

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**SATIRE**

Board of Education Approved 05/23/2006

# **SATIRE**

## **Statement of Purpose**

The purpose of the course is for students to explore the genre of satire. Students will learn how satire differs from other literary genres and forms (such as comedy and tragedy) by analyzing examples of satirical work from novels, short stories, plays, poetry, cartoons and film. As a culminating experience, students will use the techniques of satire, specifically exaggeration, diminution, parody, and irony, to create their own unique satirical work.

## **Audience**

Grades 12 students or Grade 11 students in addition to full year junior English course

## **Prerequisites**

Successful completion of first year and sophomore English.

## **Design and 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.

## **Goals**

Students will:

- 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 shaping and shifting societal views.
- evaluate the craft of the author in major works of literary satire.
- create their own works of satire.

## **Course Objectives**

Students will be able to:

- 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.
- 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.

## **Skills Objectives**

Students will:

- demonstrate sentence variety (coordination and subordination; use of sentence fragments) in their writing.
- demonstrate consistency of voice.
- punctuate restrictive and non-restrictive clauses correctly.
- demonstrate appropriate diction by avoiding clichés, jargon, slang, and colloquialisms: using vivid language.

## **English Standards**

***Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.***

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will make and justify inferences from explicit and or implicit information.

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will interpret information that is implied in a text.

***Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.***

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will evaluate the validity of primary and secondary sources of information to authenticate research.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students speak and write using standard language structures and diction appropriate to audience and task.**

Students will evaluate the impact of language as related to audience and purpose.

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

**Information and Technology Standards – to be added**

**Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

**Focus Questions**

- 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?
- How does one create an effective work of satire?
- How effective is my satire in shifting and shaping societal views?

# UNITS of STUDY

## Unit 1: Introduction to Satire

### English Standards

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

### Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?

### Focus Questions

- What is satire?
- What purpose does satire serve?

### Core Topic

- Introduction to Satire

### Unit Objectives

Students will be able to:

- 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.

### Assessment

- Analytical finalized response

### Pacing

2 weeks

## Unit 2: Introduction to Satire

### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will make and justify inferences from explicit and or implicit information.

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will interpret information that is implied in a text.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will listen to or read a variety of genres to use as models for writing in different modes.

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will research information from multiple sources for a specific purpose.

***English Language Conventions - Students apply the conventions of Standard English in oral and written communication.***

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus 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?

### **Core Topic**

- Devices of Satire / Analyzing: Exaggeration and Diminution

### **Unit Objectives**

Students will be able to:

- 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.
- evaluate the craft of authors in major works of satire.

### **Skills Objective**

Students will:

- demonstrate consistency of voice.

### **Assessments**

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

### **Pacing**

4 weeks



### Unit 3: Devices of Satire: Parody

#### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will make and justify inferences from explicit and or implicit information.

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will interpret information that is implied in a text.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will research information from multiple sources for a specific purpose.

***English Language Conventions - Students apply the conventions of Standard English in oral and written communication.***

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus 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?

### **Core Topic**

- Devices of Satire: Parody

### **Unit Objectives**

Students will be able to:

- 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.
- respond to works of satire either through written works of analysis or projects.
- 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.

### **Skills Objective**

Students will:

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

### **Assessments**

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

### **Pacing**

4 weeks

## Unit 4: Devices of Satire: Irony

### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will make and justify inferences from explicit and or implicit information.

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will interpret information that is implied in a text.

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize how literary devices and conventions engage the reader.**

Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will research information from multiple sources for a specific purpose.

***English Language Conventions - Students apply the conventions of Standard English in oral and written communication.***

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus 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?

### **Core Topic**

- Devices of Satire: Irony

### **Unit Objectives**

Students will be able to:

- 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.
- respond to works of satire either through written works of analysis or projects.
- evaluate the craft of authors in major works of satire.

### **Skills Objective**

Students will:

- punctuate restrictive and non-restrictive clauses correctly.

### **Assessments**

- Project (song, verse description)
- Literary analysis

### **Pacing**

3 weeks

## Unit 5: Creating Satire

### English Standards

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will listen to or read a variety of genres to use as models for writing in different modes.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will evaluate the validity of primary and secondary sources of information to authenticate research.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students speak and write using standard language structures and diction appropriate to audience and task.**

Students will evaluate the impact of language as related to audience and purpose.

### Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Focus 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?

### Core Topic

- Creating Satire

### **Unit Objectives**

Students will be able to:

- create their own unique satirical work, applying the skills and knowledge of the genre of satire.
- present their project to an audience.

### **Skills Objective**

Students will:

- demonstrate appropriate diction by avoiding clichés, jargon, slang, and colloquialisms: using vivid language.

### **Assessments**

- Original work of satire
- Senior project

### **Pacing**

4 weeks

## **Satire Text 2005 – 2006**

Various print, electronic, and music sources

“Harrison Bergeron”

*Gulliver’s Travels* (part1)

*Election*

*Politically Correct Bedtime Stories*

“Diary of Adam”

“Eve’s Diary”

*When Will Jesus Bring Pork Chops*

*America*

*Fahrenheit 451*

*Ella Minnow Pea*