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| **Lesson:** |
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| **Grade and Curriculum Areas:**  **Curricular Outcome(s):**  **CRB30.1 – social action**  **CRB.30.2- text representation**  **CRB30.4-read a range of information**  **CCB30.1- researching a global issue**  **CCB30.3- create and defend an informed critical response to a global issue**  **CCB30.4- satire**  **Resources /Materials:**  **Modest Proposal by Jonathon Swift**  **Knowledge of satire (Satire worksheet)**  **Websites and Digital Resources: T**  **The Onion-** [**iPhone left in car-**](http://www.theonion.com/article/police-iphone-left-in-hot-car-for-three-hours-2575)  **[Hospital CEO Leaves Child to Die in Car](http://abcnews.go.com/US/story?id=92943&page=1)**  **[Legal implications for leaving children in car- Saskatchewan](http://cwrp.ca/sites/default/files/publications/en/144e.pdf)**  **[Victorian Web- background to A Modest Proposal](http://www.victorianweb.org/previctorian/swift/proposal1.html)**  **[Shmoop- Background to a Modest Proposal](http://www.shmoop.com/a-modest-proposal/setting.html)**  **[Modest Proposal](http://www.mercerislandschools.org/cms/lib3/WA01001855/Centricity/Domain/640/A%20Modest%20Proposal%20full%20text.pdf)** |
| **Essential Skills of 21st Century Learning:**   * Sharing assignments, discussing ideas * Make informed decisions * Explore best ways to Communicate effectively   **Digital Citizenship Concepts and Skills:** RESPECT, EDUCATE, PROTECT   * EDUCATION: both finding and evaluating information is necessary * RESPECT: use technology to engage as active citizens   **Digital Citizenship Essential Questions:**   * **Are students aware of others when they use technology?** * **What rules, options and etiquette do students need to be aware of when using digital communication technologies**   **Essential Knowledge - See Digital Fluency Continuum**   * ***Knowledge:*** What will students understand?   + Being responsible and respectful is part of being a member of a digital community   + Responsible for intended and unintended actions * ***Skills:*** What will students be able to do?   + Use technology to engaged as active citizens   + Practice communicating appropriately for an intended digital audience |
| **Essential Question(s):** |
| **Before:**  **Are students aware of others when they use technology?**  **Do students realize how their use of technology affects others?** |
| **During:**  **Should students using digital technologies be accountable for how they use them?**  **What rules and etiquette do students need to be aware of when using digital communication technologies?** |
| **After:**  **Should students using digital technologies be accountable for how they use them?**  **What rules and etiquette do students need to be aware of when using digital communication technologies?**  **What rights and responsibilities do students have in a digital society?**  **LESSON PLAN:**  **Teach Satire ( What is Satire worksheet?- see below)**  **Read CEO leaves child in car article discuss (linked above in resources)**   * Discuss the article: Should be found guilty? If yes, of what? * discuss the legal implications of leaving children in vehicles **(linked above in resources)**   **Read The Onion- iPhone Left in Car**   * discuss the satire * Is this article similar to the previous? * Would this article offend anyone? * Does this article take satire too far? Is it ok? Are there any implications to writing this? * Is the author insensitive to the issue? * Why write an article like this? Who finds this humourous/appropriate?   **Background to Modest Proposal (Linked in resources)**  **Read Modest Proposal (linked in resources)**   * Various comprehension questions may be found surrounding this text- go over * Focus on whether anyone is offended by the text * Why does the author choose this type of writing style- Satire * Does this type of writing style work? Why or why not?   **Reviewing Today’s Social Issues**   * Brainstorm issues surrounding politics today (should not be hard) * Discuss the politics (what do students know versus heard) * Divide the students up into pairs and have the students research various issues using credible sites (SEE librarian for a list of credible sites) * Have the students write up a paragraph describing the events * Share with the class. Decide whether or not a satirical version of the events are appropriate or not. For other resources use The Onion and The Beaverton.   **Assessment:**  May assess during the conversation, or take in Modest Proposal Questions |
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**Satire**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.

**Satirical Techniques Definitions**

**Exaggeration**- To enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen. Caricature is the exaggeration of a physical feature or trait. Cartoons, especially political cartoons, provide extensive examples of caricature. Burlesque is the ridiculous exaggeration of language. For instance, when a character who should use formal, intelligent language speaks like a fool or a character who is portrayed as uneducated uses highly sophisticated, intelligent language.

**Incongruity**- To present things that are out of place or are absurd in relation to its surroundings. Particular techniques include oxymoron, metaphor, and irony.

**Parody**- To imitate the techniques and/or style of some person, place, or thing in order to ridicule the original. For parody to be successful, the reader must know the original text that is being ridiculed.

**Reversal**- To present the opposite of the normal order. Reversal can focus on the the order of events, such as serving dessert before the main dish or having breakfast for dinner. Additionally, reversal can focus on hierarchical order—for instance, when a young child makes all the decisions for a family or when an administrative assistant dictates what the company president decides and does.

Watch the following video, it is Shrek, and see if you can spot ALL FOUR examples of satire. (Hint: All four ARE present) (This YouTube clip also seems highly legit, and not illegal)

[Fiona Fights Robin Hood](https://www.youtube.com/watch?v=qqafBgPWzA0)

Exaggeration-

Incongruity-

Reversal-

Parody

Watch the Video Butter Battle Book by Dr. Seuss. This book was published in 1984, so you may have to do a little bit of research as to what is going on at this time if your history is not so great. Also, I suggest you look at a few of these websites that contain information surrounding the topic.  [ENCYCLOPEDIA: COLD WAR](http://www.history.com/encyclopedia.do?articleId=206056) from The History Channel

 [Nuclear arms race](http://en.wikipedia.org/wiki/Nuclear_arms_race" \t "_blank), from Wikipedia

 [Race for the Superbomb](http://www.pbs.org/wgbh/amex/bomb/), from PBS

In a well written paragraph or two, with a topic sentence (obviously!), explain HOW and WHY Dr. Seuss’s Butter Battle Book is extremely satirical. Be sure to reference historical facts as well as use satirical terminology to help narrow your focus. Please write this on looseleaf using the proper format in MLA. I will go over this MLA format in class. Remind me if I forgot.