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| Designer: Elizabeth Fortenberry | | Teaching Date: Class 3 of 11 in Satire Unit |
| Topic: Introduction to 17th-18th Century Literature | |  |
| Grade Level:  12 Average  (I have three sections of this class) | Time Frame  100 minutes | Description of Students:  Some diversity – a few African American and Latino students – but primarily white. Boy-heavy classes. |
| Lesson Objectives:  12.3  The student will read, comprehend, and analyze the development of British literature and literature of other cultures.  a) Compare and contrast the development of British literature in its historical context.  b) Recognize major literary forms and their elements.  c) Recognize the characteristics of major chronological eras.  d) Relate literary works and authors to major themes and issues of their eras.  e) Analyze the social and cultural function of British literature.  Students will be able to apply historical context of the 17th-18th century to the satire used in Swift’s *A Modest Proposal*.  Students will be able to recognize elements of satire in Swift’s *A Modest Proposal* and explain them to the rest of the class. | | |
| Assessment: Formative and Summative  Formative:  Questioning during initial presentation and reading of “A Modest Proposal”  Student marking of key passages on SMART board  Summative: N/A – to come at beginning of following class period in form of a letter to the editor response to Jonathan Swift | | Resources:  **Teacher-made PowerPoint**  **“A Modest Proposal” Handout from freebooks.com**  **Handout with passages to be marked**  **SMART Board, Computer, Projector**  **Remote Clicker to control Slideshow** |
| Lesson Content:  17th -18th Century Historical Background and Jonathan Swift biography – contained in Prezi   * Talk about government, corruption, church, poverty in Ireland especially * Swift as man of the church who originally wanted to be politician – incurred the disapproval of the church for his satires * Talk briefly about “A Modest Proposal” and “Gulliver’s Travels” to let students know what they will be reading and that they will need to refer to this information and understand how it relates to the texts   “A Modest Proposal” – Reading Aloud as a class – teacher reading too (7 pages on handout)  Discussion of use of satirical techniques in significant passages using the SMART board  Introduction to writing assignment for next class | | |

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| **Instructional Strategies and Timing:**   * **PowerPoint on Historical Background and Jonathan Swift (20 minutes)** * **“A Modest Proposal” Handed out and read in class (40 minutes)**   + **I will begin the reading and then ask students to read aloud. I will pick up paragraphs occasionally throughout the piece and will read the final section since classes are so small and the students would each be reading for a long time if I just had them do it. I will point out elements of satire in passages not to be looked at during the group work.** * **Questions about the passage – What is Jonathan Swift satirizing that we just talked about in our history lesson? (3 minutes)** * **One passage distributed to each of four groups – to be marked up for elements of satire using red, green, blue and black to mark (15 minutes)** * **Group presentations of findings, marking the passages on the SMART board (10 minutes)**   + **If the SMART board malfunctions, we will use an easel, big chart paper and markers to complete the assignment.** * **Question for the students: Was the satire effective? Why or why not? Was there anything in the essay that seemed serious or was it all satire? (7 minutes)** * **Give them prompt for writing assignment for next class –Think about how you would respond to Swift for next class when you will be asked to write a “letter to the editor” explaining your response to his proposal – give them time to start planning their responses (5-10 minutes)** | |
| **Multi-disciplinary:**  History – the historical background on the 17th-18th centuries in England provides context for the literature studied. | **Adaptations: N/A** |
| **Differentiation Strategies:**  **PowerPoint and SMART board – text can be made larger for those who have trouble seeing it**  **Reading aloud with text in front of students benefits both auditory and visual learners**  **Having a chance to do work in a group and then teach it to the class gives students a unique opportunity to “do” in class.**  **SMART board presents information in alternative format.**  **Use of color coding can help students later, as they are studying for the test.** |
| Reflection/Recommendations for Future Use: Generally, written after the lesson is taught…but I think this lesson will be successful. I have seen this technology strategy used in my 10th grade honors classes to teach them about literary devices and logical fallacies in soliloquies in *Julius Caesar* and it went really well. I think it would work just as well with the twelfth graders because both the text and technology will be engaging.  **SOE Student Teaching Competencies:**  **This section of the lesson plan I also generally fill out after the lesson is taught – the competencies that I felt that I used during the lesson – as opposed to predicting them before I teach.** | |



