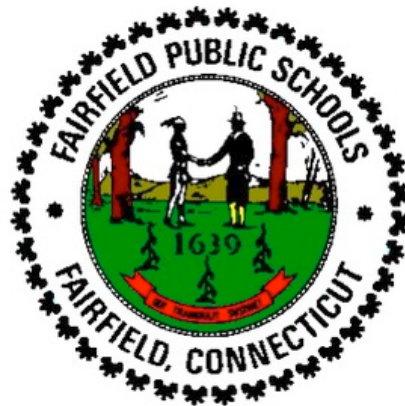


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Satire



Satire Overview

Description

Satire pokes fun at people and institutions (i.e., political parties, educational systems). The satire may be general (e.g. social classes, or political practices) or more specific (e.g. the President of the United States). Sometimes it is gentle and funny; sometimes it is bitter and hostile. Effective satire often tries to institute a change in thought or behavior either on the part of the subject of the satire, the audience, or the reader. Students use literature to examine political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future. In order to analyze and create effective satire, a comprehensive knowledge of contemporary political and social occurrences is necessary and is explored through the study of current events. The first half of the course focuses on short writings, plus the interpretation of satiric literature, film, and short videos. Writing techniques taught include parody, exaggeration, absurdity, and irony. The second half of the course is composed of more sophisticated writings as well as the creation of an original satirical piece. Satiric plays, poetry, and essays are developed with conferences with the instructor. Through the study of satiric techniques, the students see how satire enables us to laugh at ourselves while at the same time effecting reforms.

Satire Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to Satire	<ul style="list-style-type: none"> ● Define satire and how it differs from other literary forms, such as comedy, tragedy, and drama. ● Explore the reasons satire is a popular form that 	<ul style="list-style-type: none"> ● Personal essay (college essay). 	<ul style="list-style-type: none"> ● Review of Core 11th grade concepts ● Literary terms 	Informational/Exploratory essay (College essay)

	<p>can be found in music, art, literature, cartoons, film, and electronic media among other places.</p> <ul style="list-style-type: none"> ● Understand metaphor and figurative language 			
2. The Craft of Satire	<ul style="list-style-type: none"> ● Explore how the satirist uses the devices of exaggeration and diminution in creating a work of satire. ● Determine the effectiveness of the satire in shaping and shifting societal views. 	<ul style="list-style-type: none"> ● Develop clear and consistent voice in their narrative writing. ● Write for a specified audience and a specific purpose. ● Develop unity and coherence in their narrative writing 	<ul style="list-style-type: none"> ● Revise for redundancy and wordiness. ● Recognize and avoid exaggeration. ● Revise for sentence variety. 	<ul style="list-style-type: none"> ● Creative writing piece ● Project (New Yorker cover, political cartoons, celebrity date book) ● Literary analysis
3. Devices of Satire: Parody	<ul style="list-style-type: none"> ● Analyze how the satirist uses the device of parody in creating a work 	<ul style="list-style-type: none"> ● Informational Essay ● Develop individual thesis 	<ul style="list-style-type: none"> ● Avoid misplaced modifiers. 	<ul style="list-style-type: none"> ● Literary analysis and/or ● Creative writing piece (politically correct story or children's book)

	<p>of satire.</p> <ul style="list-style-type: none"> ● Determine the effectiveness of the satire in shaping and shifting societal views. ● Evaluate the craft of authors in major works of satire. ● Analyze how the satirist uses the device of parody in creating a work of satire. 	<p>statements.</p> <ul style="list-style-type: none"> ● Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts. ● Integrate textual support in order to support and embellish their thesis statements. 		
4. Devices of Satire: Irony	<ul style="list-style-type: none"> ● Analyze how the satirist uses the device of irony in creating a work of satire. ● Determine the effectiveness of the satire in shaping and shifting societal views. ● Evaluate the craft of authors in 	<ul style="list-style-type: none"> ● Informational Essay - Literary Analysis ● Develop individual thesis statements that demonstrate an understanding of the satirical concepts offered by a text. ● Integrate writing techniques of 	<ul style="list-style-type: none"> ● Punctuate restrictive and non-restrictive clauses correctly. 	<ul style="list-style-type: none"> ● Parody project ● Literary Analysis essay

	major works of satire.	consistent voice, metacognition, and the weaving of references to multiple texts.		
5. Independent Student Inquiry – Creating Satire	<ul style="list-style-type: none"> • Student directed Inquiry 	<ul style="list-style-type: none"> • Student directed Inquiry 		Student directed Inquiry Projects

