*English Instructional Plan – Analyzing Sarcasm and Ambiguity in Media and Text*

**Primary Strand: 11.5 Reading**

**Integrated Strand/s: 11.1 & 12.1, 11.2 & 12.2 Communication and Multimodal Literacy, 11.8, 12.8 Research**

**Essential Understanding:**

· understand how format and style in informational text differ from those in narrative and expository text

· understand that writing should be purposefully crafted with attention to deliberate word choice, precise information, and vocabulary

· understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions

· recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience

**Essential Knowledge, Skills, and Processes:**

* analyze information from multiple texts to make inferences and draw conclusions
* compare and contrast how complex texts treat the same topics
* demonstrate comprehension and apply strategies to write about what is read
* evaluate media messages for content, intent, and impact
* analyze and critique how media reach the targeted audience for specific purposes
* analyze how the media’s use of symbolism, imagery, and metaphor affects the message
* identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources

**Primary SOL:** 11.5h Recognize and analyze the use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text

11.2, 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

**Reinforced (Related Standard) SOL:** 11.1, 12.1 The student will make planned persuasive multimodal, interactive presentations collaboratively and individually.

## **Materials**

* Technology based program capable of designing infographic OR posters
* Computer/Technology Access to look up news articles and research
* Powerpoint or document containing definitions for *parody*, *satire,* and *verbal irony*

## **Student/Teacher Actions: What should students be doing? What should teachers be doing?**

Length: Multiple Day Lesson

1. Teacher will ask students to read [“The Presidential Candidate” by Mark Twain](https://loa-shared.s3.amazonaws.com/static/pdf/Twain_Presidential_Candidate.pdf) . After reading, students should pair up or get in groups and discuss the piece. They may be given prompts depending on comprehension such as, “What was the piece trying to prove?” “What techniques did Twain use to engage his reader?” “Why or why not do you think they were effective?”
2. Groups will share a summary of their discussion with the whole class.
3. Teacher will begin class by discussing how authors use humor to gain attention and lessen serious situations. Teacher will ask students to think of a current event that has been portrayed on *The Simpsons*, *The Big Bang Theory*, or other popular shows. Students will partner with a classmate and discuss the current event and how it was comically portrayed on a popular TV show.
4. Teacher may show a video clip or share an article of a recent current event and how it was portrayed through humor [Example: *The Onion* for news articles, *Saturday Night Live* skits, *The Daily Show, Key and Peele*, etc].
5. Teacher will explain how humor and comic relief makes information more memorable and can sway people’s opinions. This technique is most widely known as **sarcasm**. Teacher can form connection for students by stating that it is similar to hyperbole but is always humorous in nature.
6. Teacher will give notes or show slides to give students the literary elements of sarcasm: *verbal irony, parody, and satire*.
7. Teacher will explain how each of these elements can be used for sarcasm and revolve around the same topic.
8. Teacher will draw circle in the middle of board and write:  **Topic=Kids’ Movies**
	1. Next, draw three lines or circles connecting to middle (topic circle) and label each of these elements as the following: 1. **Parody=*Shrek*** *(*several scenes can be used for example; **2.Satire=**The Lorax: The opening scene where everyone is happy to have only technology and no actual nature. One kid swims and turns green, but is still smiling; a man drives a giant car; a tree needs dozens of batteries to operate. And because of all this, everyone needs to buy clean air for their houses. I play the clip for the visual, but the song is really quick so I give my students a copy of the transcript as well for them to reference. The social commentary here being that we need to nix the technology and get back to nature; 3. **Verbal Irony=**Frozen: Olaf is just coming out of the woods after being chased by the monster Elsa created in her castle. When the monster comes into view, Olaf calls him Marshmallow even though he is anything but sweet and fluffy.
* Teacher can show these clips, others that provide examples, or just give brief descriptions as he/she goes over example.

9. Teacher will explain to students that they will be creating their own infographic about a topic and that includes one or more of the elements of sarcasm. Topics can be about events, politics, brands, group of people, or person.

10. Teacher will ask/assign students to groups of 3 or 4. Once students are in their groups, designate a leader for each group. The groups will present their infographics to class.

11. The leader will be the facilitator of group as they decide on topic. Each group member will be responsible for finding facts about the topic and presenting those in a sarcastic manner according to the elements of sarcasm explained and discussed earlier in the lesson

Closure: After students work on infographics and present to class, the teacher will have students reflect on the concept of sarcasm by having them answer the following questions to turn in as a group:

 -How can sarcasm change society’s opinion?

 -Is sarcasm effective? Why or why not?

 -Is sarcasm *always* funny? Why or why not?

**Assessment**

· Teacher monitors progress during group work.

· Students writing response for closure of lesson should be turned in to monitor comprehension and connection.

**Writing Connection**

· Students can write a compare and contrast essay comparing the audience’s perception about a topic from the media that has been taken from *The Onion* and the same topic from a local or national newspaper.

**Extensions and Connections (for all students)**

· Summative Assessment: Students can work in groups to make a play that is a parody or satire to further expand on topics about which they have gathered information.

· Students should use research to expand on validity of comic relief effects on perception and bias formed by the media.

-Teacher can do lesson about the negative effects of sarcasm and how it impacts perceptions.

**Strategies for Differentiation**

· Create sarcasm presentation for students who may need a visual reminder and copy of notes.

· Students can work in groups to provide English Learners with a model of language and help with comprehension.

· Teacher can work with students individually during group activity

· Teacher can assign groups based on ability to provide more support in each group.

· Teacher may preselect topics and provide handouts with choices of examples to find to match with each element and topic.

· Teacher can provide written instructions for activity and read them aloud to the class.

· Teacher can create a graphic organizer to hand out instead of having groups create their own infographic.