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HUMOUR UNIT

Day 1 Briefly discuss the meaning of humour as it pertains to your group. Do the What Am I Thinking or Saying Activity (Writing/Viewing)	**Day 2** Journaling Activity (Writing)	**Day 3** Situation Comedy Introduction (Viewing)	**Day 4** Acquiring Knowledge About Humour (Reading/Writing)	**Day 5** Comedy Structure Activity (Viewing)
Day 6 Situation Comedy Structure Activity (Viewing)	**Day 7** Producing a Situation Comedy (Representing)	**Day 8** Reading and Analyzing Limericks (Reading)	**Day 9** The Elements of a Limerick (Writing)	**Day 10** Writing Limericks (Writing)
Day 11 What Makes a Good Joke Activity (Speaking/Listening)	**Day 12** Yes, There Are Steps to Follow When Telling A Joke (Writing)	**Day 13** When to Tell A Joke (Speaking)	**Day 14** Reading a Humorous Story (Reading)	**Day 15** Writing a Humorous Story (Writing)
Day 16 Humour Research Essay (Writing)	**Day 17** Humour Research Essay continued	**Day 18** The Expression of Cartoons Activity (Viewing/Representing)	**Day 19** Exploring Cartoon Types Activity (Viewing/Writing/ Reading)	**Day 20** Creating a Cartoon Activity (Writing/ Representing)

HUMOUR

HUMOUR

JOURNAL ENTRIES

   📖   Tell about a time when you laughed uncontrollably. At what were you laughing? What did you find to be funny about the incident?

   📖   Describe the funniest experience that you have ever had.

   📖   If you could offer three suggestions to someone about how to live a happy life, what three things would you suggest?

   📖   Can you think of a hilarious experience that happened to someone that you know?

   📖   Describe what you think is meant by the statement "Laughter is the best medicine."

   📖   What is your favourite situation comedy on television? Explain the features of the show that make it your favourite.

   📖   Describe the funniest person that you know.

   📖   Describe your favourite comedy that you have seen in the theatre. What made the   movie so funny?

   📖   Write your favourite joke.

   📖   In the poem "Happy Thought," Robert Louis Stevenson says,
"The world is so full of a number of things,
I'm sure we should all be as happy as kings."
List all of the things that make you happy.

   📖   The story "Puss in Boots" by Charles Perrault ends with these words: "Puss became a great lord and gave up chasing mice except just once in a while for the fun of it." List the things that you like to do "just for the fun of it."

HUMOUR

HUMOUR

JOURNAL ENTRIES CONTINUED

& Dr. Joyce Brothers once said, "When you look at your life, the greatest happinesses are family happinesses." Recall one of the happiest moments your family has ever had together.

& If humour were a colour, what colour would it be? Explain.

& If humour were a musical instrument, what instrument would it be? Explain.

& Describe the funniest story you have ever read. What made the story so funny?

& Ethel Barrymore said, "You grow up on the day you have your first real laugh at yourself. Explain what you think she meant in this quote.

& Write your own definition for the word "laughter."

& Raymond Hitchcock said, "A man isn't poor if he can still laugh." Explain what is meant by this quotation.

& Write your own definition for the word "humour."

& Is there a difference between the things that make children laugh and the things that make adults laugh? Explain.

& Cut out a comic strip from the newspaper, remove the words, and have the students create the dialogue. Pick a cartoon strip that has very exaggerated actions.

& Read or tell a joke, a humorous story, or a humorous poem to the class and have them respond to it in their journal.

Senn, J.A. 325 Creative Prompts for Personal Journals. Toronto: Scholastic Professional Books,1992.

Sweeney, Jacqueline. 350 Fabulous Writing Prompts. Toronto: Scholastic Professional Books, 1995.

HUMOUR

WHAT AM I THINKING OR SAYING?
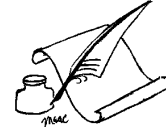
Description

1. Divide the students into groups of two.

2. Give each group a photocopy of the blackline master, <u>What Am I Thinking or Saying?</u>

3. Provide each group with a picture of a person or animal.

4. Have each group brainstorm to determine what the person or animal in the picture may be thinking or saying.

5. Pass the pictures around until each group has had a chance to write something for each picture.

6. Spend no more than two minutes on each picture.

Sub-Skills Needed:

1. Brainstorming strategies
2. Co-operative learning strategies

Materials Needed
1. 10-15 pictures of people or animals with interesting facial expressions (babies are best) taken from newspapers or magazines. Number each of the pictures in sequence beginning with the number 1. To save the

HUMOUR

Resources

pictures for later use, you may want to put them into plastic sheaths.