<p>Reading Resources <i>FPS Units of Study for Satire</i> Anchor Texts Book Club Texts by level</p>	<p>Writing Resources <i>FPS Units of Study for Satire</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Satire Overview: Reading and Writing		
<p>Central Understandings Students will be able to:</p> <ul style="list-style-type: none"> • define satire and how it differs from other literary forms, such as comedy, tragedy, and drama. • explore the reasons satire is a popular form that can be found in music, art, literature, cartoons, film, and electronic media among other places. 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> • What is satire? • What purpose does satire serve? • What devices does the satirist use to ridicule, expose, and/or denounce some form of vice, folly, indecorum, abuse, or evils of any kind in society? • How effective is satire in shifting and shaping societal views? 	<p>Assessments:</p> <ul style="list-style-type: none"> • Culminating Independent Project

<ul style="list-style-type: none"> ● explore how the satirist uses the devices of exaggeration and diminution in creating a work of satire. ● determine the effectiveness of the satire in shaping and shifting societal views. ● respond to works of satire either through written works of analysis or projects. ● create their own unique satirical work, applying the skills and knowledge of the genre of satire. ● present their project to an audience. ● analyze how the satirist uses the device of parody in creating a work of satire. ● analyze how the satirist uses the device of irony in creating a work of satire. ● analyze a variety of satirical works, including non-fiction, short stories, novels, plays, documentaries, and films. ● understand and appreciate the purpose of satire. ● identify, analyze, and apply in their own writing the devices of satire, including exaggeration, diminution, parody, and irony. ● evaluate and effectiveness of satire in 	<ul style="list-style-type: none"> ● How does one create an effective work of satire? ● How effective is my satire in shifting and shaping societal views? 	
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shaping and shifting societal views. <ul style="list-style-type: none"> ● evaluate the craft of the author in major works of literary satire. ● create their own works of satire. ● 		
Standards Common Core State Standards		National Assessments:

Satire 1: Introduction to Satire

Unit Overview

In this introductory unit, students are introduced to literary techniques, and analyze the difference differences between comedy and satire.

By the end of this unit, students will be able to respond to the following questions:

- What is satire?
- What purpose does satire serve?
- What is the critical differences between satire and comedy?

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identification of central ideas
- Read and discuss essays and poems about the writing of Satire.
- Define satire and how it differs from other literary forms, such as comedy, tragedy, and drama.
- Explore the reasons satire is a popular form that can be found in music, art, literature, cartoons, film, and electronic media among other places.

Writing Focus

- Exploratory journal entries, writing from poems, short stories, and other short texts
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate textual support in order to support and embellish their thesis statements.
- Personal essay (college essay).

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

<ul style="list-style-type: none"> • Understand metaphor and figurative language 		
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<p>Assessments</p> <ul style="list-style-type: none"> • Informational/Exploratory essay (College essay)

Common Core Standards Emphasized in the Unit
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Satire), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Satire Unit 2: The Craft of Satire

Unit Overview

In this unit, student study the craft of literary satire through the critical analysis of stylistic elements. By the end of this unit, students will be able to respond to the following questions:

- What devices does the satirist use to ridicule, expose, and/or denounce some form of vice, folly, indecorum, abuse, or evils of any kind in society?
- How effective is satire in shifting and shaping societal views?

Reading Focus

- Explore how the satirist uses the devices of exaggeration and diminution in creating a work of satire.
- Determine the effectiveness of the satire in shaping and shifting societal views.
- Select and investigate the work of a Satirist of their choice.
- Pose an exploratory question about the writing style the major themes, historical perspective, or critical evaluation of a major Satirist.
- Evaluate the craft of authors in major works of satire.

