

UNIT OF STUDY 9

Title: Writing with a Bite <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Subject/Course: AP Language and Composition Length: 3 weeks </div>	
Topic: Comedy/Satire Grade: 11 Designer: Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: <p>Satire is important for understanding of how humor affects a work of literature</p> <p>Satire is often included in the AP Language and Composition exam An author employs satire in order to reveal tone.</p> <p>Good writing primarily uses active voice. Active and passive voice affects tone.</p> <p>Authors use parallel structure to provide emphasis.</p>	ESSENTIAL QUESTIONS: <p>How is satire important for understanding humor?</p> <p>How do we recognize satire in literature?</p> <p>How does an author use satire to reveal tone?</p> <p>How do we employ satire in our own writing?</p> <p>Why is active voice used primarily in good writing? What is the effect of using active voice? What is the effect of using passive voice?</p> <p>What is the effect of parallel structure in a work of literature?</p> <p>How can we employ parallel structures correctly in our own writing?</p>
STUDENT LEARNING EXPECTATIONS: <p>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</p>	<p>R.9.11. 5 R.9.11.8 R.9.11.11 R.9.11.13 R.10.11.4 R.10.11.7 R.10.11.9 R.10.11.19 R.10.11.22 R.10.11.24: Literary Devices</p> <p>R.9.11.2 R.10.11.2: Genre</p> <p>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</p>

<p>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</p> <p>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</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</p> <p>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</p>
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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.

<p>Traditional Assessments:</p> <p>Quizzes over readings AP multiple choice exam</p>	<p>Other Evidence of Learning:</p> <p>Locate parallel structures in literature Locate satire in literature Write sentences using active voice Passage annotations</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>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.</p> <p>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.</p> <p>After studying several satires, students will write satirical sentences and/or a brief satirical essay.</p> <p>Students will analyze a selected satirical piece and write an essay responding to a prompt on that essay.</p> <p>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.</p> <p>In groups, students will analyze characters from "The Simpsons" Students will</p>	<p>"Insert Flap A and Throw It Away" S.J. Perelman</p> <p>"A Modest Proposal" Jonathan Swift</p> <p>Excerpts from <i>The Onion</i></p> <p>"I Want a Wife"</p> <p>"Wouter Van Twiller" (Washington Irving)</p> <p>"My Mother Never worked" (Bonnie Smith-Yackel)</p> <p>"Behind the Formaldehyde Curtain" (Jessica Mitford)</p>

<p>synthesize from sources we have studied and write a synthesis analysis.</p> <p>Read, highlight, and annotate satirical article from <i>The Onion</i>. Analyze the methods used to create satire.</p> <p>Students find humorous Television ads and decide what makes them humorous. Analyze for rhetoric.</p> <p>Alternative reading assignments will come from the resource list.</p>	<p>“Things I Hope I Never Find Inside a Fortune Cookie”</p> <p>Episodes of “The Simpsons”</p> <p>Article from <i>The Onion</i>. “Girl Moved to Tears by ‘Of Mice and Men’ Cliff’s Notes.</p> <p>Humor in Arguments Ch. 13 <i>Everything’s an Argument</i> (393)</p> <p>“God’s Resignation Speech” (Timothy McSweeney—McSweeney.net)</p> <p>Snippets of “The Daily Show” and “The Colbert Report”</p>
Career Connections	
<p>Television Analyst Television Commentator</p>	