

Interactive links to support resources, handouts, and other useful tools for this lesson can be found throughout this document. Links are underlined and only active if viewing this document as a PDF. The interactive PDF can be accessed at ELAOKTeachers.com/thatsirony. Mental tags are provided with each day to encourage students to create a brain bookmark. Mental tags can be identified by the # symbol followed by a one or two word summary of the day. You are encouraged to use them on social media to brag about your students' progress as appropriate.

UNIT OVERVIEW

In this unit students will discriminate between three types of irony: verbal, situational, and dramatic. Standards introduced in each lesson are reinforced and extended in subsequent lessons. Based on teacher- and student-selected texts, students will identify, discuss, analyze, and evaluate the effects of irony and how it propels a story's plot. Over the course of four lessons, this unit evolves and expands to include more complicated reading, writing, and research-based tasks in order that students will develop a mature grasp on the concept of irony to make connections between instructional strategies and independent reading and writing.

Lesson 1 defines and introduces students to types of irony. **Lesson 2** extends that knowledge using a short story, in which they review basic short story elements and link irony's effects and roles to the story's plot. **Lessons 3 and 4** advance a student's understanding of irony through the creation of a research-based, multimodal scrapbook and formal informational essay.

ESSENTIAL QUESTIONS

How do writers, photographers, and illustrators use irony to create meaning?

How do effective writers, photographers, and illustrators use irony to impact their audience?

LEARNER OBJECTIVES

- ⊗ Students will discriminate between three types of irony: verbal, situational, and dramatic.
- ⊗ Students will locate and categorize textual evidence of irony and determine its effect (i.e., humor, fear, suspense, terror, etc.) in fiction. Students will link the role irony plays in setting events of the plot in motion.
- ⊗ Students will research and apply their knowledge of the three types of irony to create an Irony Scrapbook.
- ⊗ Students will synthesize the information from their scrapbook to write an informative essay that responds to the following prompt: Using evidence from your scrapbook, write an essay to explain verbal, situational, and dramatic irony.

Bundled Standards

Reading		Writing	
8.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	8.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
8.2.R.1	Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	8.1.W.2	Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
8.3.R.2	Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	8.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
8.3.R.3	Students will analyze how authors use key literary elements to contribute to the meaning of a text: <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme • conflict (i.e., internal and external) 	8.2.W.4	Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.
8.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	8.3.W.2	Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.
8.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	8.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital)	8.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
8.7.R.2	Students will analyze the impact of selected media and formats on meaning.	8.5.W	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
		8.6.W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).
		8.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.
		8.7.W.2	Students will utilize multimedia to clarify information and emphasize salient points.

Lesson 1

Students will discriminate between three types of irony: verbal, situational, and dramatic.

Materials	Bundles			
<p>✓ Access the It's so ironic Slideshow</p> <p>Duration: 1 Day</p>	Reading	Writing		
	8.1. R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	8.1. W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
	8.3. R.4	Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	8.1. W.2	Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Directions



Use [It's so ironic!](#), available on Google Drive, to **display definitions and examples of verbal, situational, and dramatic irony** (first five slides). **Students should take notes** of each type of irony.

Read the **Coleridge slide excerpt** and discuss its irony.



Allow time for class **discussions on students' personal experiences that demonstrate irony**. Provide examples to make sure students are clear on types of irony.

Use [It's so ironic!](#) to **show slide #1** (swimmer and shark). **Ask, "What type of irony is represented in this image?"** Instruct students to list details and identify the type of irony on a sheet of paper.



Have students share their list using the [Think Pair Share Strategy](#).

Record accurate responses on the board during the "share" time.

Recursive Learning: Continue the activity with slides #2 and #3.



Conclude having each student **write three paragraphs to identify and describe the irony** in each example (see *Possible Responses* column to the right).