“A Modest Proposal”

A Modest Proposal for preventing the children of poor people in Ireland, from being a burden on their parents or country, and for making them beneficial to the publick.  
  
by Dr. Jonathan Swift. 1729  
  
It is a melancholy object to those, who walk through this great town, or travel in the country, when they see the streets, the roads and cabbin-doors crowded with beggars of the female sex, followed by three, four, or six children, all in rags, and importuning every passenger for an alms. These mothers instead of being able to work for their honest livelihood, are forced to employ all their time in stroling to beg sustenance for their helpless infants who, as they grow up, either turn thieves for want of work, or leave their dear native country, to fight for the Pretender in Spain, or sell themselves to the Barbadoes.  
  
I think it is agreed by all parties, that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present deplorable state of the kingdom, a very great additional grievance; and therefore whoever could find out a fair, cheap and easy method of making these children sound and useful members of the common-wealth, would deserve so well of the publick, as to have his statue set up for a preserver of the nation.  
  
But my intention is very far from being confined to provide only for the children of professed beggars: it is of a much greater extent, and shall take in the whole number of infants at a certain age, who are born of parents in effect as little able to support them, as those who demand our charity in the streets.  
  
As to my own part, having turned my thoughts for many years, upon this important subject, and maturely weighed the several schemes of our projectors, I have always found them grossly mistaken in their computation. It is true, a child just dropt from its dam, may be supported by her milk, for a solar year, with little other nourishment: at most not above the value of two shillings, which the mother may certainly get, or the value in scraps, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide for them in such a manner, as, instead of being a charge upon their parents, or the parish, or wanting food and raiment for the rest of their lives, they shall, on the contrary, contribute to the feeding, and partly to the cloathing of many thousands.  
  
There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of women murdering their bastard children, alas! too frequent among us, sacrificing the poor innocent babes, I doubt, more to avoid the expence than the shame, which would move tears and pity in the most savage and inhuman breast.  
  
The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couple, who are able to maintain their own children, (although I apprehend there cannot be so many, under the present distresses of the kingdom) but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand, for those women who miscarry, or whose children die by accident or disease within the year. There only remain an hundred and twenty thousand children of poor parents annually born. The question therefore is, How this number shall be reared, and provided for? which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses, (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing till they arrive at six years old; except where they are of towardly parts, although I confess they learn the rudiments much earlier; during which time they can however be properly looked upon only as probationers: As I have been informed by a principal gentleman in the county of Cavan, who protested to me, that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.  
  
I am assured by our merchants, that a boy or a girl before twelve years old, is no saleable commodity, and even when they come to this age, they will not yield above three pounds, or three pounds and half a crown at most, on the exchange; which cannot turn to account either to the parents or kingdom, the charge of nutriments and rags having been at least four times that value.  
  
I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.  
  
I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed, is, at a year old, a most delicious nourishing and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasie, or a ragoust.  
  
I do therefore humbly offer it to publick consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males; which is more than we allow to sheep, black cattle, or swine, and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore, one male will be sufficient to serve four females. That the remaining hundred thousand may, at a year old, be offered in sale to the persons of quality and fortune, through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt, will be very good boiled on the fourth day, especially in winter.  
  
I have reckoned upon a medium, that a child just born will weigh 12 pounds, and in a solar year, if tolerably nursed, encreaseth to 28 pounds.  
  
I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.  
  
Infant's flesh will be in season throughout the year, but more plentiful in March, and a little before and after; for we are told by a grave author, an eminent French physician, that fish being a prolifick dyet, there are more children born in Roman Catholick countries about nine months after Lent, the markets will be more glutted than usual, because the number of Popish infants, is at least three to one in this kingdom, and therefore it will have one other collateral advantage, by lessening the number of Papists among us.  
  
I have already computed the charge of nursing a beggar's child (in which list I reckon all cottagers, labourers, and four-fifths of the farmers) to be about two shillings per annum, rags included; and I believe no gentleman would repine to give ten shillings for the carcass of a good fat child, which, as I have said, will make four dishes of excellent nutritive meat, when he hath only some particular friend, or his own family to dine with him. Thus the squire will learn to be a good landlord, and grow popular among his tenants, the mother will have eight shillings neat profit, and be fit for work till she produces another child.  
  
