

# Satire and Non-Fiction

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy IV**  
Time Period: **2 weeks**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Student will read and analyze satirical and non-fiction literature for content and purpose. Student will evaluate how satire and non-fiction have been and are used to critique society throughout literature and culture. Student will also identify elements of effective satire.

## Transfer

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Students will be able to independently use their learning to...

- Evaluate the historical context of satirical pieces
- Investigate how literature shapes and reflects society
- Identify the elements of effective satire
- Analyze societal problems in today's world that could be targets of satire

## Meaning

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## Understandings

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Students will understand...

- Events in history influence literary works
- Themes in fiction relate to current events
- Literature both shapes and reflects society
- What elements make effective satirical pieces

## **Essential Questions**

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Students will keep considering...

- How are themes in literature relevant to today's society?
- How does literature shape and reflect society throughout history?
- What makes a work of literature or media effective satire?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Historical context of satirical writings of Jonathan Swift
- Plot details
- Character development
- Themes

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Identifying the use of satire in literature and modern society
- Analyze non-fiction text in relation to modern society

## Academic Vocabulary

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Satire

Understatement

Sarcasm

Irony

Hyperbole

Conflict

## Objective 1 - Levels 3 and 4

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SWBAT:

- Identify and discuss historical background to satirical writings and other non-fiction texts of the Enlightenment period.
- Analyze human rights issues and ways to critique society through anticipatory activities.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Objective 2 - Levels 3 and 4

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SWBAT:

- Assess comprehension through a variety of writing pieces, reading comprehension quizzes, tests, journal writing, research based projects and writing tasks, etc.
- Write a variety of pieces in response to text using proper grammar and spelling.
- Respond to prompts in relevance to text/test text/self, text/world.

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.11-12.2.B	Spell correctly.

### **Objective 3 - Levels 3 and 4**

#### **SWBAT:**

- Determine theme of text and how it develops throughout the course of the text.
- Compare and contrast themes from these works to other works of literature.

- Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) based on the text and/or current event issues related to the text.

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LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## **Objective 4 - Levels 2, 3, and 4**

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### **SWBAT:**

- Identify satirical and persuasive elements in plot
- Demonstrate understanding of figurative language and word relationships and how they contribute to a satirical tone.
- Analyze how literary elements contribute to theme and author's purpose of social critique.

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written

response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

## Summative Assessment

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- Reading comprehension quizzes
- Unit Test
- Formal Research Essay
- Video Production
- Modern Day Adaptation of Satire
- Multiple Choice Quiz
- Project
- Group Presentation

## Proficiency Scale

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See scales attached to Learning Goals.

## Career Ready Practice and Awareness Standards

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

## Technology

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TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a

variety of sources and media.

## **Formative Assessment and Performance Opportunities**

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- Homework Assignments
- Reading Check quizzes
- Class discussions
- Unit Quiz
- Classwork Activities
- Informal Writing

## **Accommodations/Modifications**

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- Audio Version of Pieces
- Film version of text
- Modify length of written work
- reading aids/summaries
- study guides
- Supplemental Notes to Add to Understanding

## **Interdisciplinary Connections**

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- 16th Century London
- 17th Century Ireland
- 17th Century London
- 18th Century British and European Society
- 18th Century England
- The British Whigs and Tories

SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to

	apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

## Unit Resources

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Use Lists and attach Documents.

- Examples of satire, printed and video
- Supplemental Handouts
- Textbooks