EXPLORE SATIRE

Mr. Devlin wrote this lesson for his 11th graders in British literature.

LESSON PLAN CODE: L - 1  
SUBJECT: Reading, Writing, Speaking, and Listening  
GRADS: 9 - 12  

PENNSYLVANIA STATE STANDARDS:  
9.2.12.A - Explain the historical, cultural and social context of an individual work in the arts.
9.4.12.B - Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ War of the Worlds).
1.2.11.D - Analyze inferences and draw conclusions based on and related to an author’s implicit and explicit assumptions and beliefs about a subject.
1.3.12.B - Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.
1.6.11.A - Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.
1.9.11.B - Evaluate how the techniques used in media modify traditional society.

ELIGIBLE CONTENT (for PA State Standards):  
R11.A.1.6.1: Identify and/or analyze the author’s intended purpose of text.
R11.B.1.1.1 - Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.
R11.B.2.1.1: Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.

PENNSYLVANIA COMMON CORE STANDARDS:  
CC.1.4.11-12.I - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

ELIGIBLE CONTENT (for PA Common Core Standards):  
L.F.1.1.3 - Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
L.F.2.3.5 - Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:  
- the relationship between the tone, style, and/or mood and other components of a text  
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text  
- how diction, syntax, figurative language, sentence variety, etc., determine the author’s style
L.F.2.4.1 - Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 - Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.N.2.4.3 - Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

THE BIG IDEA:  
Satire draws attention to problems within our society and can inspire social reform.

CONCEPTS:  
- Satire employs the use of various techniques including: exaggeration, incongruity, reversal, and parody.
- Satire can affect our perception of various people, places, ideas, etc.
COMPETENCIES:
- Students will be able to identify satire within pop culture and literature.
- Students will be able to analyze the impact of satire in various sources.
- Students will be able to use satire to illustrate their own personal opinions.

VOCABULARY:
**Satire** - A literary work that ridicules its subject through the use of techniques such as exaggeration, reversal, incongruity, and/or parody in order to make a comment or criticism about it.
**Exaggeration** - To enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen.
**Incongruity** - To present things that are out of place or are absurd in relation to its surroundings.
**Reversal** - To present the opposite of the normal order (e.g., the order of events, hierarchical order).
**Parody** - To imitate the techniques and/or style of some person, place, or thing.

OBJECTIVES:
- Students will define satire.
- Students will list examples of satire they encounter within their own lives.
- Students will determine the tone and purpose of various satirical works.
- Students will conclude how satire can bring about social reform.
- Students will identify the specific techniques that satire employs.

ESSENTIAL QUESTIONS:
- How is satire used in the 21st century?
- How does satire affect our perceptions of the subjects it ridicules?
- How could satire inspire social reform?

LESSON DURATION: 45 minutes

MATERIALS:
- Laptop connected to a Promethean Board & Speakers
- The song “White & Nerdy” by Weird Al
- My Satire Prezi (which includes embedded YouTube clips)
- Countdown Timer (www.online-stopwatch.com)
- *Pride and Prejudice and Zombies* by Jane Austen and Seth Grahame-Smith
- *Animal Farm* by George Orwell
- *The Butter Battle Book* by Dr. Seuss
- A stick of Old Spice deodorant
- DVD copy of *Shrek* (cued to 51:20)
- Student Handout (See Page 5)
- *A Modest Proposal* by Jonathan Swift

SUGGESTED INSTRUCTIONAL STRATEGIES:
- As the lesson begins, make the purpose of this unit clear by articulating the effects of satire. Mention that satire affects what products we buy, which candidates we vote into public office, and our overall perception of various people, places, ideas, etc.
- To hook and hold students’ attention, use media and references to specific examples of satire which are relevant to teenagers. Students’ knowledge of pop culture can provoke complex thinking if they are able to make personal connections and share their experiences with satire within their own lives.
During the presentation of new content, engage students through asking questions about the concepts being presented. Prepare some high-level thinking questions for this lesson prior to teaching it.

In order to foster collaboration, the desks within the classroom should be arranged in such a fashion which will allow students to communicate with a group of their peers. As students work with their peers they will need feedback from the teacher as they progress towards mastering the objectives.