2. If you are doing this activity using the Paper and Pencil method, you will need a copy of the <u>What Am I Thinking or Saying?</u> blackline master for each group.
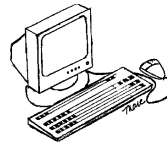
Computer Integration

The students will use the features in the word processing program to create their own blackline masters for the assignment. Those students who have not yet worked with the features on the Draw toolbar may simply type and number a list. See the blackline master entitled, <u>What Am I Thinking or Saying?</u> for an example to follow.

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Draw Objects Using the Drawing Tools Page 135
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Evaluation

Group Work Rubrics and Checklists

HUMOUR

Personalized Outcomes

WHAT AM I THINKING
OR SAYING CONTINUED?

- Group Participation Assessment Rubric
- Group Work Rubric

HUMOUR

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 3 Assignment 4
Unit 4 Assignment 4

Stage 4 Academic
Unit 2 Assignment 1, 2

Stage 4 Employment
Unit 3 Assignment 2

JOURNALING ACTIVITY
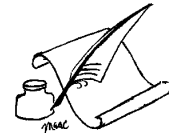
Description

1. Give each student a copy of the handout, Humour Journaling.

2. Instruct each student to complete the laughter web (graphic organizer) by brainstorming as many ideas as possible about what laughter is. Give about 3-5 minutes for this activity.

3. Instruct each student to write a definition for the word laughter using the ideas that were generated in the brainstorming session.

4. Divide the students into groups of three or four. Using the principles of group process, have the groups collaborate and organize ideas to create a final definition. This final definition may be written on chart paper. Before doing this part of the activity, the instructor may want to do some role-playing of different situations that may occur in the group meeting; for example, how to disagree with another group member appropriately.

5. Have the reporter from each group share that group's definition with the entire class using the principles of reporting.

Sub-skills Needed:
1. Frames strategies
2. Brainstorming strategies

HUMOUR

JOURNALING ACTIVITY CONTINUED

3. Anatomy of a definition
4. Co-operative learning strategies
5. Speaking stategies

Materials Needed

1. One copy of the Humour Journaling blackline master for each student

2. One piece of chart paper for each group

3. One marker for each group
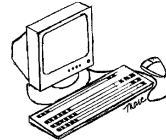
Computer Integration

The students will create their own blackline masters for this activity using the features on the Draw toolbar. They will then complete the assignment inserting Textboxes to complete the graphic organizers and inserting Text into the Textbox "laughter is…".

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Save a Document Page 31
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Resources

Senn, J.A. 325 Creative Prompts For Personal Journals. Toronto: Scholastic Professional Books, 1992.

Sweeney, Jacqueline. 350 Fabulous Writing Prompts. Toronto: Scholastic Professional Books, 1995.

HUMOUR

Personalized Outcomes

JOURNALING ACTIVITY CONTINUED

Evaluation

Speaking Rubrics and Checklists
- Speaking Rubric
- Speaking Rubric II

Group Work Rubrics and Checklists
- Group Participation Assessment Rubric
- Group Work Rubric

HUMOUR

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 1 Assignment 5
Unit 3 Assignment 4
Unit 4 Assignment 3, 4

Stage 4 Academic
Unit 2 Assignment 4A

Stage 4 Employment
Unit 3 Assignment 2

SITUATION COMEDY INTRODUCTION
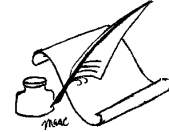
Description

1. Play the opening credit sequence from a current situation comedy. Tape the program before the class onto videotape.

2. Stop the tape after the opening credit sequence and divide the class into groups of three or four.

3. Instruct the students to discuss the questions on the Viewing a Situation Comedy Discussion Questions handout and to record their answers. Provide 10-12 minutes for this activity.

4. Have the reporter in each group report back to the class.

Sub-skills Needed:

1. Co-operative learning starategies
2. Discussion strategies
3. Speaking strategies

Materials Needed

1. A videotape of the opening credit sequence of a current situation comedy

2. One copy for each group of Viewing a Situtation Comedy Discussion Questions

HUMOUR

SITUATION COMEDY
INTRODUCTION CONTINUED
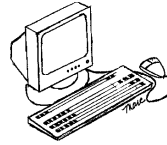
Computer Integration

The students will use the word processing program to type the questions that are to be answered. The questions may be found on the blackline master entitled, Viewing Situation Comedy Discussion Questions. Under each of the questions, the students will use bullets to write their answers in point form.

