Monday: Explaining Irony

The basic meaning of irony is the difference between how things seem to be and the reality of how things really are. As a literary technique it is used when a certain outcome is revealed but is not what readers were expecting or hoping for. Irony can be difficult to define; it's often subjective and depends on the audience's expectations.

Common Examples of Situational Irony

- A fire station burns down. ...
- A marriage counselor files for divorce. ...
- The police station gets robbed. ...
- A post on Facebook complaining how useless Facebook is. ...
- A traffic cop gets his license suspended because of unpaid parking tickets. ...
- A pilot has a fear of heights.

Different Types of Irony: Watch Teaching Irony through Film and copy the definitions for the different types of Irony. List and explain one example from the video for each type.

<table>
<thead>
<tr>
<th>Types of Irony</th>
<th>Definition of Type of Irony</th>
<th>Movie Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Irony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situational Irony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatic Irony</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Irony in Text: Short Story: “The Dinner Party” by Mona Gardner

During Reading: Click the link>>>>> The Dinner Party Text to read the story! If you’d rather follow along and listen to it, click one of the audio options>>>>>DP Audio with Visuals or DP Audio with Text

As you read “The Dinner Party” look for examples of irony. How does the author (or characters the author creates) use irony?

After Reading: Answer the questions by using the highlight function to highlight the best choice.

1. Mrs. Wynnes knew that a cobra was in the room because she
   a. saw it in the rafters
   b. she was a parseltongue (talk to snakes)
   c. noticed it crawl under the table
   d. felt it on her foot

2. The colonel believed that, in a crisis, a woman would –
   a. always panic
   b. remain quite calm
   c. show more control than a man
   d. boldly grab the knives

3. The American’s first impulse was to warn the others. Which of the following best defines the word impulse?
   a. attempt or try
   b. information or knowledge
   c. instinct or urge

4. Anyone who moved would forfeit fifty rupees. The word forfeit means-
   a. surrender
   b. earn
   c. borrow
   d. display
Tuesday: Finish the “The Dinner Party” After Reading Questions

Review the “Dinner Party” story—why not try one of the audio links? >>> DP Audio with Visuals or DP Audio with Text

Answer the questions by using the highlight function to highlight the best choice.

5. At the count of 280, the American saw the cobra emerge. Which phrase best defines the word emerge?
   a. suddenly strike
   b. come into view
   c. slip slowly away
   d. blend into its surroundings

6. Which sentence best characterizes Mrs. Wynnes?
   a. She talked a lot but never listened.
   b. She was calm and courageous.
   c. She was easily frightened.
   d. She was a poor hostess.

7. Which sentence best expresses the theme of the story?
   a. Men are more courageous than women
   b. Women are calmer than men
   c. Your gender has no impact on how courageous you are

Restate and answer the questions in complete sentences.

8. Suppose the American had said nothing at all to the guests. How do you think the story would have ended?

9. What do you think the young girl might have said to the colonel after it was revealed that the cobra had been crawling across Mrs. Wynnes’ foot? What might the colonel have responded?

10. How does the author (or characters the author creates) use irony? (Cite examples from the text to support your answer).
**Wednesday: Attend the English Meeting and Visit the Comedy Final Prezi**

Unit 4: Finding and Creating Humor Final

Check out this [Comedy Final Prezi](#)—It shows you what your options are and what you need to do for the final.

If you need to see the final project all typed out, scroll to the bottom!

**Thursday and Friday: Start working on the Comedy Final**

1. Decide if you will complete the RACE paragraph or write your own comedy.
2. If you’re doing a
   a. RACE paragraph, decide which story you will analyze and read it/review it.
   b. Writing your own comedy, decide which format you will do (skit, poem or monologue, comic strip or personal narrative)
3. **Check-in with your teacher:** Send me an e-mail. Let me know what option you’re going to focus on. This counts toward participation this week!
4. Start working on your final

**FINAL PROJECT**

Finding and Creating Humor

All of this information can be found on the [Comedy Final Prezi](#)

However, if you feel like you need more details or to see it all typed out, keep scrolling:

**Learning Targets:**

- I can evaluate how an author uses comedy in literature and explain the type of comedy, as well as humorous elements being used for an effect.
- I can define unknown words related to comedy. I can also create examples to show my understanding of these words.
- I can synthesize what I know about comedy to write an original humorous skit, poem or comic strip.
- (optional) I can present my comedy to the class and use appropriate eye contact, adequate volume, and clear pronunciation when speaking.

