

UNIT OF STUDY

<p>Title: Ironing Out Irony (3) Subject/Course: English Pre-AP bolded Length: 2 weeks Topic: Irony and Ambiguity Grade: 9 Designer: Ellen Hope</p>	
<p>UNIT GOALS AND EXPECTATIONS</p>	
<p>IMPORTANT CONCEPTS/UNDERSTANDINGS: Irony is an integral part of literature. Irony and ambiguity can apply to every aspect of storytelling. Persuasive writing has an argument. Appeals are essential to persuasion.</p>	<p>ESSENTIAL QUESTIONS: What is irony? How does irony affect the reader? How does irony affect the writing? Why does an author use irony? What is the purpose of persuasive writing? How do appeals affect the reader?</p>
<p>STUDENT LEARNING EXPECTATIONS: Ongoing SLEs R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony R.10.9.20 Identify and define literary terms R.10.9.22 Identify literary elements in a work R.9.9.12 Define fallacies and identify fallacies in a text W.4.9.4 Write clear and varied sentences W.7.9.6 Use concrete information for elaboration</p>	<p>W.4.9.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling W.6.9.11 Use colons and dashes effectively in writing W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure</p>
<p>SPECIFIC DECLARATIVE KNOWLEDGE – What I know Demonstrate word knowledge Understand diction Use context clues to understand the meaning of words Understand irony (verbal irony, situational irony, and dramatic irony) and ambiguity Analyze situational irony and the surprise ending Analyze ambiguity Interpret contradictions Define the following: claim/opinion, evidence, emotional appeals, logical appeals, anecdotes</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do Write a character description Write a persuasive essay (process)</p>
<p>UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</p>	
<p>Open Responses (identifying irony, fallacies, etc) Write a persuasive essay</p>	

<p>Traditional Assessments: Quiz/Test over irony terminology Quiz/Test over appeals (logical and emotional), ability to distinguish between the two</p>	<p>Other Evidence of Learning: Holt Reader, interpreting and vocabulary development of The Gift of the Magi</p> <p>Evaluating an Argument for “A Defense of the Jury System” in Holt Adapted Reader</p> <p>Essay to parents using appeals (persuasive)</p> <p>Specify which type of irony a piece of writing is</p> <p>Evaluate an argument, identify the fallacies</p> <p>Bellringers, double-entry journals, annotation</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit information: This unit will teach students how to use irony and how to identify it in literature as well as real world situations.</p> <p>Bellringers daily to activate prior knowledge, incorporate mini-lessons of grammar, or use as a pre-discussion topic</p> <p>Introduction information pages 284-285</p> <p>Powernotes over irony (possibly interactive cloze)</p> <p>3/2/1 Response for Irony: 3 things you learned , 2 things you have trouble with, 1 question you have (exit slip from intro day)</p> <p>LSD 4-step vocabulary on irony, verbal irony, situational irony, dramatic irony, and ambiguity</p> <p>Categorize various different items as verbal, situational, or dramatic irony</p> <p>Read “The Gift of the Magi” in The Holt Reader, page 140</p> <p>Read “The Lottery” and find examples of irony with group Pairs Read of “The Lottery” by Shirley Jackson --Treasure hunt of ironic occurrences/ironic dialogue --compare examples to the song “Ironic” by Alanis Morrissette—are they the same? --annotation—come up with own examples if Irony in school (true or made-up)</p> <p>Evaluating an Argument for “A Defense of the Jury System” preread activity in Holt Adapted Reader, looking at logical and emotional appeals Differentiating between appeals (Everyday Use Activity)</p>	<p><u>Elements of Literature</u></p> <p>Powernotes</p> <p>Outside texts</p> <p>Smartboard</p> <p>LSD 4-step vocab</p> <p>Internet</p> <p>The Holt Reader</p> <p>The Holt Adapted Reader</p> <p><u>Everyday Use</u></p>

Write a personal essay/letter to parents using emotional and logical appeals (pathos and logos)

Comparing aspects of Rhetorical Triangle (three elements for creating or analyzing a text)

- ❑ **Subject with evidence used**
- ❑ **Audience: their knowledge, ideas, attitudes, and beliefs**
- ❑ **Character of the rhetor (analyzer, creator)—how he or she uses personal character effectively in the text**

Use of Cornell Note-taking throughout

Lit Lab book assessment (container project, newspaper article, collage project, author research, etc)

Career Connections

Cartoon satirist, journalist, political activist, lobbyist