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Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Rubric II

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

HUMOUR

Expected Outcomes

Stage 3
Unit 1 Assignment 1
Unit 2 Assignment 1
Unit 3 Assignment 2, 3

Stage 4 Academic
Unit 2 Assignment 4A

Stage 4 Employment
Unit 10 Assignment 1

ACQUIRING KNOWLEDGE ABOUT HUMOUR
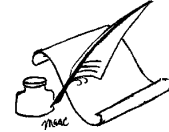
Description

1. Have the students research and create their own notes on the different types of humour.

2. We suggest the outline format of note taking. The instructor may want to provide an outline for the students to follow or have the students create their own outline. This would depend on the ability level of the students. The provided outline, <u>Investigating Humour,</u> was created from the humour entry in *The World Book Encyclopedia*.

Sub-skills Needed:

1. Research strategies
2. Note taking strategies

Materials Needed

1. Reference materials for research (encyclopedia, books on humour, Internet, etc.)

2. Copies of the <u>Notes on Humour</u> handout if needed. If the instructor is having the students work alone, then one copy will be required for each student. If the instructor is dividing the class into groups to do the activity, then one copy per group will be required.

HUMOUR

ACQUIRING KNOWLEDGE ABOUT HUMOUR CONTINUED
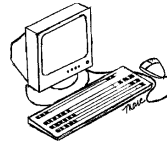
Computer Integration

The students will use the Outline feature on the word processor to complete their notes on humour. An example of an outline that the students may follow is provided in the blackline master entitled, Investigating Humour.

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Numbers Page 100
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Evaluation

Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric

General Rubrics and Checklists

- Rubric Template

HUMOUR

Expected Outcomes

Stage 3
Unit 4 Assignment 4

Stage 4 Academic
Unit 2 Assignment 2

Stage 4 Employment
Unit 8 Assignment 1, 2

COMEDY STRUCTURE ACTIVITY

Description

1. As a large group, view a short comedy with the sound turned off.

2. As the students view the comedy, have them write down the situations that they found humorous on the Humorous Situations blackline master.

3. Have the students get together in groups of three or four to discuss the humorous situations and to determine the type of humour being used.

4. View the comedy a second time with the sound turned on.

5. Again, as the students view the comedy, have them write down the situations that they found humorous on the blackline master.

6. Have the students get together in their same groups of three or four to discuss the humorous situations and to determine the type of humour being used.

7. In their group discussions, the students should discuss what they found to be funny and the sources of the humour based on the research they did in the previous activity.

8. Each group will report back to the large group.

HUMOUR

COMEDY STRUCTURE ACTIVITY CONTINUED

Sub-skills Needed:

1. Co-operative learning strategies
2. Note taking strategies
3. Discussion strategies

Materials Needed

1. One copy of the Humorous Situations handout for each student

2. A videotape of a short comedy such as *The Three Stooges, Charlie Chaplin,* or a current situation comedy

3. Chart paper and markers
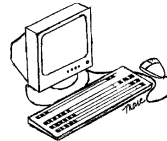
Computer Integration

The students will use the Table or the Columns feature in the word processing program to create a T-Chart of the required information. Each of the Columns should be labeled, and a title should appear at the top of the page.

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HUMOUR

| Personalized Outcomes | COMEDY STRUCTURE ACTIVITY CONTINUED |

COMEDY STRUCTURE ACTIVITY CONTINUED

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Preview and Print a Document Page 32

Evaluation

Speaking Rubrics and Checklists
- Speaking Rubric
- Speaking Rubric II

Group Work Rubrics and Checklists
- Group Participation Assessment Rubric
- Group Work Rubric

HUMOUR

COMEDY STRUCTURE ACTIVITY CONTINUED

Teacher Notes

HUMOUR

| **Expected Outcomes** | SITUATION COMEDY STRUCTURE |

Expected Outcomes

Stage 3
Unit 4 Assignment 2, 3, 4

Stage 4 Employment
Unit 1 Assignment 8

SITUATION COMEDY STRUCTURE

Description

1. Write the following brief description of a situation comedy on the board.

> Stable State
> Disruption
> Stable State

2. Show a part of a current situation comedy (the Stable State) up to the point where the disruption is about to occur.

3. Divide the students into groups of three or four to answer the questions on the handout entitled, Comedy Structure Discussion Questions**.**

4. Bring the large group back together and have the reporters report to the group.

5. View the disruption for which the students were making predictions and then play the next stable state. Continue this activity for a few stable states and disruptions in the same situation comedy.