**Directions and Details: Pick one of the two options to complete for your Final—Due on Wed. June 17th!**

**Option #1: Analyze a humorous text** (pick one): Select one of the texts we read over the course of the comedy unit or use [A Couple of Really Neat Guys](#). Reread it, annotate the text and analyze the story.

Write a RACE paragraph that explains if it is high or low comedy, identify examples of comic characters, satire, irony, hyperbole and/or puns used in the story (not all are found in each one)
and organize your findings in writing. Choose one of the following formats to organize your information:

OR

**Option#2: Utilize comedy in writing & a presentation** (pick one): Write comedy!

Everyone has a funny story to tell. Write a personal narrative (based on some hilarious event from your life) that you can add some humorous elements to—like hyperbole is easy to add.

You must try to make your work a piece of high OR low comedy. Then be sure to incorporate 2 or more examples of hyperbole (exaggeration), satire, irony, and puns in your writing. MUST BE SCHOOL APPROPRIATE COMEDY OR AUTOMATIC ZERO.

1. Write a 3-5 minute humorous skit—Record yourself performing it and share!

   The skit must be school appropriate and contain 2 or more examples of hyperbole (exaggeration), satire, irony, and/or puns. You must provide a copy of your skit to the teacher (1.5-2 pages in length). This should include (stage directions) in (parenthesis) to show how you would perform it and what props, if any, you would use. Additionally, it should include a brief explanation as to whether it is high or low comedy.

   **If you choose to, you can record yourself and share it with your teacher and/or the class. You could also choose to record part of it as like a tiktok or other video and share it with your teacher and/or class.**

2. Write a 10+ lined humorous poem/monologue

   Create a funny poem about a topic of your choice. Be sure to include 2 or more examples of hyperbole (exaggeration), satire, irony, and/or puns. You must provide a copy of your poem to the teacher. Your copy should identify the elements of comedy and a brief explanation as to whether it is high or low comedy.

   **If you choose to, you can record yourself presenting the poem or share it on our Zoom meeting.**

3. Create a humorous comic strip (6+ panels)

   Create a comic strip about a humorous topic of your choice (Powerpoint—each slide is a panel or Storyboardthat.com). Your comic should include at least 6 colorful panels with pictures (more than a stick figure—add details and scenery) and word bubbles. Be sure to include 2 or more examples of hyperbole (exaggeration), satire, irony, and/or puns.

4. Write a humorous narrative

   Write a narrative/story detailing your humorous experience. It needs to be 1.5 - 2 pages in length. Remember to include 2 or more examples of hyperbole (exaggeration), satire, irony, and/or puns. Make us laugh!
## Glover MS Participation Tracking Rubric - Distance Learning

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student had contact with the teacher during the week <strong>and</strong> showed evidence of logging in to the computer and class websites, activities or assignments. Student engaged in assignments with most work representative of best effort.</td>
<td>Student had contact with the teacher during the week <strong>and</strong> showed evidence of logging in to the computer and class websites, activities or assignments. Student engaged in assignments with some work representative of best effort.</td>
<td>Student had contact with the teacher during the week or showed evidence of logging in to the computer and class websites, activities or assignments. Student engaged in some assignments, but work was not representative of best effort.</td>
<td>Student had contact with the teacher during the week or showed evidence of logging in to the computer and class websites, activities or assignments. Student did not produce any work for the week.</td>
<td>Student had no contact with teacher during the week and showed no evidence of logging in to the computer and class websites, activities or assignments.</td>
</tr>
</tbody>
</table>

*Examples of, "had contact", include work submission, email, Teams/Blackboard/Zoom communication, or other means of communication used by staff.

*Gradebook entries for participation should be entered into PowerSchool in the format “Participation 4/27- 5/1” and listed as “Not for Grade”. The above rubric outlines a framework to communicate the level to which a student is participating and is not intended to be used as a tool for assigning a student’s final course grade (ex: 2 doesn’t mean 50%). The gradebook entries/assignments hold the record of a student’s participation and are a data point for teachers that can be used later when assigning course grades as they individually see appropriate.

*If you need assistance with PowerSchool access, please visit the link [here](#) or email JanetV@spokaneschools.org or call 354-5332 and leave a message.