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SATIRE

CLEARVUE/SVE, 1999
Grade Level: 9-13+
21 Minutes
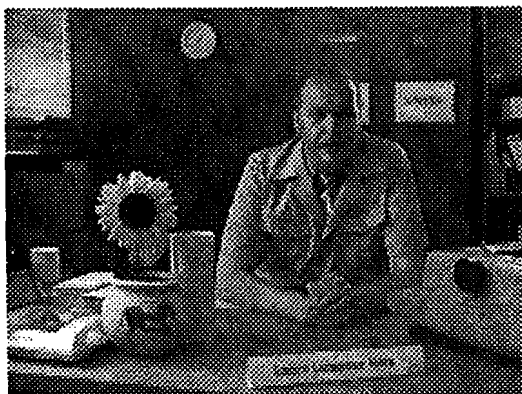
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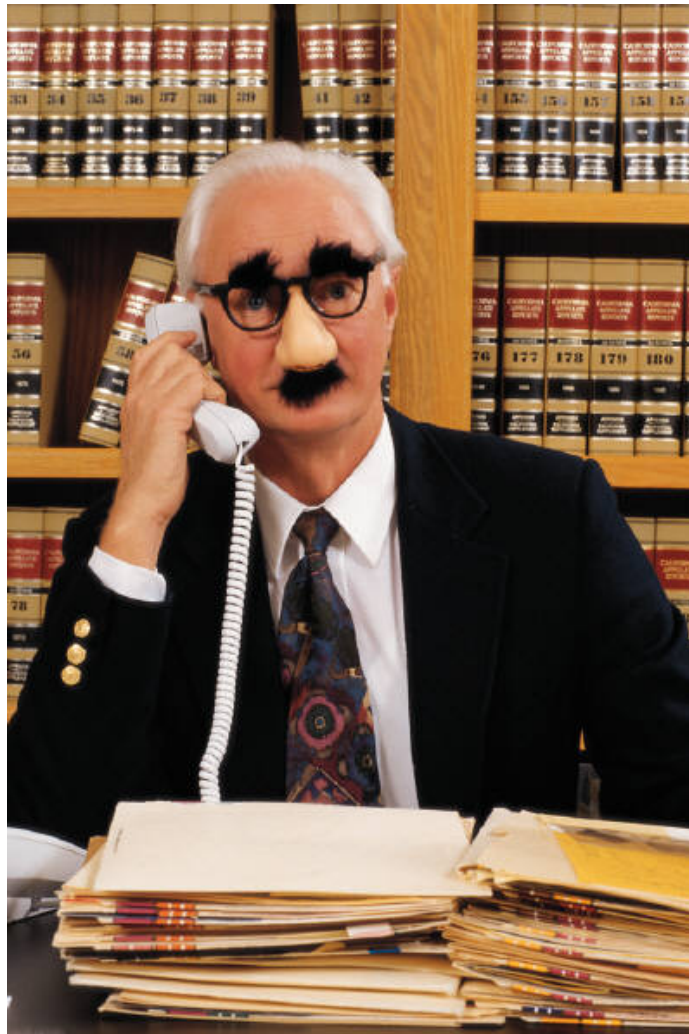
CAPTIONED MEDIA PROGRAM RELATED RESOURCES

#9448 TIME TO STAND & DELIVER
#10436 PERSUASIVE LANGUAGE
#10518 IT'S NOT WHAT YOU SAY: MASTERING BASIC COMMUNICATION

SATIRE

Intended for Junior and Senior High School Students

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Teacher's Guide © Classroom Video

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INTRODUCTION

Satire examines the meaning of satire and uses satirical sketches to provide students with an understanding of the context and purpose of satire. The program illustrates the techniques satirists use, including irony, sarcasm, ridicule, exaggeration, caricature, and parody. Students will need to understand how each technique is used to be able to identify the success of the artist.

LEARNING OBJECTIVES

After completing the program and participating in discussion and activities, students will be able to:

• Understand the use and purpose of satire within literature and the media;

• Develop an understanding of the definition of satire;

• Identify the writer or speaker's purpose for using satire;

• Recognize the importance of context for the success of satire; and

• Understand the techniques of satire—irony, sarcasm, ridicule, exaggeration, caricature, and parody.

INTENDED AUDIENCE

This program is intended for junior (grades 7 through 9) and senior high school (grades 10 through 12) students.

PRESENTING THE PROGRAM

You may wish to follow this procedure in presenting the program.

1. Preview the program and familiarize yourself with this teacher's guide and the reproducible master(s). Review the learning objectives, discussion starters, and review questions.

2. Next, introduce students to the program, using the discussion starters to relate the upcoming information to what they already know.

3. Have students complete the program in its entirety the first time.

4. Check for understanding by discussing and reviewing the information and concepts presented in the program, using the review questions in this teacher's guide as an outline.

5. If time permits, allow students to complete the program a second time, pausing for discussion at points of interest.

6. Assign the enclosed reproducible worksheet(s) for guided and independent practice. Students may complete the activities alone, with a partner, or in a cooperative learning group. Choose the activities appropriate to your objectives and your students' level(s) of understanding. Be creative and integrate some activities of your own design that are based on concepts found in the program.

TARGET VOCABULARY...

caricature   ridicule
exaggeration   sarcasm
folly   satire
irony   vice
parody

DISCUSSION STARTERS...

What is satire? Satire is a humorous way of presenting stories in order to ridicule human follies and vice. What kind of techniques do satirists use to portray their ideas. Irony, sarcasm, ridicule, exaggeration, caricature, and parody are the examples mentioned in the video. Can students name any examples of satire that they have seen in a book, movie, or television show? *Saturday Night Live* is a prime example of a television show that uses satire.

REVIEW QUESTIONS AND ACTIVITIES...