Sub-Skills Needed:

1. Co-operative learning strategies
2. Discussion strategies

HUMOUR

SITUATION COMEDY STRUCTURE CONTINUED

Materials Needed

1. One copy of the handout, Comedy Structure Discussion Questions, per group

2. A videotape of a current situation comedy

3. Chart paper and markers
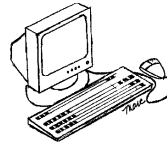
Computer Integration

The students will use the word processing program to type in the questions that are to be answered. They will then insert their responses to the questions. The questions in this assignment should be answered in completed sentences.

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Evaluation
Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Rubric II

HUMOUR

Personalized Outcomes

SITUATION COMEDY STRUCTURE CONTINUED

- Group Work Rubrics and Checklists
- Group Participation Assessment Rubric
- Group Work Rubric

HUMOUR

SITUATION COMEDY STRUCTURE
CONTINUED

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 4 Assignment 1

Stage 4 Academic
Unit 2 Assignment 1

Stage 4 Employment
Unit 3 Assignment 3, 4

PRODUCING A SITUATION COMEDY

Description

The students will create their own situation comedy using the following steps:

1. Divide the students into small groups of two or three.

2. Have the students brainstorm to determine the situation they will portray.

3. Once the situation has been determined, have the students storyboard the situation using the blackline master entitled, Situation Comedy Storyboard.

4. The situation comedy may be produced with or without words. The instructor may want the students to try one of each.

5. The comedy may be videotaped or acted live depending on the availability of equipment in the centre.

6. The instructor may provide the situations or have the students design the situations.

Sub-skills Needed:

1. Co-operative learning strategies
2. Speaking strategies

HUMOUR

PRODUCING A SITUATION COMEDY CONTINUED

Materials Needed

1. Several copies of the blackline master, <u>Situation Comedy Storyboard,</u> per group

2. Costumes if required

3. Video camera if available
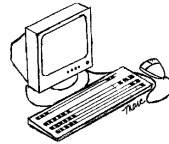
Computer Integration

The students will create the scripts for their situation comedies using the word processing program. This may be accomplished in a variety of ways using a number of different features in the word processing program. The students should keep in mind that in order to perform their comedies, they will have to memorize their parts.

Those students who have had more experience on computers may want to storyboard their situation comedies using the PowerPoint program. Note that the computer skills needed for this program are not covered in the Computer Curriculum Guide.

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HUMOUR

HUMOUR

PRODUCING A SITUATION COMEDY
CONTINUED

Resources

Teacher Notes

HUMOUR

Expected Outcomes

Stage 4 Academic
Unit 1 Assignment 5, 6

Description

1. Read a few limericks to the students or have the students read the limericks on their own.

2. Cut the limericks on the Limericks for Display blackline master into five strips (one strip per line). Also, find some of your own limericks to write out and cut into strips.

3. Have the students arrange the strips into their proper order.

4. Once they have been cut, note that the strips may be put into envelopes in order to keep them together and organized.

Sub-skills Needed:

1. Co-operative learning strategies

Materials Needed

1. A number of good limericks

2. Copies of Limericks for Display as needed

HUMOUR

READING AND ANALYZING LIMERICKS CONTINUED

Computer Integration
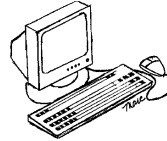
The students will take their assembled limericks and create an 8 1/2" x 11" poster. Any of the creative features in the word processing program may be used to enhance the poster.

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WordArt Page 157
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Evaluation

General Rubrics and Checklists
- Rubric Template

HUMOUR

Expected Outcomes

Stage 3
Unit 1 Assignment 1
Unit 2 Assignment 1

Stage 4 Academic
Unit 1 Assignment 6

THE ELEMENTS OF A LIMERICK

Description

1. Discuss with the students or have the students do research on the elements of a limerick. In the blackline master, Limerick Elements, one will find information about limericks.

2. In the discussion or the notes, mention should be given to the form, rhyming scheme, number of syllables, meter, rhythm, and accented syllables used in a limerick.