INSTRUCTIONAL PROCEDURE:
The desks are arranged into learning pods which enables students to collaborate with their peers during this lesson. Each “pod” consists of four students.

1) As students enter the classroom, the song “White & Nerdy” by Weird Al will be playing. The question, “How would you define satire?” will appear on the Promethean board as students wait for the bell to ring and class to begin.

2) A few students will share their definition of satire with the class before students are given a formal definition by the teacher. The purpose of the lesson will be made clear as the teacher shares some examples of how satire might affect students. (For example, how watching Saturday Night Live might alter their perception of President Obama.) Students will then brainstorm examples of satire they encounter on a daily basis in their pods for 100 seconds.

3) The teacher will present students with an array of examples of satire found in comics, books, music, television shows, and movies. While viewing the various mediums, students will analyze the tone of each work and discuss what it accomplishes. The equation, humor + criticism = inspired reform, will be analyzed.

Here are the two cartoons that will be discussed:

While discussing how satire is used in literature, a tiny segment of three books will be read to the class by a randomly selected student. Students will examine how Pride and Prejudice and Zombies mocks the conventions of classic romantic literature, how George Orwell satirizes communism, and how Dr. Seuss used children’s literature to condemn the Cold War in The Butter Battle Book.

To see all of the audio/visual examples, please refer to the online Prezi:

http://prezi.com/enz_f-jnzyqk/satire-lesson
As students examine satire used in the entertainment industry, they will indicate the background knowledge that an audience may need in order to understand the point a satirist is trying to make. The Prezi references several examples that will help students begin this discussion. The examples include: *The Muppets, Saturday Night Live, The Colbert Report, Scary Movie 1 - 4, Vampires Suck, The Simpsons, Family Guy, and South Park.* Students will explore the underlying meaning to the subtle messages that are present within modern-day entertainment.

4) Students will receive a handout that includes the definitions of four different techniques that satire employs. Students will review these four definitions and will see two examples of each type. (This handout is available at the end of this lesson plan.)

5) Students will watch a two-minute clip from *Shrek* and will classify the different techniques satire employs.

6) Students will discuss the clip with their pod and work together to make sure they have identified each technique before sharing their responses with the entire class. Lastly, students will share their answers by creating a class list on the Promethean board as the teacher evaluates their work and helps students identify any examples they may have missed.

7) For homework, students will be required to read *A Modest Proposal* by Jonathan Swift which can found in both their textbooks and on our online Moodle webpage. As they read, students will analyze the text and complete an “entrance ticket” that will be collected as students come into class the next day. (The entrance ticket can be found on the backside of the handout students received during class today.)

**FORMATIVE ASSESSMENT:** Students will be answering questions during the presentation of new content; however, their main assessment during this specific lesson will occur as they complete a graphic organizer. On this handout, students will be expected to identify and classify the four techniques satire employs within the two-minute video clip of *Shrek* that will be shown in class.

This concludes the end of the first lesson; however, this unit will continue into the next two days.

Concluding the learning sequence that will ensue after reading *A Modest Proposal*, students will receive their final assessment on satire. Students will select a folly or vice that they seek to reform and will create a comic strip which utilizes two different satirical techniques. Students can hand draw their comic strip or use an online comic strip creator such as bitstrips.com or toondoo.com. A narrative statement will accompany the student’s comic and will describe the two techniques used in his/her drawing and the purpose of his/her illustration. Examples of exemplary cartoons created by students from previous school years will be displayed for students to view. Students’ comic strips will be displayed in the classroom, and students will vote for the most creative cartoon that captures their attention and encourages social reform.
EXAGGERATION
To enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen.

INCONGRUITY
To present things that are out of place or are absurd in relation to its surroundings.

REVERSAL
To present the opposite of the normal order (e.g., the order of events, hierarchical order).

PARODY
To imitate the techniques and/or style of some person, place, or thing.

Name: _______________________
Period: ______

A Modest Proposal by Jonathan Swift

What social injustice does Jonathan Swift expose within his pamphlet?
__________________________________________________________________________

Describe the tone of *A Modest Proposal*: ______________________________________

How does Jonathan Swift use exaggeration to get people’s attention?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What type of reaction or result do you anticipate this publication caused?
__________________________________________________________________________
__________________________________________________________________________