Those who are more thrifty (as I must confess the times require) may flea the carcass; the skin of which, artificially dressed, will make admirable gloves for ladies, and summer boots for fine gentlemen.  
  
As to our City of Dublin, shambles may be appointed for this purpose, in the most convenient parts of it, and butchers we may be assured will not be wanting; although I rather recommend buying the children alive, and dressing them hot from the knife, as we do roasting pigs.  
  
A very worthy person, a true lover of his country, and whose virtues I highly esteem, was lately pleased, in discoursing on this matter, to offer a refinement upon my scheme. He said, that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supply'd by the bodies of young lads and maidens, not exceeding fourteen years of age, nor under twelve; so great a number of both sexes in every country being now ready to starve for want of work and service: And these to be disposed of by their parents if alive, or otherwise by their nearest relations. But with due deference to so excellent a friend, and so deserving a patriot, I cannot be altogether in his sentiments; for as to the males, my American acquaintance assured me from frequent experience, that their flesh was generally tough and lean, like that of our school-boys, by continual exercise, and their taste disagreeable,  
and to fatten them would not answer the charge. Then as to the females, it would, I think, with humble submission, be a loss to the publick, because they soon would become breeders themselves: And besides, it is not improbable that some scrupulous people might be apt to censure such a practice, (although indeed very unjustly) as a little bordering upon cruelty, which, I confess, hath always been with me the strongest objection against any project, how well soever intended.  
  
But in order to justify my friend, he confessed, that this expedient was put into his head by the famous Salmanaazor, a native of the island Formosa, who came from thence to London, above twenty years ago, and in conversation told my friend, that in his country, when any young person happened to be put to death, the executioner sold the carcass to persons of quality, as a prime dainty; and that, in his time, the body of a plump girl of fifteen, who was crucified for an attempt to poison the Emperor, was sold to his imperial majesty's prime minister of state, and other great mandarins of the court in joints from the gibbet, at four hundred crowns. Neither indeed can I deny, that if the same use were made of several plump young girls in this town, who without one single groat to their fortunes, cannot stir abroad without a chair, and appear at a play-house and assemblies in foreign fineries which they never will pay for; the kingdom would not be the worse.  
  
Some persons of a desponding spirit are in great concern about that vast number of poor people, who are aged, diseased, or maimed; and I have been desired to employ my thoughts what course may be taken, to ease the nation of so grievous an incumbrance. But I am not in the least pain upon that matter, because it is very well known, that they are every day dying, and rotting, by cold and famine, and filth, and vermin, as fast as can be reasonably expected. And as to the young labourers, they are now in almost as hopeful a condition. They cannot get work, and consequently pine away from want of nourishment, to a degree, that if at any time they are accidentally hired to common labour, they have not strength to perform it, and thus the country and themselves are happily delivered from the evils to come.  
  
I have too long digressed, and therefore shall return to my subject. I think the advantages by the proposal which I have made are obvious and many, as well as of the highest importance.  
  
For first, as I have already observed, it would greatly lessen the number of Papists, with whom we are yearly over-run, being the principal breeders of the nation, as well as our most dangerous enemies, and who stay at home on purpose with a design to deliver the kingdom to the Pretender, hoping to take their advantage by the absence of so many good Protestants, who have chosen rather to leave their country, than stay at home and pay tithes against their conscience to an episcopal curate.  
  
Secondly, The poorer tenants will have something valuable of their own, which by law may be made liable to a distress, and help to pay their landlord's rent, their corn and cattle being already seized, and money a thing unknown.  
  
Thirdly, Whereas the maintainance of an hundred thousand children, from two years old, and upwards, cannot be computed at less than ten shillings a piece per annum, the nation's stock will be thereby encreased fifty thousand pounds per annum, besides the profit of a new dish, introduced to the tables of all gentlemen of fortune in the kingdom, who have any refinement in taste. And the money will circulate among our selves, the goods being entirely of our own growth and manufacture.  
  
Fourthly, The constant breeders, besides the gain of eight shillings sterling per annum by the sale of their children, will be rid of the charge of maintaining them after the first year.  
  