Sub-skills Needed:

1. Research strategies
2. Note taking strategies

Materials Needed

1. Research tools

2. A copy of the blackline master, Limerick Elements, to be used as a reference

HUMOUR

THE ELEMENTS OF A LIMERICK CONTINUED
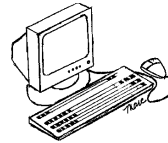
Computer Integration

The students will use the word processing program to create their notes on the elements of limericks. The students may choose any method they wish for note taking. Therefore, there are many different possibilities; For example, if using the Cornell Method of note taking, the students may choose to use the Table or Columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the Draw toolbar to create their notes.

The students may also do research on the Internet to find information about limericks or to find other limericks.

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Evaluation

General Rubrics and Checklists

- Rubric Template

Resources

http://darkwing.uoregon.edu/~leslieob/limericks.html

HUMOUR

Stage 3
Unit 3 Assignment 2, 3,
        4, 5
Unit 4 Assignment 1, 4

Stage 4 Academic
Unit 7 Assignment 1
Unit 8 Assignment 1

WRITING LIMERICKS

Description

1. As a class, write a limerick together.

2. Begin by brainstorming the different places that the students have visited.

3. Choose a place that is easy to rhyme with other words and brainstorm a list of those words.

4. Begin the limerick "There once was _____."

5. Have different students in the class suggest the words for each of the lines.

6. As you write down each of the lines, discuss the elements of the limerick.

7. Using the knowledge that they have learned, have the students write their own limericks or divide the class into groups of two or three.

8. Once the individual or group limericks have been written, publish a class anthology and have the individual students present the limericks to the class.

Sub-skills Needed:
1. Brainstorming strategies
2. Writing strategies
3. Discussion strategies

HUMOUR

WRITING LIMERICKS CONTINUED

Materials Needed

1. The notes on limericks from the previous lesson or a review of the elements of a limerick

2. One copy per student of the Limerick Frame blackline master
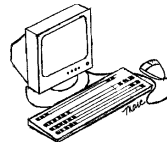
Computer Integration

The students will create posters of the limericks that they created. This will be done on 8 1/2" x 11" or 8 1/2" x 14" paper. The students will use some of the creative features in the word processing program such as the Draw toolbar, WordArt, ClipArt, Borders, and Font colour. A choice can be made as to whether or not the students would like to create their posters in Landscape or Portrait mode on the page set up.

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HUMOUR

WRITING LIMERICKS CONTINUED

Evaluation

Writing Rubrics and Checklists

- Student Writing Assessment Checklist

Speaking Rubrics and Checklists

- Speaking Rubric

- Speaking Rubric II

Group Work Rubrics and Checklists

- Class Participation Assessment Rubric

HUMOUR

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 2 Assignment 1

Stage 4 Academic
Unit 1 Assignment 2
Unit 4 Assignment 1, 4

Stage 4 Employment
Unit 7 Assignment 1, 3

WHAT MAKES A GOOD JOKE?

Description

1. The day before doing this lesson, send the students to the library to find a good joke. The student who already knows a good joke, may want to share it.

2. Have the students share their jokes with the class.

3. The students should count the number of sentences in each joke and then look at the answers on the How to Tell a Joke Quiz blackline master.

4. Listen to a humourist on an audiotape or videotape and have the students count the number of sentences in each joke.

5. Discuss the effects that the longer jokes have on the audience compared to the shorter jokes and vice-versa.

Sub-skills Needed:

1. Research strategies
2. Speaking strategies
3. Discussion strategies

Materials Needed

1. One copy to the How to Tell a Joke Quiz blackline master per student

HUMOUR

WHAT MAKES A GOOD JOKE CONTINUED?

2. An audio or videotape of a humourist.

3. If you do not have a library in your community, you may want to supply joke books from which the students may research
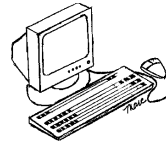
Computer Integration

The students will use the word processing program to compile a list of the jokes that were told in class.

The students may also search the Internet to find a joke to share.

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Evaluation
Speaking Rubrics and Checklists

- Speaking Rubric

- Speaking Rubric II
Group Work Rubrics and Checklists

- Class Participation Assessment Rubric

HUMOUR

YES, THERE ARE STEPS TO FOLLOW WHEN TELLING A JOKE

Expected Outcomes

Stage 3
Unit 1 Assignment 2
Unit 2 Assignment 1
Unit 3 Assignment 2, 3
Unit 4 Assignment 1, 2, 3, 4

Stage 4 Academic
Unit 2 Assignment 1, 2

Stage 4 Employment
Unit 7 Assignment 1, 3
Unit 8 Assignment 1, 2
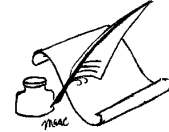
Description

1. Discuss with the class or have the students do research and make notes on the steps to telling a joke. A reference has been provided. See the blackline master entitled, <u>Steps to Telling a Joke</u>.

