

*“That is part of the beauty of literature. You discover that all your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.”*

*– F. Scott Fitzgerald*



Teaching is always something that I’ve wanted to do. Although I’ve changed my mind a few times along the way, I’ve always found my way back to it. There are few things more frightening than standing in front of a large group of students and having them trust in your knowledge. However, I am passionate about my subject and I hope that my students are able to see that and enjoy it as well. Teachers have the ability to be one of the most influential people in a student’s life. Schools need teachers that realize the power they have in a student’s life and use it in a positive way.

*“Tell and I forget. Teach me and I remember. Involve me and I learn.”*

*–Benjamin Franklin*

**Teacher:** K. Stumborg      **Subject:** English Literature      **Grade Level:** 11<sup>th</sup>      **Topic:** Satire

**Rationale:** Students find the idea of satire confusing for the most part. However, once they realize that Swift and other great satirists are using the same concepts that The Simpsons and Saturday Night Live use, grasping the concept is much easier. The use of satire in the world today is prominent and it is extremely important for students to understand and acknowledge satire. Without knowing what satire consists of a student could take a story, news article, or TV show at face value. From cartoons to great literary works, satire is everywhere. Without properly understanding its use, a student can be lost. Being able to distinguish a satirical work from a serious piece is particularly important. It is also a great way to argue a point. Being able to point out flaws of the opposing side in a humorous way is a great quality in a writer. With this tool on their sides, students can write thoughtful, cunning, and mature material that will prove to be beneficial in their lives. Overall, the importance of understanding satire is great within our extreme satirical society.

**Summary:** We will go over several different kinds of satirical works. This includes short stories, political cartoons, news articles, and TV shows. The students will break up into small groups or partners and create their own satire. This could be in the form of a speech, short story, skit, poem, news article, or cartoon. They will share these creations with their classmates.

**Objectives:** This 4 week unit will cover Communication Arts standards 1,2,3,4,5,6, and 7. Students will be making real world connections through literature, newspapers, and television. They will be analyzing the use and effectiveness of satire in today's society. They will create an end piece that demonstrates their understanding of these concepts and share their work with the class.

**Length:** 4 weeks (50 minutes, 5 days a week)

**Materials and Resources:** PowerPoint, Library, TV or Overhead, Excerpts from novels or short stories, Markers/Crayons

**Formative Assessments:** Group work, Graphic organizers

**Summative Assessments:** Satire created and Presentation

# Teacher Calendar

## Week 1

<i>Introduce Satire</i>	<i>More Satire</i>	<i>Satire</i>	<i>Satire</i>	<i>Satire</i>
PowerPoint and discussion	Use the online newspaper "The Onion"	Continue looking at "The Onion"	Continue talking about importance of knowing "fake news" by exploring "The Onion"	Play(appropriate) scenes from cartoon like The Simpsons and Family guy that depict satire
Handout	Exit Slips	Discuss "fake news"		
KWL Chart		HW- Read an article from "The Onion" and respond		
Briefly discuss end result of unit				Discuss in groups

## Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Satire</i>	<i>Satire</i>	<i>Satire</i>	<i>Satire</i>	
Look at political cartoons and propaganda	Continue looking at political advertising and propaganda	Discuss A <i>Modest Proposal</i>	Discuss works they may not have thought of as satire	Begin Creative Writing assignment
Discuss importance	Hw: Read A <i>Modest Proposal</i>	Small group work with double entry journal	Ex- Huck Finn, Dr. Suess, Flannery O'Connor	Assign partners/groups
				Brainstorming

### Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Class time to work with groups	Class time to work with groups	Library Day	Library Day	Library Day

### Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Final touches	Presentations	Presentations	Presentations	Built in extra day

Teacher: K. Stumborg

Class: English Literature

Grade: 11th

Time Frame: 50 min

**Rationale:** Students use satire in their daily lives; they are professionals at it. Sarcasm usually spills out of their mouths. For this reason, the students should understand the effect it has on people. Satire is extremely useful for persuading and debating issues. Satire is prominent in our country. From TV shows to news articles to stories, satire is used as a way to poke fun at something. The mixture of wit and humor is a key theme in satire. Teaching this technique to students will be a major advantage in their future.

