

Designer Name(s): CGPercy

Date: 6/09/2014

Subject Area: ELA

Grade Level(s):10

Unit Title/Focus: Irony in Literature

Estimated Amount of Instructional Time: 20 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.L.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that:

- Language develops and changes over time from both internal & external influences.
- Literature's history has roots in history and social and political conflict.
- Literary techniques such as irony add interest to literature.
- Man is a satirical character.

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- What influences changes in language conventions?
- How do elements of irony affect the reader?
- Who are the prominent authors that use irony?
- When did the concept of irony in literature develop?
- How does irony differ from satire and comedy?

**Big Idea(s)**

Through literacy experiences, we can explore the thoughts and beliefs of others as well as clarify our own.

<p><b>What Students will know:</b> <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>- Some of the popular examples of irony in literature.</li> <li>- How irony has changed over time and some of the influences of those changes.</li> <li>- The sources and uses of irony in literature that compare to satire and comedy.</li> </ul>	<p><b>What Students will be able to do:</b> <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>- Craft examples of ironic references.</li> <li>- Identify primary works of irony in literature.</li> <li>- Use examples of irony in everyday language.</li> </ul>
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**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

<p><b>Performance Tasks:</b> <i>(what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>Prepare short creative writing examples to illustrate understanding of irony in fiction and in nonfiction. Presentation of a visual overview of a work of literature that illustrates a major piece of irony in literature.</p>	<p><b>Other Evidence:</b> <i>(quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Create catalogs of historical literature, characters, and related references that use irony. Create lists of expressions that illustrate irony. Quizzes on vocabulary and terminology.</p>
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**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

<p><b>Learning Activities:</b></p> <p>Where: Collect and organize information of irony in literature. Hook: Students choose an author or geographical area or point of view Equip: Develop additional vocabulary and practice using analytical skills Rethink/Revise: Consider possible alternatives that would dramatically alter the outcome of the literary work Evaluate: Find other references in modern social media that links back to works of literature from prior periods Tailor literature samples to match student interests Create presentations using electronic devices and systems</p>
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W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)  
H=HOOK all students and hold their interest  
E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue  
R=Provide opportunities to RETHINK and REVISE their understanding/work  
E (2)=Allow students to EVALUATE their work  
T=Be TAILORED (personalized) to different needs, interests, and abilities of learners  
O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 4</b>
	<input type="checkbox"/> <b>Claim #2/DOK 4</b>
	<input type="checkbox"/> <b>Claim #3/DOK 4</b>
	<input type="checkbox"/> <b>Claim #4/DOK 4</b>
<b>Achievement Level Descriptors</b>	ALD #1:    ALD #2:    ALD #3: <span style="border: 1px solid black; padding: 2px;">ALD #4:</span> (circle one):