2. The instructor may want the students to work in groups to come up with their own descriptions of each of the steps.

Sub-skills Needed:

1. Research strategies
2. Discussion strategies
3. Co-operative learning strategies
4. Note taking strategies

Materials Needed

1. One copy of the blackline master, <u>Steps to Telling a Joke,</u> per individual or group depending on how the instructor wants to do the lesson

HUMOUR

YES, THERE ARE STEPS TO FOLLOW WHEN TELLING A JOKE CONTINUED
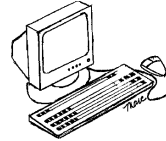
Computer Integration

The students will use the word processor to make notes on the steps to telling a joke. The students may choose any method they wish for note taking. Therefore, there are many different possibilities; for example, if using the Cornell Method of note taking, the students may choose to use the Table or Columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the Draw toolbar to create their notes.

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Evaluation

Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric

- Group Work Rubric

HUMOUR

Expected Outcomes

Stage 3
Unit 4 Assignment 4

Stage 4 Employment
Unit 7 Assignment 3

WHEN TO TELL A JOKE

Description

1. Divide the students into groups.

2. Give each group a situation from the Jokes and Situations blackline master and a joke(s) to tell (or the group may provide their own joke).

3. Have the groups role play a good and bad telling of a joke in that particular situation.

4. The instructor may want to have a variety of jokes on hand.

Sub-skills Needed:

1. Co-operative learning strategies
2. Speaking strategies

Materials Needed

1. Copies of the Jokes and Situations blackline master cut into strips with each strip containing a situation

2. Costumes for some groups

HUMOUR

WHEN TO TELL A JOKE CONTINUED
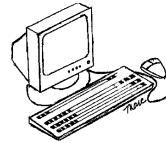
Computer Integration

The students will create their scripts for the role play situations using the word processing program. Features such as the different Font styles, Font sizes, Italics, Bold, Borders, and Underline may be used to highlight different parts of the script.

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Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric

- Speaking Rubric II

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric

- Group Work Rubric

HUMOUR

Expected Outcomes

Stage 3
Unit 1 Assignment 1, 3, 6
Unit 4 Assignment 4

Stage 4 Employment
Unit 8 Assignment 1, 2

Description

1. Have a number of humourous stories of different reading levels available.

2. The instructor will want to choose how the reading should take place. The students may read individually, in a small group, or orally with the entire class.

3. Following the reading, have the students analyze the humour in the story using the information that they have gathered in previous lessons. To do this, use the blackline master Humourous Situations.

4. Also, have the students compare the story they have read to the comedy structure that was discussed in the previous lesson, "Situation Comedy Structure". Blackline master Charting Comedy Structure has been included for use.

5. The instructor may choose how the analysis is to be done. It may be done in small groups or individually.

Sub-skills Needed:

1. Co-operative learning strategies
2. Note taking strategies

HUMOUR

READING A HUMOUROUS STORY CONTINUED

Materials Needed

1. Copies of the blackline master, <u>Humourous Situations</u>

2. Copies of the blackline master, <u>Charting Comedy Structure</u>

3. The notes on the different types of humour from a previous lesson
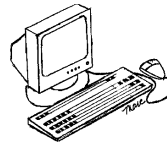
Computer Integration

The students will create the two charts needed to complete their humour analysis of the story. They may choose whether or not they wish to use the Table feature or the Columns feature in the word processing program. The first chart should have as its headings "Type of Humour" and "Humourous Situations." The second chart should have as its headings "Stable State" and "Disruption." The students will then proceed to fill in the required information.