Possible Responses:

1. Dramatic: *The swimmer does not know the shark is in the water, but the audience knows the shark is about to attack.*

2. Verbal: *Of course, a shoplifter will not "win," but will actually lose when caught because the violator will likely be in trouble with the law, which will be public news to the dismay of parents.*

3. Situational: *The intent of message is that things can change, but message was written in stone so it would last.*

Lesson 2

Students will locate and categorize textual evidence of irony and determine its effect (i.e., humor, fear, suspense, etc.) in fiction. Students will link the role irony plays in setting events of the plot in motion.

Materials		Bundles		
		Reading	Writing	
<input checked="" type="checkbox"/> "The Ransom of Red Chief" by O. Henry or teacher-selected short story with irony <input checked="" type="checkbox"/> Copies of Annotation Symbols (optional bookmark) <input checked="" type="checkbox"/> Copies of Locating Irony in Short Story handout <input checked="" type="checkbox"/> Copies of The Ransom of Red Chief Vocabulary (optional) <input checked="" type="checkbox"/> Copies of Plot Structure diagram (optional) <input checked="" type="checkbox"/> Access " Annotating Text " Slides (optional) <input checked="" type="checkbox"/> Colored pencils or markers <p style="text-align: right;">Duration: 2 Days</p>	8.3. R.2	Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	8.4. W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
	8.3. R.3	Students will analyze how authors use key literary elements to contribute to the meaning of a text: <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme • conflict (i.e., internal and external) 		
	8.4. R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.		

Directions

Show class [What is Irony?](#), a TED-ED playlist (available via YouTube) with examples of dramatic, verbal, and situational irony.



Discuss the effects of irony (i.e., humor, fear, suspense, terror, etc.).

For example, **ask, "What is the effect of the audience seeing the two people fall in love and knowing that the Titanic is going to sink while watching the movie Titanic?"**

Allow time for a class discussion involving students' personal experiences with irony that resulted in a particular effect.

Discuss the role irony plays in setting events of the plot in motion.



For example, **ask, "In *Snow White*, when the Wicked Stepmother curses the apple (the reader knows but Snow White does not), what happens?" or "In *Frozen*, Anna is one who never hides her true feelings (a symbolically frozen heart), so how does that impact the plot?"**

Allow class discussions for other **examples of literary irony that propelled the plot.**

Directions (continued)

Divide the students into small groups or pairs to work collaboratively.

Hand out "The Ransom of Red Chief" by O. Henry (audio version available, 31:20 min.).



Review story elements by displaying or drawing a plot structure. Provide a familiar story to fill out to diagram.



Students **read then annotate** the short story using colored pencils or markers. Students should **note plot elements, setting, characters, and irony**.

Discuss plot, characterization, point of view, themes, etc. Lead discussions on **how irony shapes story**.

Note: Teachers may first want to show the optional "**Annotating Text**" Slides available on Google Drive and hand out the Annotation Symbols bookmarks.



For example, ask, "How does the boy react to being kidnapped in the story? Is that ironic? Why or why not? If so, what type of irony? How does Johnny's reaction to being kidnapped move the plot?" (see Possible Responses in the right column).

Hand out **Locating Irony in Short Story**.

Students will use annotations to complete chart with partner or in a group (see Possible Responses below). Instruct students to turn in the handout at the end of class.

Possible Responses:

The boy's reaction is situational irony since he is not frightened but enjoying his newfound "freedom" from home. His misbehaving makes him hard to control and influences the decisions made by his captors.

Possible Responses: Locating Irony in a Short Story for "The Ransom of Red Chief" by O'Henry

Irony is prevalent throughout "The Ransom of Red Chief" by O'Henry. A few examples follow.

