Literacy.WHST.6-8.1](#) Write arguments focused on *discipline-specific content*.
 - [CCSS.ELA-Literacy.WHST.6-8.1a](#) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - [CCSS.ELA-Literacy.WHST.6-8.1b](#) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - [CCSS.ELA-Literacy.WHST.6-8.1c](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - [CCSS.ELA-Literacy.WHST.6-8.1d](#) Establish and maintain a formal style.
 - [CCSS.ELA-Literacy.WHST.6-8.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.
- [CCSS.ELA-Literacy.WHST.6-8.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - [CCSS.ELA-Literacy.WHST.6-8.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - [CCSS.ELA-Literacy.WHST.6-8.2b](#) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - [CCSS.ELA-Literacy.WHST.6-8.2c](#) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - [CCSS.ELA-Literacy.WHST.6-8.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - [CCSS.ELA-Literacy.WHST.6-8.2e](#) Establish and maintain a formal style and objective tone.
 - [CCSS.ELA-Literacy.WHST.6-8.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.

Key Vocabulary words

Satire, storyboard, tensions, contradictions, obscurities, absurdities, faux

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Process for Teachers

This WebQuest is designed for eighth grade to twelfth grade social studies but addresses math, science and technology in addition to language arts objectives. At best, this lesson should be taught over a ten-day period of time.

If your district does not use Google Apps for Education, students will need to be guided through the process of creating a Google account, as well as [how to create and share documents](#) from a Google account.

All students will be assigned to team of four and will have equal roles. Auditions within their group will decide who the political comedian will be. The group must share their Google Document with the teacher as a "can edit" document. Viewing the ["history revision feature"](#) in Google Documents, the teacher can monitor the individual and group contributions.

The group work also requires students to work collaboratively in [WeVideo](#), an online collaborative video editor. If you are not familiar with WeVideo, watch a basic tutorial of [WeVideo here](#). The group should also "invite" and share their WeVideo project with the teacher so the teacher can monitor individual and group contributions.

This lesson is differentiated and uses tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity.

Variations: This lesson needs access to enough computers to accommodate your class. If you have a computer lab, laptop carts or a BYOT (Bring Your Own Technology) policy, it would be best to utilize them for this project.

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Resources for Teachers

What is needed to implement this lesson:

- Internet
- E-mail accounts for all students
- Access to a computer, tablet, or smartphone.
- Specific reference material in the classroom or school library.

The lesson can be on any topic approved by the teacher. The topic can be chosen from particular units of study or cumulative units of study. All materials incorporated into the "The Daily Show" video MUST revolve around collections from the Library of Congress.

Discover all the resources the Library of Congress has to offer. Watch the [multimedia presentation here](#). You might want to consider sharing this video with your class or assigning it as homework prior to the assignment.

Resources:

- [Storyboard Organizer](#)
- [WeVideo](#)
- [WeVideo Editing Tutorial](#)
- [Cartoon Analysis Guide](#)
- [Must See: Hope For America: Performers, Politics and Pop Culture](#)
 - [Barriers between entertainment and politics](#)
 - [The Colbert Nation](#)
 - [Faux News](#)
 - [Radio's "Leading Entertainer"](#)

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Evaluation for Teachers

The rubric in the student section of the WebQuest allows students to set goals and assume responsibility for their learning. They will use the rubric to assess their own effort and performance and make adjustments to their work before submitting a final project.

How Does Humor Impact Public Perception of Current Events and Politics?

Conclusion for Teachers

By examining primary sources students have garnered a better understanding of how the media and humor effect the public perception of current events and politics.

Understanding history and the social studies content increases a viewer's ability to fully understand the political comedian. How does this understanding allow the political comedian to amuse the audience?

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<http://www.thedailyshow.com/watch/thu-september-27-2012/bore-games>.

Garrett, H. James, and Mardi Schmeichel. "Using The Daily Show to Promote Media Literacy." *Social Education*, September 2012, 211-15. doi: <http://www.scribd.com/doc/104076180/Using-The-Daily-Show-to-Promote-Media-Literacy-Social-Education-Sept-2012>.

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