**Objective:** Students will be able to define, understand, and explore satire in various forms from classical literature to television shows. Students will be able to recognize satire when they hear or see it, as well as identify the characteristics that make it satire. By the end of the lesson, students will be able to construct meaning of the lesson by creating their own version of satire within a group.

**Format:** Direct instruction

**Grouping:** Whole class

**Materials:** PowerPoint Projector

**Literacy Strategies:** KWL Chart, Exit slips

**Phase One: (15 minutes)** To begin the class, I would do a skit to introduce satire (think SNL). I would use this intro to help define satire and to grab their attention as they come in. Afterwards, I would ask the class if anyone can define satire. I would want to draw off the class's definition if anyone is on the right track, but further develop the definition.

**Phase Two: (25 to 30 minutes)** The students will fill out their KWL charts independently. As they finish, I will ask them things that they want to know so I can try to hit on those topics throughout the lesson. After they are finished, I would present the PowerPoint on satire and give them the handout I created. I would go through the PowerPoint checking for understanding periodically.

**Phase Three: (5 minutes)** Wrapping up the lesson, I would hand out exit slips. I would tell the students to keep hold of the KWL chart and the handout because they will use them throughout the unit. I would collect the exit slips.

**Formative Assessment:** Students will receive 10 points for actively engaging in the lesson and filling out KWL charts.

Teacher: K. Stumborg

Class: English Literature

Grade: 11<sup>th</sup>

Time Frame: 50 min

**Rationale:** Almost every day an article comes out about some crazy story involving a celebrity death or some political scandal. In today's world, information is available at a finger's touch, but is it the correct information? Can the facts be trusted? It is important for students to be able to decipher between the real stories and the fake ones.

**Objectives:** At the end of this lesson, students will be able to identify and describe various qualities of satire. The students will understand how satire functions, especially in today's world. Students will be able to determine what is and what is not satire.

**Format:** Direct Instruction

**Grouping:** Whole class/Small groups

**Materials:** Television/Computer

**Literacy Strategies:** Graphic Organizer

**Phase One:** (10 minutes) The class will watch a short clip of the movie *Shrek* that satirizes the conventional fairy tales. This will lead into ubiquity of satire in the American culture.

**Phase Two:** (30 minutes) Students will compare and contrast a trusted newspaper to an article in *The Onion*. As a class, we will read an article out of each newspaper, first the actual news, then *The Onion*. As we read *The Onion* aloud, I will stop them at various points to pose questions involving the satirical aspects of the article. After reading aloud, the students will work in small groups to fill out a graphic organizer to compare and contrast the two articles.

**Phase Three:** (10 minutes) As a class we will go over their charts pointing out the similarities and differences. I will assign an article from *The Onion* to read as homework.

**Formative Assessment:** The students will receive 10 points for their graphic organizer and each student that reads aloud will receive 2 points extra credit.

Teacher: K. Stumborg

Class: English Literature

Grade: 11<sup>th</sup>

Time Frame: 50 min

**Rationale:** Pop Culture, in the form of the television show *The Simpsons*, is extremely relatable to students. They watch these types of shows on their own time. Using this show as a way to relate to literary techniques, such as satire, will engage the students at a much higher level. The understanding that they develop through this lesson will stem out to the other lessons and make the other satirical works much more relatable as well.

**Objective:** While watching the show the students will be able to pick out the satire in each segment. They will be able to identify satirical techniques and analyze why they are satire. They will be able to relate the TV shows to selected works that they have read. They will be able to interpret the characters actions and words in order to explain why it is satire.