1. *Verbal irony: Summit (the town) is "as flat as a flannel-cake" (pancake).*
2. *Situational irony: Johnny enjoys being kidnapped.*
3. *Verbal irony: The kidnappers' poor use of grammar with fancy words like "philoprogenitiveness."*
4. *Situational irony: Johnny goes from being a hostage to holding Bill hostage during a game.*
5. *Dramatic irony: Bill tells Sam he has sent the boy home but Bill doesn't realize the boy is behind him.*
6. *Situational irony: The two men have to figure out how to "unkidnap" Johnny.*
7. *Situational irony: The boy's father responds to kidnappers' ransom letter by suggesting they pay him to take child back, which they do.*



Assess: Locating Irony in Short Story - Responses about how irony as a literary device is used in story will indicate if students understand or require more practice. Students' paragraphs about the effect of irony in the story and its role in setting the events of the plot in motion will indicate who needs reinforcement.

Lesson 3

Students will research and apply their knowledge of the 3 types of irony to create an Irony Scrapbook.

Materials	Bundles			
Copies of the following: <input checked="" type="checkbox"/> Irony Scrapbook Project <input checked="" type="checkbox"/> Irony Scrapbook Rubric <input checked="" type="checkbox"/> Example of Scrapbook Page <input checked="" type="checkbox"/> Note cards for research <input checked="" type="checkbox"/> Use of school media center, technology lab, internet, etc., for research Duration: 5-7 days	Reading		Writing	
	8.6. R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	8.6. W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.
8.7. R.2	Students will analyze the impact of selected media and formats on meaning.	8.7. W.2	Students will utilize multimedia to clarify information and emphasize salient points.	

Directions



Pique student interest and get them involved in the lesson by explaining what a traditional scrapbook is - *a book with blank pages where photos, articles, stories, etc., are attached to remember a person or time.*

Ask, **“What makes an interesting scrapbook?”**

Allow a class discussion based on students’ experiences involving scrapbooks. *Is there a modern version of scrapbooks?*

Explain that students will research and locate irony examples in media, literature, etc., to compile an Irony Scrapbook or technology-based Irony Scrapbook presentation.

An Irony Scrapbook is a variety of images and quotes based on three types of irony: verbal, situational, and dramatic.



Using teacher-selected guidelines for the [Irony Scrapbook Project](#), discuss the guidelines and the [rubric](#) with the class. Allow students to view and discuss a model example of scrapbook page before beginning this project. Review [MLA format](#) and [how to use note cards](#) before beginning this project. Review how to conduct basic research [online](#) and in the school media center before beginning this project.



Research may be conducted in the classroom, in the technology lab, through the school library media center, etc., and **may be independent or teacher lead**, depending on the skill level of the individual student.

Monitor students as they complete their projects. They should complete **at least two examples each day.**

Teacher Notes

Allow one day for them to pair, compare, repair (i.e., improve) as a form of peer- and self-assessment.

Allow one day for students to polish and finalize projects.

Lesson 4

#ELAOK #WhatsIrony #InformativeMode

Students will synthesize information from their scrapbook to write an informative essay that responds to the following: *Using evidence from your scrapbook, write an essay explaining verbal, situational, & dramatic irony.*

Materials	Bundles			
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade 8 Writing Exemplars <input checked="" type="checkbox"/> OAS Informative Writing Rubric <input checked="" type="checkbox"/> Use of technology lab for essay (optional) 	Reading	Writing		
	8.2. R.1	Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	8.2. W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
			8.2. W.4	Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.
			8.3. W.2	Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.
			8.4. W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
			8.5. W	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
		8.6. W.1	Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	

Directions

Review students on how to write an informative essay. View or provide **Grade 8 Writing Exemplars** to discuss with the class. Hand out copies of the **OAS Informative Writing Rubric**. Remind students they will be scored using the informative essay column.

Prompt: Using evidence from your scrapbook, write an essay to explain verbal, situational, and dramatic irony.

Students will compose a formal essay about irony, incorporating evidence from their scrapbooks to explain the three types of irony. Students will use examples from their scrapbooks for each irony type.



Note: Students will need at least two class periods to prewrite, write first drafts, edit, revise, etc., before turning in the final draft.

Use the **OAS Informative Writing Rubric** to provide **feedback for content and writing improvement**.

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