Writing Focus

- Respond to works of satire either through written works of analysis or projects.
- Pose an evaluative question and explore it using examples and/or reasons.
- Brainstorm ideas for personal narrative.
- Develop clear and consistent voice in their narrative writing.
- Write for a specified audience and a specific purpose.
- Develop unity and coherence in their narrative writing

Grammar, Usage, and Mechanics Focus

- Demonstrate consistency of voice.

	<ul style="list-style-type: none"> ● Organize thinking for audience. ● Use a strong and consistent voice in writing. 	
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Assessments

- Creative writing piece
- Project (New Yorker cover, political cartoons, celebrity date book)
- Literary analysis

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Satire), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Satire Unit 3: Devices of Satire: Parody

Unit Overview

In this unit, students examine the satirical form of parody. Parody takes an original text and alters it to make a new meaning. In a general sense this is done to ridicule the original text.

By the end of this unit, students will be able to respond to the following questions:

- What devices does the satirist use to ridicule, expose, and/or denounce some form of vice, folly, indecorum, abuse, or evils of any kind in society?
- How effective is satire in shifting and shaping societal views?

Reading Focus

- Analyze how the satirist uses the device of parody in creating a work of satire.
- Determine the effectiveness of the satire in shaping and shifting societal views.
- Evaluate the craft of authors in major works of satire.
- Analyze how the satirist uses the device of parody in creating a work of satire.
- Analyze the difference between parody, subversion, and

Writing Focus

- Respond to works of satire either through written works of analysis or projects.
- Informational Essay
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to

Grammar, Usage, and Mechanics Focus

- Demonstrate sentence variety (coordination and subordination; use of sentence fragments) in their writing.

appropriation	<p>support and embellish their thesis statements.</p> <ul style="list-style-type: none"> ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● Relying on partners to help us edit and revise our work 	
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Assessments

- Literary analysis and/or
- Creative writing piece (politically correct story or children’s book)

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Satire), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,

and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Satire Unit 4: Devices of Satire: Irony

Unit Overview

In this unit, students examine the Satirical sub-genre of Irony. Included in this study is the critical analysis of the effect of form and structure on meaning.

By the end of this unit, students will be able to respond to the following questions:

- What devices does the satirist use to ridicule, expose, and/or denounce some form of vice, folly, indecorum, abuse, or evils of any kind in society?
- How effective is satire in shifting and shaping societal views?

Reading Focus

- Analyze how the satirist uses the device of irony in creating a work of satire.
- Determine the effectiveness of the satire in shaping and shifting societal views.
- Evaluate the craft of authors in major works of satire.

Writing Focus

- Respond to works of satire either through written works of analysis or projects.
- Informational Essay - Literary Analysis
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to

Grammar, Usage, and Mechanics Focus

- Punctuate restrictive and non-restrictive clauses correctly.

	<p>support and embellish their thesis statements.</p> <ul style="list-style-type: none"> ● Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely ● Relying on partners to help us edit and revise our work 	
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Assessments

- Project (song, verse description)
- Literary Analysis essay

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Satire), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American

literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Satire Unit 5: Independent Student Inquiry – Creating Satire

Unit Overview

In this culminating unit, students will apply their understanding of satire by creating their own, independent satirical work.

By the end of this unit, students will be able to respond to the following questions:

- How does one create an effective work of satire?
- What devices does the satirist use to ridicule, expose, and/or denounce some form of vice, folly, indecorum, abuse, or evils of any kind in society?
- How effective is my satire in shifting and shaping societal views?

Reading focus

- Form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.
- Conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.
- Reflect on how this independent study project has extended their thinking and learning and how their work reflects who they are as

Writing focus

- Develop a prospectus for their independent study project and conference with their teacher for final approval.
- Use technology to research, create a product, or present their independent study.

Grammar, usage, and mechanics focus

academics and as human beings.		
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Assessments

- Independent Project and Presentation

Common Core Standards Emphasized in the Unit

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.11-12.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.