Influence of Satire in Contemporary Media
By Katrina Wehr

Subject(s): English Language Arts, Educational Technology
Grade Level: 9-12
Objectives:
Students will:
- Define satire and explain its function.
- Identify characteristics of satire by viewing examples from established satirical sources.
- Discuss the relevance of satire in contemporary media.
- Research controversial ideas, policies, attitudes or other topics in cultural or social context.
- Think critically about and choose a stance on the controversial ideas, policies, or attitudes they researched.
- Work in small groups to create their own satire.
- Use various computer and hardware technologies to produce a project to present to the class.

Standards:
R8.A.1.6.1: Identify and/or analyze the author’s intended purpose of text.
R8.A.1.6.2: Explain, describe, and/or analyze examples of text that support the author’s intended purpose.
1.9.C.A: Use media and technology resources for research, information analysis, problem solving, and decision making in content learning.
1.9.C.B: Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context.
1.9.12.B: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.
1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.
1.7.10.A: Analyze the role and place of standard American English in speech, writing, and literature.
Evaluate as a reader how an author’s choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.
1.6.9.A: Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information or opinions.
1.6.9.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.
1.7.C.A: Evaluate as a reader how an author’s choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.
1.3.11 C: Produce work in at least one literary genre that follows the conventions of the genre.

Materials Needed:
- Example Comparison Handout
- Clips of various media examples of satire
- Cartoons, written works of satire
- Project Outline Handout
- Project Rubric
- Computer w/ projection capabilities

Procedure:
1. In class, hand out worksheet for students to fill out while viewing different examples of satire.
2. Show students various samples of satirical work.
3. Ask students to highlight commonalities in their notes on the different examples.
4. Class discussion on what satire is – ask students to share what their similarities were.
5. With the class, create a definition of satire.
6. Introduce the Webster’s definition: a literary work holding up human vices and follies to ridicule
or scorn
7. Class discussion about why satire can be important when debating controversial topics.
8. Also discuss why satirical sources are not always the best source for information (bias, entertainment purposes, etc.)
9. Ask students to discuss in small groups of 3-4 some controversial topics in the news today.
10. Ask students to share their groups’ ideas with the class.
11. Introduce the project of creating their own satirical work.
12. Give students time in their groups to brainstorm ideas and come up with a topic for their project before the end of class.

Assessment
Students will get participation credit for completing the handout while viewing the satire examples. Project assessment will compare students’ projects to a rubric outlining the goals for the project and include a 1-page reflection paper of the assignment from each group member.

SPLED/ELP Accommodations:
- SPLED students will be integrated in groups with non-SPLED students and extra support will be provided on an as-needed basis specific to their individual needs.
- ELP students will also be integrated in groups with non-ELP students and will also be provided with extra support on an as-needed basis. ELP students will also have the option to do a written reflection or recite an oral reflection before or after class to accommodate for differences in written and spoken literacy skills.