

Teacher Notes



Elements of Satire

Activity 1 Exploring Satire

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

- ◆ **Student Data Sheet:** The Devices of Satire
- ◆ **Elements of Satire** edc resource files: Satire, Irony, Parody, Samples, Satirical Devices
- ◆ TI-83 Plus and TI-92 Plus Devices
- ◆ TI-GRAPH LINK™ Cable, USB Cable, or TI-Navigator™
- ◆ TI External Keyboard

Activity Overview

In this exploratory activity, students are asked to define satire, irony, and parody based on their current understanding of the terms. They are then presented with basic definitions and examples of satire, including irony and parody, and encouraged to expand their definitions and understanding of the terms. As a class, students brainstorm various media (specific television shows, newspapers, cartoons, films) that use satire and either create examples of various forms or write examples from memory. The purposes and effects of satire are then discussed. Students will create study notes of the satirical devices.

Tip

Students should recognize that satire, parody, and irony already surround them and are part of their everyday lives. They must learn to recognize these devices to become discerning members of society. By creating their own examples based on what they already know (and most likely enjoy) for a lesson on literary devices, students will be able to confidently approach the devices in more unfamiliar works.

Directions

In this exploratory activity, students are presented with basic definitions and examples of satire, including irony and parody. As a class, students brainstorm various media forms that use satire and either create examples of various forms or write examples from memory.

Before the Activity Begins

Distribute the **Elements of Satire** edc resource file for the entire lesson to students. Explain lesson objectives and examples of satire, irony, and parody, identifying how these devices abound in our society.

During the Activity

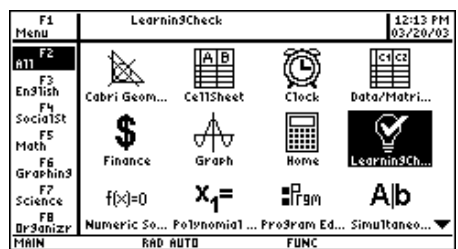
Using the TI-83 Plus or TI-92 Plus, have students record their definitions of satire, irony, and parody in the **Elements of Satire** edc resource files: *Satire Definition*, *Irony Definition*, *Paradox Definition*. If students do not know the definitions, they should describe what they think each term might mean. Next, share with students the definitions of various satirical devices (refer to **Student Data Sheet: The Devices of Satire**). Discuss the various definitions, reviewing the examples and creating new examples as a class, using student suggestions wherever possible. Once students are familiar with the devices of satire, ask them to list samples of media that use these devices in the **Elements of Satire** edc resource file: *Sample List*. For example, you might suggest “The Simpsons.” Choose two or three of the specific choices commonly listed and, as a class, identify the devices used in them. Discuss the intended purpose of the samples and whether their use of satire is effective.

Think Aloud: The television show “The Simpsons™” is a prime example of a medium that uses satirical devices. One example of a satirical device “The Simpsons™” uses is parody. The show parodies everything from famous poems to Broadway shows to television cartoons. The show-within-a-show, the “Itchy and Scratchy Show,” parodies the cartoon genre and its violent nature. The purpose of this parody, beyond the humor factor, might be to shed light on the rather serious issue of children’s exposure to violence on television. Viewers of “The Simpsons™” may have a variety of reactions to such parodies: some might feel offended at what they see as glorification or acceptance of violence; others might simply laugh it off; still others might see numerous levels of thought working in the cartoon, causing them to think about an issue while being amused at the method of its delivery. This parody might be effective for some audiences, but not for others, which is true of most satirical writing. This example is only one of the possibilities of devices “The Simpsons™” use. What are some others?

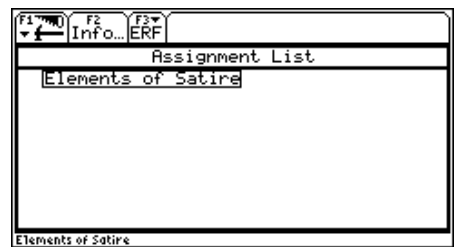
Use the following instructions to access and use the **Elements of Satire** edc resource files: *Satire Definition*, *Irony Definition*, *Paradox Definition*, and *Sample List* on the devices. Each step indicates the action students need to perform to obtain the files and use the exercises on their devices. Additional information for the teacher appears in shaded boxes, where necessary.

Voyage™ 200 PLT (or TI-92 Plus)

1. Turn on the device and press the **Apps** key. Use **LearningCh...**



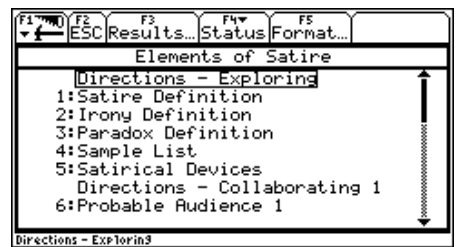
2. Press **ENTER**. The **Assignment List** displays. If more than one assignment is listed, use **Elements of Satire**.



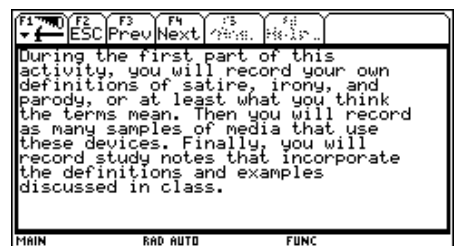
3. Press **ENTER**. Enter your ID to sign in.