**Format:** Discussion

**Grouping:** Whole class and group work

**Materials:** Television or Projector

**Literacy Strategies:** Graphic organizer

**Phase One:** (*6 to 7 minutes*) As the student enter the class, I will have the opening segment of *The Simpsons* playing. As the students settle, I would show the clip again and ask how this family is different than their family. We will discuss the themes and meaning of satire as a review.

**Phase Two:** (*35 to 40 minutes*) After reviewing, I will show a 10 to 15 minute segment of the show. While watching the clip the students will be focusing on the themes of satire we have been discussing. They will pick out two instances where satire was used and how effective it was. They will fill in their graphic organizer with these ideas. In small groups they will share and discuss what they came up with.

**Phase Three:** (*5 minutes*) We will come back together as a class and review important aspect of satire as shown in the show. If time allows, share some ideas the students came up with as an entire class.

**Formative Assessment:** I will collect the graphic organizer for 10 points and give them 5 points for participation in their groups.

Teacher: K. Stumborg

Class: English Literature

Grade: 11th

Time Frame: 50 min

**Rationale:** *A Modest Proposal* by Jonathan Swift is one of the best examples of satire. Students can learn a great deal from this type of satire. It is relatable to their lives now and in the future. It is important to understand that even though this was written well before their time, the issues are still prevalent in today's society.

**Objective:** Following a guided reading of *A Modest Proposal*, the students will be able to analyze and interpret the story. They will be able to understand what is satirical about it and why it works so well. They will also be able to think back to the other satirical works we've read or watched and evaluate the similar or different characteristics of them.

**Materials:** Jonathan Swift's *A Modest Proposal*

**Format:** Discussion

**Grouping:** Whole class

**Literacy Strategies:** Guided reading, Problem-Solution Map

**Phase One:** (3-4 minutes) At the beginning of class, I will list off some major world problems that are current. I will ask the class to think about these as we read the satire of Jonathan Swift.

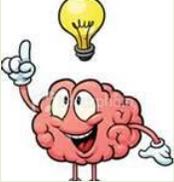
**Phase Two:** (25 -30 minutes) As a class we will read *A Modest Proposal*. As the students read aloud, we will stop periodically to go over the guided reading worksheet. We will discuss the issues of the text as we read. After we are finished with the reading, the students will think about what is proposed in the reading. On their own, they will fill out the Problem-Solution map with ideas from the reading. The students will recall the information from the text tie in how the reading is a satire.

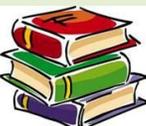
**Phase Three:** (16-22 minutes) I will ask the students to think about what we have read or watched so far. We will discuss how this reading is like the other satires we have looked at. On an exit slip, I will ask the students to recall the issues listed at the beginning of class. They will choose one and come up with a satirical solution to the problem.

**Formative Assessment:** The Problem-Solution map will be collected for points. The exit slips will be collected for participation points. The students will also get points for participating in the discussion.

## Student Handout

Sunday February 3 <sup>rd</sup>	Monday February 4 <sup>th</sup>	Tuesday February 5 <sup>th</sup>	Wednesday February 6 <sup>th</sup>	Thursday February 7 <sup>th</sup>	Friday February 8 <sup>th</sup>	Saturday February 9 <sup>th</sup>
	<p>Satire Introduction!</p> <p><b>KWL Chart &amp; Handout-Keep!!!</b></p>	<p>Satire in the Newspaper <i>The Onion</i></p> 	 <p><i>The Onion</i> Cont.</p> <p><b>Homework:</b> Read one article on your own. Write a response.</p>	 <p>More of <i>The Onion</i>. Be prepared to share articles/responses with the class.</p>	<p>Satire in television! Be prepared to watch some TV!!</p> 	<p>Enjoy the weekend!!</p> 

