|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1: What is Satire?** | **Day 2: Onion Articles** | **Day 3: Sinclair Lewis** | **Day 4: Modest Proposal** | **Day 5: Modest Proposal/Project Day** |
| **Standard**: IL-ISBE-ELA-CC-2010.9-10.L.5.a**Vocabulary Acquisition and Use**: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. | **Standard:** IL-ISBE-ELA-CC-2010.11-12.R.I.6**Craft and Structure**: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and context contribute to the power, persuasiveness, or beauty of the text. | **Standard**: IL-ISBE-ELA-CC-2010.11-12.R.L.6**Craft and Structure**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  | **Standard**: IL-ISBE-ELA-CC-2010.11-12.R.L.6**Craft and Structure**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  | **Standard**: IL-ISBE-ELA-CC\_2010.K-12.W.R.3 **Text Types and Purposes**: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| * Bellringer writing: Students write their own definition of satire. How is satire different from comedy? How is it similar?
* Partner discussion of definition and brags (find someone at another table to discuss)
* Class discussion
* Together, read aloud “Character Protests at Walt Disney World”
* Discuss its purpose: who/what is being satirized? How are they being satirized? Support with textual evidence
* Keep track of rhetorical elements of satire
 | * Bellinger writing: Make a list of things you believe are wrong at your school or in the broader Metro-East community.
* Onion Articles analysis
* Split into groups of 2-3 (I assign)
* Pass out relevant Onion articles
* Students have 10 minutes to read (3), annotate (4) and discuss/analyze (4)
* Each group presents their article and analysis to the class: what is the headline? What is it satirizing? How is it satirizing its target? Notable examples from text.
* Rhetorical elements of satire
* Exit Slip on Satire: now I know; I’m unsure about; I would like to know more about
 | * Separate into 1’s and 2’s. 1’s get *Babbitt*, 2’s get *Arrowsmith*.
* Read and annotate.
* What is being satirized (show evidence)? What are satirical devices you notice?
* Tap-in circle discussion on excerpt.
* Pick 2 people to summarize discussion to entire class
* Introduce assessment
* For homework: read and respond to the article you didn’t read during class. Do you believe it is an effective satire? Why/why not? Defend with examples from the text.
 | * Introduce assessment again/questions. 5 min to review brainstorm list from Tuesday
* Access Modest Proposal
* Model notetaking strategies with an unfamiliar text.
* What rhetorical strategies do we notice?
* Rest of class is spent reading/annotating Modest Proposal
* Finish for homework
 | * Modest Proposal discussion—what is the document’s purpose(s)?
* Focus on rhetorical strategies and textual evidence
* Work day for Satire Project when finished
* Satire Project due Tuesday at 11:59 p.m.
 |

**Materials Needed:**

* Character Protests at Walt Disney World
* 10-15 high quality and understandable *Onion* articles
	+ “Wealthy Teen Nearly Experiences Consequence”
	+ “Crowds of Stock Traders Gather At Weeping Statue of Wall Street Bull”
	+ Area Man Passionate Defender of What He Imagines Constitution to Be
	+ Study: Boyfriends Who Aren’t Speaking Are Thinking About Ending Relationship 90% of Time
	+ Kim Jong-Un Named Sexiest Man Alive
	+ NCAA Determines Becoming a Bengal Punishment Enough for Joe Burrow Taking Cash from Odell Beckham
	+ Local Girlfriend Always Wants To Do Stuff
	+ U.S. Economy Grinds To Halt As Nation Realizes Money Just A Symbolic, Mutually Shared Illusion
	+ Devastating: A New Study Shows That 60% of Americans Don’t Have Enough Savings To Cover An Unexpected Bridge Troll’s Gold Coin Fee
	+ Just Call The Whole Thing Off: The Instagram Post Announcing This Couple’s Engagement Only Has 16 Likes And A Spam Comment
* PDFs of *Babbitt*, *Arrowsmith*, and *Modest Proposal*
* Assessment prompt and rubric

Satire Final Project

For a final project in our satire unit, you will write your own satire of something related to your school or the Metro-East area based on your brainstorms in class. Make sure you consult our definition of satire as well as notes on all our readings and presentations to inform your project. Remember that satire is NOT gossip, slander, or mocking someone due to personal issues. I’M TRUSTING YOU HERE. DON’T MAKE BOTH OF US REGRET IT.

This project can take many forms. These include:

* a podcast
* a video or short movie
* a newspaper article or editorial or letter to the editor
* a satirical pamphlet or essay (like *A Modest Proposal* or Sinclair Lewis readings)
* an art poster
* something else not mentioned here but approved by me. Be creative!

If written, your satirical project should be at least 450 words. If not written, it should be of similar intellectual rigor.

Examples no one is allowed to use:

School Panics After Running Out of Chicken Sandwiches

A Modest Proposal to Allow Students to Cheat on Standardized Tests

**Satire Project Rubric—Total of 25 Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria  | Excellent | Satisfactory | Emerging  | Score |
| Clear Target  | The satirical target is clear and appropriate (7 points) | While appropriate, the satirical target is unclear (4 points) | The satirical target is inappropriate and could be interpreted as bullying (0 points and office referral) |  |
| 3 Rhetorical Elements | Includes 3 rhetorical elements of satire that we discussed (9 points) | Includes 2 rhetorical elements that we discussed (6 points)  | Includes 1 rhetorical element that we discussed (3 points) |  |
| Use of Humor | The writing is humorous and related to the topic (3 points) | The writing makes attempts at humor related to the topic (2 points) | There is no attempt at humor, or the humor is unrelated to the topic (1 point) |  |
| Style | There is a logical order and structure to the project, complete with transitions; points flow naturally into one another (3 points) | There is a logical order and structure to the project, but transitions are inconsistent and not all points are connected (2 points) | There is no order or structure to the project and no attempt is made to connect various points (1 point) |  |
| Grammar/Spelling | There are no grammar or spelling mistakes in the project (3 points) | There are several minor grammatical mistakes in the project, but they do not impact coherence or readability (2 points) | There are major grammatical or spelling mistakes such as sentence fragments or run-on sentences that interfere with the project’s coherence (1 point) |  |