Use these discussion topics and questions to review the program material.

Scene 1: Rockshow, "The Cage"

1. The rock music show host is convinced that the song "Stunaep" is a social commentary about society. Why is she so insistent the song has a social message?

2. Ed Stupor has a simple explanation for the name of the song. Although shocked by this, the rock show host quickly labels the lyrics as "sheer genius." What vice or folly is being satirized here?

Scene 15-17: Satire Licensing Clerk's Office

3. These scenes are satirizing bureaucracy. The Satire Licensing Clerk is a ridiculous character showing the empty, repetitive, and meaningless behavior of bureaucrats. What are some of the behaviors of the Satire Licensing Clerk that reinforce the fact that his job is dispensable?

4. The Comic is a representative of the audience. She gives us cues on how to react to the behavior of the State Licensing Clerk. Based on the reactions of the Comic, what do you believe is the writer's purpose for these scenes?

Scene 18: Comic Strip

5. Why don't the astronauts understand the Alien Comic's joke?

6. What is the purpose of this comic strip?

Scene 23: Hotel Room

7. Why is the rock star, Ed Stupor, concerned when he hears the name of the music critic?

8. What does the music critic report about the Nanoseconds' concert? Explain the irony of the concert review.

9. The female host and the rock star both react differently to the concert review. Explain why one recognizes the irony and the other does not.

Scene 25-29: Danny and Alice

10. Look carefully at Danny's body language when Alice tells him she smashed his car. Apart from the language he uses, what nonverbal cues does Danny give to suggest he is using sarcasm?

11. How does Danny ridicule Alice's poor driving? Is it humorous? Why?

12. Comment on Alice's body language while Danny is ridiculing her.

13. How does Danny exaggerate the consequences of Alice's accident?

14. The scriptwriter of the video has satirized Danny's reaction to Alice's news of her "supposed accident." Explain how this has been done and the writer's purpose in the scenes between Danny and Alice.

Scene 31: Car Salesman

15. Car salesmen do not have the reputation for being honest and open with their customers. This type of comment stereotypes car salesmen. In this scene, a caricature of the personality traits of a car salesman has been created. Make a list of these personality flaws satirized by the writer.

Scene 33: Soap Opera

16. What characteristics of the soap opera have been used in this parody?

17. Why does the humor of this scene appeal to the audience? What is the writer trying to tell the audience about soap operas?

18. Access one or more of the Web sites cited in the "Web Resources" section of this guide by going to your school or library computer lab. As a group, go to one of the sites and explore the subject in more detail.

19. Assign the enclosed worksheet(s) to reinforce the skills students have learned from the program, the review

questions, and the discussion activities.

GLOSSARY...

caricature—the exaggeration of a personality trait or defect.

exaggeration—a technique used by satirists to reinforce the absurdity of social behavior.

folly—people's foolish behavior.

irony—language that has two levels of meaning; the first is the superficial or literal level; the second is critical and often the opposite of the superficial meaning.

parody—the humorous imitation of a celebrity, politician, well-known piece of literature, or media presentation, e.g., film or television show.

ridicule—another strong technique used to satirize the faults of others; ridicule makes fun of the subject or derides it with contempt.

sarcasm—one of the most extreme techniques of satire; bitter and spiteful comments are made to deliberately hurt the subject.

satire—an example of language used to influence the reader or listener; a humorous way of presenting stories, incidents, events, and people, so that human follies and vice are held up to ridicule.

vice—bad or immoral habits such as greed, corruption, jealousy, or evil.

WEB RESOURCES...

The following World Wide Web sites may be helpful for both teachers and students in further researching satire, literary genres, and English. Additional WWW resources may be found using common search engines such as Excite, Yahoo!, HotBot, or Lycos. The World Wide Web is constantly evolving, so some of these sites may have changed locations or may no longer be available.

http://www.beenleigss.qld.edu.au/requested_sites/genre/genre.html
Review genres with this excellent resource for teachers and students and find activities, story ideas, and writing tips for nearly every kind of literary and nonliterary genre.

http://www.researchpaper.com/
Students can search for help while writing a research paper with this valuable resource, which includes an idea directory, chat rooms, and a discussion area where students can post questions.

http://www.teenink.com/Resources/WritingR.html
Access practical links for students, guides to grammar and writing, writing exercises, citation guides, and more.

http://home.socal.rr.com/exworthy/writing.htm
This functional site for teachers and students offers writing and grammar rules, lessons for writing, tips for writing research papers, teacher resources, word games, and an interactive student section.

http://www.literatureclassics.com/ancientpaths/litgenre.html
Browse this extensive list of definitions of genres, periods and ages, and other literary terms.

http://www.ericfacility.net/ericdigests/ed366985.html
This informative article explains literary genres and provides analysis.

http://www.ed.gov/free/s-lanart.html
This site contains hundreds of free resources for teachers, including lesson plans and learning pages about literature, reading, and writing.

http://www.pbs.org/teachersource/arts_lit.htm
Utilize this beneficial resource for teachers and find lessons and activities for a variety of topics in arts and literature.

http://www.wisc.edu/writing/Internet/WritingRelated.html
This expansive site includes links on the writing process, literary hypertexts, Web research, grammar, and style.

http://www.discover.tased.edu.au/english/lforstud.htm
Access educational resources and links that help students with every aspect of writing, from young author workshops to the world's largest K-12 online classroom and electronic pen-pal network.

Notes

Satire

Credits

Producer/Script	Cast
Cathy Miller	Arthur Angel
	Paula Arundell
Director	Michael Gregory
Greg Woodland	Sandy Ireland
	Jane Malone
Consultant/Teacher's Notes	Andrew O'Keefe
Erla McMaster	
Editor	
Phil Sheppard	

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