

Teacher Notes



Elements of Satire

Activity 3 Assessing Use of Satirical Devices in Various Statements

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Types
- ◆ **Topic:** Satire
- ◆ **Grade Level:** 10 – 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ **Elements of Satire** edc resource files:
Directions – Assessing 1 – 2,
Questions 1 – 10, Article Excerpt
- ◆ TI-83 Plus and TI-92 Plus Devices
- ◆ TI-GRAPH LINK™ Cable, USB Cable, or
TI-Navigator™
- ◆ TI External Keyboard

Activity Overview

In this assessment activity, students answer a brief multiple-choice quiz based on definitions provided in **Activity 1 – Exploring Satire**. Students then write a paragraph that identifies and evaluates the effectiveness of satirical devices used in an article.

Tip

Combining the traditional multiple-choice assessment with a writing assessment allows students to demonstrate their knowledge in more than one way and enables the teacher to determine where re-teaching might be necessary.

Directions

Before the Activity Begins

Review the **Elements of Satire** edc resource files for this activity.

During the Activity

Students answer multiple-choice questions using the **Elements of Satire** edc resource files: *Questions 1 – 10* and then write a paragraph analyzing the satirical devices used in the article excerpt, “NBA concerned only with player self-esteem” using the **Elements of Satire** edc resource file: *Article Excerpt*.

Following is a copy of the article excerpt:

NBA concerned only with player self-esteem: Indianapolis, IN

In a landmark decision, the NBA has decided to stop keeping score in games. The hope is that this decision will bolster the self-esteem of its players. Scoreboards will be replaced with inspirational messages reading “Good try!” or “That was CLOSE! Better luck next shot!” Championships will be cancelled; each season all teams will be declared the best and get identical trophies. From now on all players will be named players of the game, so that those who aren’t chosen won’t have their feelings hurt.

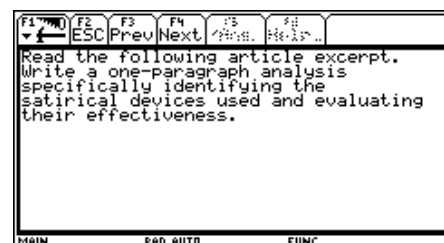
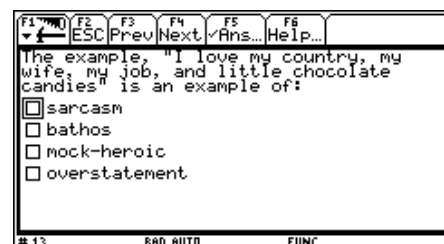
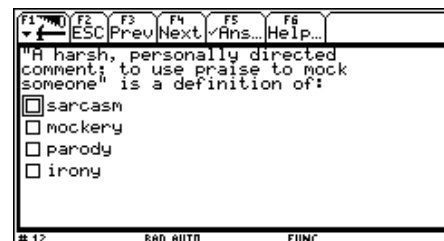
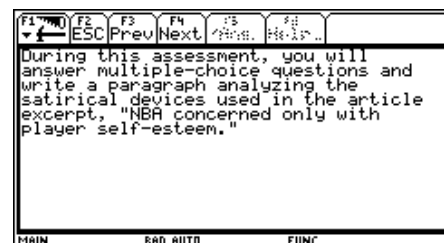
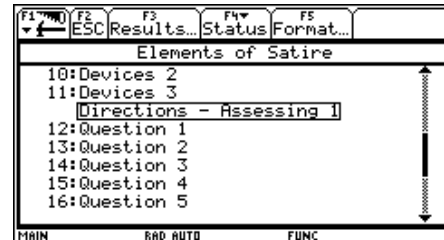
Model answer (Student answers will vary; accurate identification of satirical devices should be heavily weighed, as should inclusion of specific examples, and a clear analysis of the effectiveness of the satire.)

