### UNIT OF STUDY 9

**Title:** Writing with a Bite  
**Subject/Course:** AP Language and Composition  
**Length:** 3 weeks  
**Grade:** 11  
**Designer:** Sheryl Murtha

<table>
<thead>
<tr>
<th>IMPORTANT CONCEPTS:</th>
<th>ESSENTIAL QUESTIONS:</th>
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<tr>
<td>Satire is important for understanding of how humor affects a work of literature</td>
<td>How is satire important for understanding humor?</td>
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<td>Satire is often included in the AP Language and Composition exam</td>
<td>How do we recognize satire in literature?</td>
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<td>An author employs satire in order to reveal tone.</td>
<td>How does an author use satire to reveal tone?</td>
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<td>Good writing primarily uses active voice. Active and passive voice affects tone.</td>
<td>How do we employ satire in our own writing?</td>
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<td>Authors use parallel structure to provide emphasis.</td>
<td>Why is active voice used primarily in good writing?</td>
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<td></td>
<td>What is the effect of using active voice?</td>
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<td>What is the effect of using passive voice?</td>
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<td>What is the effect of parallel structure in a work of literature?</td>
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<td>How can we employ parallel structures correctly in our own writing?</td>
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### STUDENT LEARNING EXPECTATIONS:

R.9.11.3 R.9.11.6 R.10.11.2: Main Idea  
R.9.11.2 R.10.11.2 R.9.11.8: Author's Purpose  
R.9.11.1 R.9.11.3 R.9.11.5 R.9.11.6 R.9.11.7: Article Details  
R.9.11.5 R.9.11.7 R.10.11.2 R.10.11.10 R.11.11.4: Inference  
R.9.11.3: Vocabulary  
R.9.11.5 R.10.11.23: Literary Element Analysis  
R.9.11.8 R.9.11.10 R.10.11.2 R.10.11.4 R.10.11.7 R.10.11.8 R.10.11.9 R.10.11.10 R.10.11.14 R.10.11.24: Analysis  

R.9.11.2 R.10.11.2: Genre  
W.5.11.3: Rhetorical Strategies  
W.4.11.7: Revise for Content  
W.7.11.7: Word choice/meaning  
W.4.11.9: Fragments/Run-ons  
W.6.11.2: Active/Passive Voice  
W.7.11.1: Literary Devices  
W.4.11.9: Parallel Structure
SPECIFIC DECLARATIVE KNOWLEDGE - What I know
Recognize satire in a literary selection
Identify satire’s purpose in a given selection.
Recognize satire in one’s own writing.
Understand how an author uses satire to reveal tone.
Understand the uses of active/passive voice in writing.
Understand parallel structure
Recognize active and passive voice in literature
Recognize parallel structure in literature
Understand satire in film
Recognize satire in film
Define satire

SPECIFIC PROCEDURAL KNOWLEDGE - What I need to do
Find satire in a literary selection.
Write an analysis of a satirical work
Write satire
Write using active voice correctly.
Revise sentences from passive to active.
Write correctly using parallel structure
Identify parallel constructions in detailed and complex sentence structures.
Identify parallel structures
Analyze for rhetorical strategies
Synthesize from a variety of sources

UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

Write responses to literary passages
Write literary analysis of a TV episode that reflects understanding of satire.

Traditional Assessments:
Quizzes over readings
AP multiple choice exam

Other Evidence of Learning:
Locate parallel structures in literature
Locate satire in literature
Write sentences using active voice
Passage annotations

ACTIVITIES AND LEARNING EXPERIENCES

Read, highlight, and annotate selected readings and/or passages from the resource list. (Group work)
Whole-class discussion of vocabulary, rhetorical structures, etc. in each piece of writing.

Write three levels of questions for selected passages. Share and discuss as whole group.
Students write a double-entry journal for “A Modest Proposal.” Using their journals and questions, students will conduct a Socratic seminar to discuss rhetorical strategies and Swift’s use of satire.

After studying several satires, students will write satirical sentences and/or a brief satirical essay.

Students will analyze a selected satirical piece and write an essay responding to a prompt on that essay.

Identify the techniques of satire in “The Simpsons”
Explain in writing how the techniques contribute to the work’s meaning.
Use visual literacy skills to analyze, interpret, and explain non-print media.

In groups, students will analyze characters from “The Simpsons” Students will

Resources

“Insert Flap A and Throw It Away” S.J. Perelman
“A Modest Proposal” Jonathan Swift
Excerpts from The Onion
“I Want a Wife”
“Wouter Van Twiller” (Washington Irving)
“My Mother Never worked” (Bonnie Smith-Yackel)
“Behind the Formaldehyde Curtain” (Jessica Mitford)
synthesize from sources we have studied and write a synthesis analysis.

Read, highlight, and annotate satirical article from The Onion. Analyze the methods used to create satire.

Students find humorous Television ads and decide what makes them humorous. Analyze for rhetoric.

Alternative reading assignments will come from the resource list.

| “Things I Hope I Never Find Inside a Fortune Cookie” |
| Episodess of “The Simpsons” |
| Article from The Onion. “Girl Moved to Tears by ‘Of Mice and Men’ Cliff’s Notes. |
| Humor in Arguments Ch. 13 Everything’s an Argument (393) |
| “God’s Resignation Speech” (Timothy McSweeney—McSweeney.net) |
| Snippets of “The Daily Show” and “The Colbert Report” |

| Career Connections |
| Television Analyst |
| Television Commentator |