Lesson Plan – Local Student Writes Own Satire Piece

Overview: Using what they've learned from the previous lesson, the students will be challenged to write their own piece of satire, which may be a "Modest Proposal" of their own, an *Onion*-style satirical news article, or something else of their choosing.

Objectives: Students will:

- Create their own original works of satire.
- Provide thoughtful and constructive feedback to their peers.
- Revise their work based on peer feedback.
- Present their original works to the class.

Anticipated student conceptions or challenges to understanding: Students may confuse satire with related genres such as comedy and parody. They also may not have a fully-developed understanding of irony, an essential component of satire.

Assessment: Grading rubric

Length of Lesson: ~5 hours

Instructional Sequence:

Day One:

1. The teacher will solicit ideas for a "Modest Proposal" topic from the students. The teacher will then write a short mentor text on that topic using the overhead projector so the students can see the writing process. (20 minutes)
2. The students will form groups of three or four and work together to generate ideas for their own satire pieces. (20 minutes)

Day Two:

1. Students will be given class time to work on their rough drafts. (40 minutes)

Day Three:

1. Students will form groups of three or four and give each other peer feedback on their rough drafts, after which they may begin working on their final drafts. (40 minutes)

Day Four:

1. Students will be given class time to complete their final drafts. (40 minutes)

Day Five:

1. Students will read their final drafts to the class. (40 minutes)

Materials:

- Grading rubric

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Instructions:

You've read several pieces of satire; now it is time to write your own. You can write your own "Modest Proposal," a satirical news article in the style of *The Onion*, or something of your own design. Think about what topic you want to cover, what point you want to make, and then use satire to make it!

Grading Rubric:

	Exemplary A/A- 90-100% 90-100 points	**Satisfactory B+/B/B- 80-89% 80-89 points**	**Developing C+/C/C- 70-79% 70-79 points**	**Unsatisfactory D+/D/D-/E 0-69% 0-69 points**
Ideas	The student's writing demonstrates a high degree of originality and thoughtfulness.	The student's writing demonstrates a moderate degree of originality and thoughtfulness.	The student's writing demonstrates a basic level of originality and thoughtfulness.	The student's writing demonstrates little to no originality and thoughtfulness.
Understanding	The student's writing demonstrates a clear understanding of satire.	The student's writing has key elements of satire.	The student's writing has some elements of satire but misses the mark.	Buddy, this ain't satire.
Effort	The student's writing demonstrates a high degree of effort.	The student's writing demonstrates a moderate degree of effort.	The student's writing demonstrates some degree of effort.	The student's writing demonstrates little to no effort.
Editing	The project contains few or no errors in grammar, spelling, or punctuation.	The project contains a few errors but they do not detract from the work.	The project contains a sufficient number of errors to detract from the presentation.	The project contains a significant number of errors.