Fifthly, This food would likewise bring great custom to taverns, where the vintners will certainly be so prudent as to procure the best receipts for dressing it to perfection; and consequently have their houses frequented by all the fine gentlemen, who justly value themselves upon their knowledge in good eating; and a skilful cook, who understands how to oblige his guests, will contrive to make it as expensive as they please.  
  
Sixthly, This would be a great inducement to marriage, which all wise nations have either encouraged by rewards, or enforced by laws and penalties. It would encrease the care and tenderness of mothers towards their children, when they were sure of a settlement for life to the poor babes, provided in some sort by the publick, to their annual profit instead of expence. We should soon see an honest emulation among the married women, which of them could bring the fattest child to the market. Men would become as fond of their wives, during the time of their pregnancy, as they are now of their mares in foal, their cows in calf, or sow when they are ready to farrow; nor offer to beat or kick them (as is too frequent a practice) for fear of a miscarriage.  
  
Many other advantages might be enumerated. For instance, the addition of some thousand carcasses in our exportation of barrel'd beef: the propagation of swine's flesh, and improvement in the art of making good bacon, so much wanted among us by the great destruction of pigs, too frequent at our tables; which are no way comparable in taste or magnificence to a well grown, fat yearly child, which roasted whole will make a considerable figure at a Lord Mayor's feast, or any other publick entertainment. But this, and many others, I omit, being studious of brevity.  
  
Supposing that one thousand families in this city, would be constant customers for infants flesh, besides others who might have it at merry meetings, particularly at weddings and christenings, I compute that Dublin would take off annually about twenty thousand carcasses; and the rest of the kingdom (where probably they will be sold somewhat cheaper) the remaining eighty thousand.  
  
I can think of no one objection, that will possibly be raised against this proposal, unless it should be urged, that the number of people will be thereby much lessened in the kingdom. This I freely own, and 'twas indeed one principal design in offering it to the world. I desire the reader will observe, that I calculate my remedy for this one individual Kingdom of Ireland, and for no other that ever was, is, or, I think, ever can be upon Earth. Therefore let no man talk to me of other expedients: Of taxing our absentees at five shillings a pound: Of using neither cloaths, nor houshold furniture, except what is of our own growth and manufacture: Of utterly rejecting the materials and instruments that promote foreign luxury: Of curing the expensiveness of pride, vanity, idleness, and gaming in our women: Of introducing a vein of parsimony, prudence and  
temperance: Of learning to love our country, wherein we differ even from Laplanders, and the inhabitants of Topinamboo: Of quitting our animosities and factions, nor acting any longer like the Jews, who were murdering one another at the very moment their city was taken: Of being a little cautious not to sell our country and consciences for nothing: Of teaching landlords to have at least one degree of mercy towards their tenants. Lastly, of putting a spirit of honesty, industry, and skill into our shop-keepers, who, if a resolution could now be taken to buy only our native goods, would immediately unite to cheat and exact upon us in the price, the measure, and the goodness, nor could ever yet be brought to make one fair proposal of just dealing, though often and earnestly invited to it.  
  
Therefore I repeat, let no man talk to me of these and the like expedients, 'till he hath at least some glympse of hope, that there will ever be some hearty and sincere attempt to put them into practice.  
  
But, as to my self, having been wearied out for many years with offering vain, idle, visionary thoughts, and at length utterly despairing of success, I fortunately fell upon this proposal, which, as it is wholly new, so it hath something solid and real, of no expence and little trouble, full in our own power, and whereby we can incur no danger in disobliging England. For this kind of commodity will not bear exportation, and flesh being of too tender a consistence, to admit a long continuance in salt, although perhaps I could name a country, which would be glad to eat up our whole nation without it.  
  
After all, I am not so violently bent upon my own opinion, as to reject any offer, proposed by wise men, which shall be found equally innocent, cheap, easy, and effectual. But before something of that kind shall be advanced in contradiction to my scheme, and offering a better, I desire the author or authors will be pleased maturely to consider two points. First, As things now stand, how they will be able to find food and raiment for a hundred thousand useless mouths and backs. And secondly, There being a round million of creatures in humane figure throughout this kingdom, whose whole subsistence put into a common stock, would leave them in debt two million of pounds sterling, adding those who are beggars by profession, to the bulk of farmers, cottagers and labourers, with their wives and children, who are beggars in effect; I desire those politicians who dislike my overture, and may perhaps be so bold to attempt an answer, that they will first ask the parents of these mortals, whether they would not at this day think it a great happiness to have been sold for food at a year old, in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes, as they have since gone through, by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor cloaths to cover them from the inclemencies of the weather, and the most inevitable prospect of intailing the like, or greater miseries, upon their breed for ever.  
  