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Resources

http://www.readersdigest.ca/pie/index.html

HUMOUR

READING A HUMOUROUS STORY CONTINUED

Preview and Print a Document Page 32

Evaluation

Reading Rubrics and Checklists

- Predictions About Characters and Events in a Story
- Reading Scoring Rubric
- Reading Assessment Rubric
- States Main Idea and Gives Supporting Details Rubric
- Makes Inferences About Characters and/or Events in a Story Rubric
- Draws Conclusions From Text Rubric
- Multifaceted Reading Rubric
- Oral Reading Performance Rubric

HUMOUR

READING A HUMOUROUS STORY CONTINUED

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 3 Assignment 3, 5
Unit 4 Assignment 4

Stage Employment
Unit 7 Assignment 3
Unit 8 Assignment 1

WRITING A HUMOUROUS STORY

Description

1. The students will recall a humourous incident that happened to them. Some humourous incidents may be events that originally seemed embarrassing to the student but they now seem funny, or they may be stories that were just funny. We have all laughed at ourselves at some point.

2. The student will then write about the incident in the form of a narrative.

3. The students should use the five steps in the writing process to complete this assignment (prewriting, drafting, editing, revising, and publishing).

4. Upon completion of the assignment, the instructor may wish to create a class anthology or have the students share their stories with the class.

Sub-skills Needed:

1. Writing strategies

Materials Needed

1. The instructor should share a funny story that happened to him/her in order to make the class feel more comfortable with the assignment.

HUMOUR

WRITING A HUMOUROUS STORY CONTINUED

Computer Integration

The students will progress through the steps of the writing process using the word processing program. The students may enhance the final draft of the story with any of the creative features that they like. The story should include a title and the author's name at the top of the story. The teacher will collect all the final drafts and create a class anthology of humourous stories. One of the students may wish to create the cover page for the anthology using the different creative features in the word processing program.

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Evaluation
Writing Rubrics and Checklists

- Narrative Analytic Rubric

- Writing Evaluation Rubric

- Writing Assessment Rubric

HUMOUR

Personalized Outcomes

WRITING A HUMOUROUS STORY CONTINUED

- Student Writing Assessment Checklist
- Painting a Picture with Words:
- Descriptive Writing Rubric
- Telling a Story: Narrative Writing Rubric

HUMOUR

WRITING A HUMOUROUS STORY CONTINUED

Teacher Notes

Resources

HUMOUR

Expected Outcomes

Stage 3
Unit 2 Assignment 1
Unit 3 Assignment 3, 6
Unit 4 Assignment 2

Stage 4 Academic
Unit 2 Assignment 2, 3,
    4A, 4B, 5

HUMOUR RESEARCH ESSAY

Description

1. The students will research and write an essay about humour. The following is a list of some suggested topics. This is not an exhaustive list. It would be great if the students could come up with their own topic ideas.

   The benefits of laughter.

   The construction of an editorial cartoon.

   The writing of a situation comedy.

   The evolution of humour from 1900 (or earlier) to today.

2. The students will use the steps of doing research and the steps of the writing process in order to complete this assignment.

Sub-skills Needed:

1. Research strategies
2. Writing strategies

Materials Needed

1. Access to the Internet or reference materials

HUMOUR

HUMOUR RESEARCH ESSAY CONTINUED

Computer Integration

The students will progress through the steps of the writing process using the word processing program. The students will include with their final draft a copy of the outline that they followed to create the essay, a title page, and a resources list.

The students may also wish to use the Internet to search for the information needed in the humour essay.

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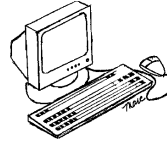Apply Bold, Italic or Underline Page 60
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Evaluation

Writing Rubrics and Checklists
- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

Resources

Incentive publications Humour unit

http://www.personal-development.com/chuck/laughter.htm

http://www.larrywilde.com/

Toole, Karen E. "Humour an Act of Faith." Winnipeg Free Press. 26 Feb 2000.

Allen, Robert Thomas. A Treasury of Canadian Humour. Toronto: McClelland and Stewart Limited, 1967.

HUMOUR

THE EXPRESSION OF CARTOONS

Stage 3
Unit 4 Assignment 3, 4

Stage 4 Employment
Unit 8 Assignment 1

Description

1. Show a humourous animated cartoon (i.e. *The Cat Came Back, The Simpsons*, etc.).

2. View the cartoon a second time; this time pausing the film in various spots in which the main character expresses emotion.

3. Have the students do quick thumbnail sketches of the of the main character's expressions using the blackline master, <u>Cartoon Thumbnail Sketches</u>.

4. Discuss how the artist used different drawing techniques in which to show the emotion that the character was displaying.

