

Tuesday, September 18, 2012
English 11

Objective: The student will use context to determine the meaning of words and phrases; the student will read and analyze a dramatic selection; the student will analyze persuasive arguments.

11.3

b. Use context, structure, and connotations to determine meanings of words and phrases.

11.4

i. Read and analyze a variety of American dramatic selections.

k. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Materials: Test, Vocabulary Pretest; Sentence examples PowerPoint; projector will be needed for PowerPoint and video clips

Procedures

~Anticipation/Testing (30 minutes)

1. Students will spend the first 3 minutes of class studying their notes and vocabulary quietly.
2. Students will complete a test on *The Crucible*, Act II.
3. Students will complete a vocabulary pretest for Act III.
4. When students are finished with the test, they are to write on an index card what they predict will happen in Act III. Next, they are to begin skimming (or reading) Act III as a preview for the rest of the class activities.

~Realization

5. Vocabulary (20 minutes) For each word (using only first 5 words)
 - a. Give students the vocabulary pretest for Act III.
 - b. Present word and context to students Power Point
 - c. Read aloud the sentence as students follow along.
 - d. Have students reread the sentence silently.
 - e. Lead students toward a definition of the word under study. Ask them questions that encourage them to use prior knowledge.
 - f. Students should write the words and their definitions in their journals.
6. Literary terms (20 minutes)
 - a. Introduce the literary terms (Verbal irony, dramatic irony, and situational irony) and give examples. Have students read the definition of these terms given in the text while you write the definitions on the board. Students will copy your definitions. (The purpose of this is to expose students to definitions that are worded differently).
 - i. Verbal Irony: a character says one thing but means the opposite; also called sarcasm. (However, point out that not all verbal irony is sarcasm)
“I love Mondays!”
“I love getting up at 5:00 in the morning!”

On a rainy day: “What beautiful weather we’re having!”

- ii. Situational Irony: Events in a story do not occur the way the reader expects them to occur. Show the video clip of Atlantis Morissette’s “Ironic” (Clip: <http://www.youtube.com/watch?v=Nm-1xvWibt0>). Show 0:00-1:00 and 1:25 to 3:10. The portion that was cut out in the middle is confusing if being used as an example of situation irony, and the portion taken out of the end is simply repetition of lyrics already sung. Make a list of memorable examples of situational irony from the song. Explain, or have students explain, why these are examples of situational irony.
Example: “Rain on your wedding day” is an example of situational irony because when people plan their weddings, they always picture a beautiful ceremony; they never picture their guests bringing umbrellas to their wedding.”

- iii. Dramatic Irony: the reader understands more about the events of a story than a character

In horror movies, the audience often knows something bad is about to happen because we hear creepy music.

“Jaw’s” Music

In *Romeo and Juliet*, the other characters in the cast think Juliet is dead, but the audience knows she only took a sleeping potion.

Show the video clip from *The Lion King* (note: if some students have not seen this film before, give a brief description of the plot), and make a list of things that the audience knows, but that Simba does not. Explain why this is dramatic irony and how this irony contributes to the plot later on.

Clip: <http://www.youtube.com/watch?v=Ye3nuq07vq0>

7. Reading, analyzing arguments discuss, model, and have students model (15 minutes)

- a. Tell students that sometimes verbal irony may be used in a persuasive argument, and in this act, they will examine verbal irony as the characters use it. As we are reading, when students come upon examples of verbal irony, point out the example and explain how the example adds to the argument. Point out other things in the arguments such as ambiguity, contradiction, paradox, overstatement, and understatement (but focus on irony).

~Contemplation (5 minutes)

8. Ask students to write about why they think an author would use irony in a story. (What is the point in using irony)