I profess, in the sincerity of my heart, that I have not the least personal interest in endeavouring to promote this necessary work, having no other motive than the publick good of my country, by advancing our trade, providing for infants, relieving the poor, and giving some pleasure to the rich. I have no children, by which I can propose to get a single penny; the youngest being nine years old, and my wife past child-bearing.

http://www.fullbooks.com/A-Modest-Proposal.html

“A Modest Proposal”

Elements of Satire

Your group will be assigned one of these threepassages. Read through your passage and find examples of verbal irony (mark in red), exaggeration (mark in blue), and invective (mark in green). In black, write the implied meaning of your passage and also what you think Swift is actually advocating. What is he satirizing and what would he suggest? After all of the groups have finished analyzing their passages, your group will be asked to present its findings to the class by marking the SMART board just as you marked your worksheet and explaining the elements of satire that you have found.

1. I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed, is, at a year old, a most delicious nourishing and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasie, or a ragoust.  
     
   I do therefore humbly offer it to publick consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males; which is more than we allow to sheep, black cattle, or swine, and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore, one male will be sufficient to serve four females. That the remaining hundred thousand may, at a year old, be offered in sale to the persons of quality and fortune, through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt, will be very good boiled on the fourth day, especially in winter.

1. I grant this food will be somewhat dear, and therefore very proper for landlords, who, as they have already devoured most of the parents, seem to have the best title to the children.  
     
   Infant's flesh will be in season throughout the year, but more plentiful in March, and a little before and after; for we are told by a grave author, an eminent French physician, that fish being a prolifick dyet, there are more children born in Roman Catholick countries about nine months after Lent, the markets will be more glutted than usual, because the number of Popish infants, is at least three to one in this kingdom, and therefore it will have one other collateral advantage, by lessening the number of Papists among us.
2. I can think of no one objection, that will possibly be raised against this proposal, unless it should be urged, that the number of people will be thereby much lessened in the kingdom. This I freely own, and 'twas indeed one principal design in offering it to the world. I desire the reader will observe, that I calculate my remedy for this one individual Kingdom of Ireland, and for no other that ever was, is, or, I think, ever can be upon Earth. Therefore let no man talk to me of other expedients: Of taxing our absentees at five shillings a pound: Of using neither cloaths, nor houshold furniture, except what is of our own growth and manufacture: Of utterly rejecting the materials and instruments that promote foreign luxury: Of curing the expensiveness of pride, vanity, idleness, and gaming in our women: Of introducing a vein of parsimony, prudence and  
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Reflection on Use of Technology

My unit does not lend itself to especially innovative uses of technology. The unit is on satire and involves a lot of writing assignments and oral presentations, but is not particularly conducive to technology. Most of the technologies I am using are used to show video clips of contemporary satire (SNL and *Shrek*) or to display PowerPoint presentations on historical background, but there is one more interactive activity which I would like to use for this lesson. It is a modified jigsaw activity which involves the SMART board. Although the activity is not overly unique, it is a valuable exercise for the students and the technology makes it accessible and engaging. I’m especially hopeful about the use of color-coding to standardize students’ study tools and visually indicate student understanding of the concepts as a means of formative assessment. Students rarely have a chance to write on the SMART board and would become instantly engaged in the lesson because of the possibility to use the classroom’s most advanced technology.

The lesson represents UDL principles in its use of stimulating visuals, colors, images and videos to accompany the auditory and visual text of the lesson, allowing students to absorb the information through different brain channels. In the PowerPoint, there are numerous images to accompany the historical facts students are asked to learn and a video to better explain the Declaration of Rights. Key terms and potentially new terms are highlighted in a different color so that students are triggered to pay special attention to these items. The text on the PowerPoint is fairly limited and should not compete with what I saw during my presentation.