The article excerpted here demonstrates irony even in its title, “NBA concerned only with player self-esteem.” The NBA, like other national sports organizations, cares largely about profits and rankings much more than about player self-esteem, so the title is an example of irony. The article is written as a parody of a normal news event, like a court decision, using the phrase “landmark decision.” The article goes on to include the types of messages expected in kids’ sports organizations (and schools), emphasizing effort over results. This emphasis is clearly the opposite of what organizations like the NBA are known for, thus satirizing the NBA as well as the children’s organizations, perhaps in an effort to demonstrate that each is on an opposite side of a spectrum, and neither is particularly practical, nor necessarily good at building self-esteem. The author seems to be satirizing the role of sports and sports achievements in American lives. Eliminating scores, standings, and the concepts of better or best (“all teams will be declared the best and get identical trophies”; “all players will be named players of the game”) defies the nature of sporting events. By placing the NBA in the role of kind counselor rather than greedy corporation, the author effectively mocks the importance our society places on winning and scoring points and also draws our attention to the commercial nature of such hierarchies.

Use the following instructions to access and review the **Elements of Satire** edc resource files: *Questions 1 – 10* and *Article Excerpt* on the devices. Each step indicates the action students need to perform to obtain the files and review the samples on their devices. Additional information for the teacher appears in shaded boxes, where necessary.

Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, press **F2: ESC** to exit the previous file. Use \leftarrow \rightarrow to highlight the **Directions – Assessing 1** file.
2. Press **ENTER**. Review the instructions prior to beginning the assignment.
3. Press **F4: Next** to access the **Question 1** file.
4. Enter response and press **F4: Next** to access the **Question 2** file. Continue this process until all questions have been addressed.
5. Press **F4: Next** to access and review the **Directions – Assessing 2** file.

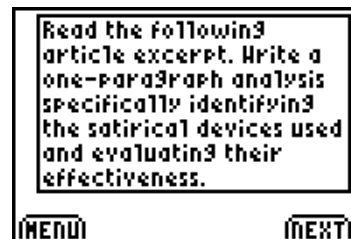
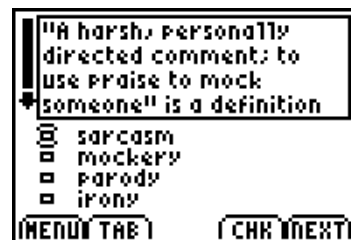
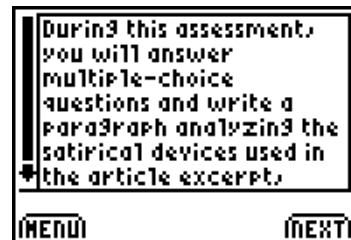
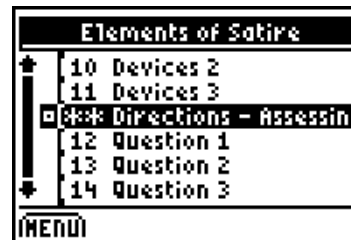


- Press **F4: Next** to access the **Article Excerpt** file. Enter response by simply beginning to type.

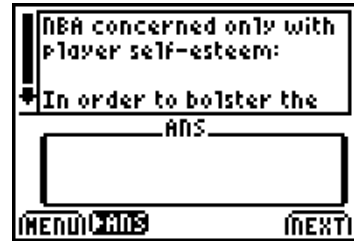


TI-83 Plus

- If necessary, press **MENU** to exit the previous file. An options list displays. Use \uparrow \downarrow to highlight **3: ► ITEM LIST**.
- Press **ENTER**. The Item Menu displays. Use \uparrow \downarrow to highlight **Directions – Assessing 1** file.
- Press **ENTER**. Review the instructions prior to beginning the assignment.
- Press **NEXT** to access the **Question 1** file. Enter response and press **NEXT** to access the **Question 2** file. Continue this process until all questions have been addressed.
- Press **NEXT** to access and review the **Directions – Assessing 2** file.



6. Press **NEXT** to access the **Article Excerpt** file.
Enter response by simply beginning to type.



After the Activity

Use LearningCheck™ Creator to grade the multiple-choice sections of the quiz in class, discussing each answer.