Sunday February 10 <sup>th</sup>	Monday February 11 <sup>th</sup>	Tuesday February 12 <sup>th</sup>	Wednesday February 13 <sup>th</sup>	Thursday February 14 <sup>th</sup>	Friday February 15 <sup>th</sup>	Saturday February 16 <sup>th</sup>
<p><b>Relax!!</b></p> 	<p>Political Cartoons use of satire</p> 	 <p>Look at more cartoons <b>Homework:</b> Read <i>A Modest Proposal</i></p>	<p>Discuss <i>A Modest Proposal</i></p> <p>Double entry journal</p> <p>Small group work</p>	<p>Texts you wouldn't think of as satire: A deeper look into classics.</p> 	<p>Creative writing assignment!!</p> <p>Choose groups!</p> <p><b>Brainstorming!</b></p> 	<p>Weekend!!</p>

Sunday February 17 <sup>th</sup>	Monday February 18 <sup>th</sup>	Tuesday February 19 <sup>th</sup>	Wednesday February 20 <sup>th</sup>	Thursday February 21 <sup>st</sup>	Friday February 22 <sup>nd</sup>	Saturday February 23 <sup>rd</sup>
<b>Weekend!!</b>	In class work time to work on satire assignment!	More class time to work on project	 Library Day!	Library Day! 	 Library Day!!	Weekend! 
						

Sunday February 24 <sup>th</sup>	Monday February 25 <sup>th</sup>	Tuesday February 26 <sup>th</sup>	Wednesday February 27 <sup>th</sup>	Thursday February 28 <sup>th</sup>	Friday March 1 <sup>st</sup>	Saturday March 2 <sup>nd</sup>
<b>Weekend!</b>	Final Touches!! 	Presentations! 	 Presentations!	Presentations! 	Built in extra day!  Finish presenting or start new unit!	Enjoy the weekend!

# Exploring Satire

Now it is your turn to try your hand at satire! Using the past 3 weeks as a foundation, you will create a new and innovative form of satire. You may work alone or in groups to create..... A skit, an article, a cartoon strip, an essay, or a speech. Any other creative ideas are welcome!

## Choose One:

Option 1: On your own, let your inner Jonathan Swift out in your writing and either write an original satirical essay or news article.

Option 2: In a small group(that I will assign), choose to create a cartoon strip, a skit(think SNL), or speech.



→The satires are due February 25<sup>th</sup>! You will be showing the class what you've created!

## Guidelines:

- Recall what you've learned!
- Be creative!
- Revise your work!

### Guidelines for the essay:

- Must be at least one page in length
- Must have an *original* heading or title

### Rubric

Content	Simple (3-5)	In-depth (6-10)	Over the top (15)	<b>15</b>
Creativity	Generic (0-4)	Original (5-9)	Engaging (10)	<b>10</b>
Presentation	Minimal Effort (2-5)	Plain Presentation (6-9)	Appealing (10-15)	<b>15</b>
Use of Language	Clear and Organized (3-7)	Sculpted (8-12)	Rich (13-15)	<b>15</b>
Usage/Mechanics	Needs more revision (4-6)	Minimal errors(7-9)	Flawless (10)	<b>10</b>

### Guidelines for skit, cartoon, or speech:

- Must work together
- Share duties

### Rubric

Content	Simple (3-5)	In-depth (6-10)	Over the top (15)	<b>15</b>
Creativity	Generic (0-4)	Original (5-9)	Engaging (10)	<b>10</b>
Presentation	Minimal Effort (2-5)	Plain Presentation (6-9)	Appealing (10-15)	<b>15</b>
Collaboration	Little to no teamwork (3-7)	Basic (8-12)	Outstanding (13-15)	<b>15</b>
Usage/Mechanics	Needs more revision (4-6)	Minimal errors(7-9)	Flawless (10)	<b>10</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

**K**

**W**

**L**

What do you think you **KNOW** about slavery?

What do you **WANT** to know about slavery?

What did you **LEARN** about slavery?

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