5. Discuss how the different expressions of the main character created humour in the cartoon.
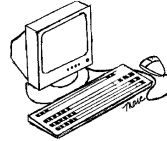
Sub-skills Needed:

1. Discussion strategies

Materials Needed

1. A video of an animated cartoon

2. One copy of the blackline master, <u>Cartoon Sketches</u> per student

HUMOUR

THE EXPRESSION OF CARTOONS CONTINUED

Computer Integration

The students will use the WordArt feature in the word processing program to give words of emotion a visual quality. For example, one emotional word would be "sad." The students will use the WordArt program in order to make the word "sad" look "sad." Prior to doing this activity, the teacher may want to brainstorm a list of emotional words with the class.

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Evaluation

Group Work Rubrics and Checklists
- Class Participation Assessment Rubric

Resources

http://www.english.unitecnology.ac.nz/resources/units/cartoons/home.html

HUMOUR

Expected Outcomes

Stage 3
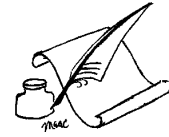Unit 1 Assignment 4
Unit 4 Assignment 4

Stage 4 Academic
Unit 1 Assignment 1, 2, 4

Description

1. In groups, the students will explore different cartoon types for similarities and differences in techniques. The different cartoon types that the students should explore should include Sunday strips, daily strips, comic books, and animated cartoons.

2. The instructor should give each group the handout entitled, Things for which to Watch. The class may want to have a discussion about the notes on this page prior to beginning the exercise.

3. The students will complete the charts on the blackline masters, Comparing Cartoons and Analysis Grid.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies
3. Note taking strategies

Materials Needed

1. Comic examples: of Sunday strips (8 – 12 panels long); daily strips (1, 2, 3, or 4 panels long); comic books; and animated cartoons

2. One copy of the blackline master, Comparing Cartoons per group

HUMOUR

EXPLORING CARTOON TYPES CONTINUED

3. One copy of the blackline master, <u>Analysis Grid</u> per group.

4. One copy of the handout, <u>Things for which to Watch</u> per group
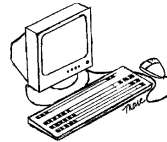
Computer Integration

The students will use the Table feature in the word processing program to create the two charts needed for inputting information. See the blackline masters entitled, <u>Comparing Cartoons</u> and <u>Analysis Grid</u>.

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Evaluation
Group Work Rubrics and Checklists

- Group Participation Assessment Rubric

- Class Participation Assessment Rubric

- Group Work Rubric

HUMOUR

CREATING A CARTOON

Expected Outcomes

Stage 3
Unit 2 Assignment 3
Unit 3 Assignment 1, 2,
3, 4, 5

Stage 4 Academic
Unit 2 Assignment 1, 2

Description

1. Using the information that they have gathered in the two previous activities as well as the other information they have learned about humour in this unit, the students will create a humorous cartoon.

2. The students may decide if they wish to create a Sunday strip, a daily strip, or a comic book. Blackline masters for the Sunday strips and the daily strips have been included. If the templates do not fit the needs of the students' cartoons, the students should create their own boxes.

3. The instructor may want to have the students neatly frame their cartoons for display. Poster board works well for this purpose.

Sub-skills Needed:

1. Writing strategies

Materials Needed

1. Copies of the blackline masters, Sunday Strip Cartoon Frame and Daily Strip Cartoon Frame

2. Pencils, coloured pencils, erasers, and a variety of black felt-tip markers

3. Poster board in different colours

HUMOUR

CREATING A CARTOON CONTINUED

	Resources

4. Glue (perhaps rubber cement)

5. Copies of cartooning books for reference – if available

6. Pictures of different items that the students may want to draw into their cartoons – for reference
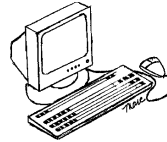
Computer Integration

The students will use the table feature, or features from the Draw toolbar, in order to create their framework for their cartoon creations. The students will include a title for their cartoon strips and insert the creator's name somewhere on or around the cartoon. They should also insert Callouts into their frames.

Using the features on the Draw toolbar, WordArt, and ClipArt, the students could experiment with drawing cartoons. For this project, the students should use one page per frame of the cartoon. The Borders feature could be used to create the enclosure around the individual frames.

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HUMOUR

Personalized Outcomes	CREATING A CARTOON CONTINUED

CREATING A CARTOON
CONTINUED

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WordArt Page 157
Create Paragraph Border 89
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Evaluation

General Rubrics and Checklists

- Rubric Template

HUMOUR

CREATING A CARTOON CONTINUED

Teacher Notes

HUMOUR