4. Press **ENTER** twice. Student instructions and assignment files display (also referred to as the Item Menu). Use **Directions - Exploring** file.

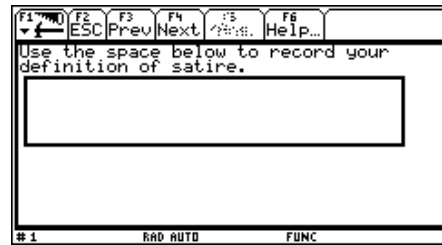


5. Press **ENTER**. Review the instructions prior to beginning the assignment. If necessary, use **Directions - Exploring** file.



6. Press **F4: Next** to access the first file, **Satire Definition**. Enter responses by simply beginning to type.

Pressing **F4: Next** allows you to access the next file in the Item Menu from within an open file.

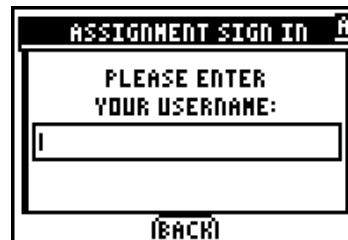
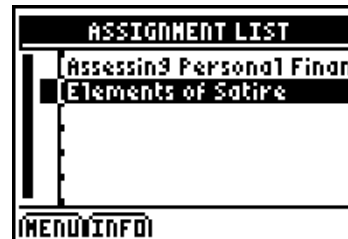
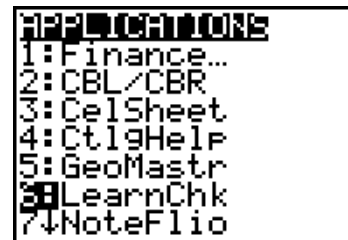


7. Continue this process until you have completed the **Sample List** file.

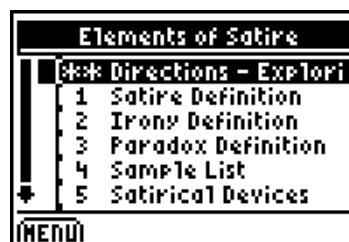
To close this file (or any other file), press **F2: ESC**, which redisplay the Item Menu for the assignment.

TI-83 Plus

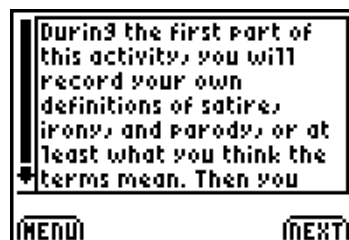
1. Turn on the device and press the **Apps** key. Use \uparrow \downarrow to highlight the number next to **LearnChk**.
2. Press **ENTER** twice to move past the title screen. The **Assignment List** displays. If more than one assignment is listed, use \uparrow \downarrow to highlight **Elements of Satire**.
3. Press **ENTER**. Enter your ID to sign in.



4. Press **ENTER**. Student instructions and assignment files display (also referred to as the Item Menu). Use **↑** **↓** to highlight the **Directions – Exploring** file.

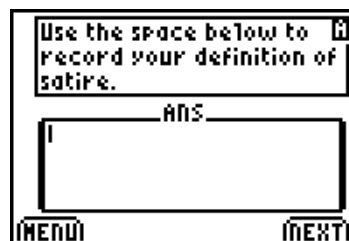


5. Press **ENTER**. Review the instructions prior to beginning the assignment. If necessary, use **↑** **↓** to scroll the text.



6. Press **NEXT** to access the first file, **Satire Definition**. Enter responses by simply beginning to type.

Pressing **NEXT** allows you to access the next file in the Item Menu from within an open file.



7. Continue this process until you have completed the **Sample List** file.

To close this file (or any other file), press **MENU**, which allows you to redisplay the Item Menu for the assignment.

After the Activity

Review the various terms discussed. Have students use the **Elements of Satire** edc resource file: *Satirical Devices* to create study notes, incorporating the definitions and examples for future reference.

Student Data Sheet
The Devices of Satire

Name: _____

Date: _____

Term	Definition of Term	Given Example	Class Example
Mockery	To make fun of something.	"Man is the only animal that blushes – or needs to." – Mark Twain	
Sarcasm	A harsh, personally directed comment: to use praise to mock someone.	To refer to a 98- year-old person as a "real spring chicken."	
Overstatement	To say more than you mean to say; to exaggerate or use hyperbole.	"I'm so hungry I could eat a horse!"	
Understatement	To say less that you mean to say.	"Mount Everest is not small."	
Parody	Mockery of a specific known person, literary event, movie, or event.	General MacArthur said, "Old soldiers never die, they just fade away." Parody: "Old blondes never fade, they just dye away."	
Irony	To say one thing, but mean another; to say nearly the opposite of what you mean.	In <i>Romeo and Juliet</i> , when Romeo tells Mercutio his wound is slight, Mercutio responds, "No, 'tis not so deep as a well, nor so wide as a church door, but 'tis enough, 'twill serve."	
Bathos	To go from the serious to the ridiculous quickly.	"I love my country, my husband, my job, and little chocolate candies."	
Mock – Heroic	Imitates, yet exaggerates and distorts, the literary epic and its style.	"The garbage man, tall and strong, lifted his glittering can of rubbish high, as if it were a feather, and with the strength of Thor, hurled it into the dumpster."	