The group activity promotes social learning and gives students the opportunity to teach fellow students, writing on the SMART board makes the lesson interactive and has students practice with all of the language arts: reading, writing, speaking, listening and viewing. The digital text, when projected on the SMART board, can be manipulated for better viewing for all students through magnification or a change in font. The colors used in the group work and the SMART board presentations also help students to see patterns in the use of satire in the work and to compile lists of examples for each element type.

The unit continues to support UDL principles later on with the culminating satire project which asks students to write or create a contemporary satire project, but does not specify the media of the project. The rubric contains a checklist of elements that must be somehow included, but the final product can be writing, film or visual art in some form.

I do not like to lecture, so the PowerPoint serves as a note-taking guide for students and allows me to present new information visually as I guide an interactive conversation. I use these history lessons as opportunities to question students and get them started thinking about how the history might apply to the literature. Although the PowerPoint seems traditional, I am not using it as lecture notes, but as a visual framework to guide our interaction. The pictures are supplemental to the lesson, allowing students a better picture of the history they are learning. I have found, in the lessons I have taught so far, that my use of PowerPoint has not impeded students’ ability to pay attention to and participate in the conversation. I use just enough text that they are able to jot down some notes, but not too much that they can no longer focus on what is happening in the classroom because they spend too much time taking notes.

I considered making a Prezi for the information because it is more visually stimulating, but the amount of information we need to cover in this lesson did not lend itself to Prezi format. The presentation would be traveling all over the place and would become less effective as time went on. I have found that Prezis are very valuable for shorter lessons or for lessons with less information to discuss, but that they actually detract from the lesson if they are too long because the zooming becomes distracting to both teacher and student.

As the primary focus of this lesson is student-guided application of prior knowledge of satire elements to a new literary work, it seems appropriate to allow students to work with the SMART board to complete their modified jigsaw activity and teach their fellow students about what they have learned. Jigsaw activities generally give students more ownership over their knowledge and are a great self-esteem boost for students who are hesitant to participate. Being able to write on the SMART board will be unique and exciting for the students and will allow them to feel even more in charge of their presentations. The technology product that I created to attach to this lesson plan is an example of what students may come up with when analyzing their passages. I used the felt-tip pen feature in Microsoft One-Note because I do not have access to a SMART Board or SMART notebook except when I’m at Gloucester High School (and I cannot use my time there to work on my own homework).

While I had considered creating a more interactive game-type activity using the SMART board, I felt that anything I came up with would have been a stretch and would have been using technology for technology’s sake instead of technology for learning’s sake. The way I have employed technology in this lesson serves to augment learning without taking undue time away from the learning process. Students will not have to learn how to write on the SMART board, so they can just jump right in and the lesson will flow just as smoothly as always. Another benefit of using the SMART board like this is that the notes can be easily collected, along with the PowerPoint slides, for any absent students.

Though the use of the SMART board may seem fairly traditional, it does do something that a simple white board could not. It allows students to write directly on the text and literally mark the passage as they are presenting, modeling their thought process to their fellow students, instead of simply reading certain sentences in their passage as examples of different elements of satire or writing brief quotes on the board.

In the event that the technology does not work, we can use the easel and chart paper to do the group presentations, but they are not nearly as effective as the SMART board. When I did a lesson similar to this before, we had to use the easel in one of the classes and it was very difficult for the students. The paper was really flimsy and kept falling down, but we had no way to clip the pad of paper to the easel. It is also less environmentally sustainable since the passages have to be printed out and taped to the chart paper which will ultimately be discarded. The students complained about the smell of the markers and were not as excited about the lesson as they were when they thought they would get to use the SMART board. They did enjoy writing out their responses and explaining their findings to their students. Because they were all working on different passages, too, their classmates were unable to show them up in subsequent presentations because they had not done the same work.

The lesson I have planned is interactive, incorporates all aspects of communication and allows students a chance to get up during the lesson instead of asking them to sit still the whole class and receive information presented through technology. In this lesson, I am only actually teaching for about thirty minutes out of a 100 minute class because I have chosen to allow students to guide their own exploration of the text for elements of satire and to teach each other what they have learned. The technology allows students to interact with the text in a new way, to model thought processes for their fellow students, and to gain increased ownership over their work in their assumed role as “teacher” for a few minutes. I think the technology does enhance this lesson and the alternative way of doing this would be much less effective.