**Modified LESSON PLAN TEMPLATE**

**Author: Grossman & Brown (Edited by Sarah Crawford)**

**Date Created: 2008**

**Subject(s): Detecting Irony in Literature**

**Topic or Unit of Study (Title):**  The Cask of Amontillado – Unit 3

**Grade Level:** 9th Grade

***Materials:***

**The Cask of Amontillado Text**

PowerPoint: Three Scenarios

PowerPoint: “What’s the mismatch?”

Handout: “What are the mismatches in ‘The Cask of Amontillado’?”

Copies of “Ironic” (song by Alanis Morisette)

**Summary (*and Rationale*):**

Detecting irony is a sophisticated reading skills that requires students to reject the surface meaning of a text in response to certain clues (often subtle) that they must detect while reading. By progressing from more familiar texts (sarcastic remarks and cartoons) to more complex ones (The Cask of Amontillado), the students will build a definition of irony and practice using specific strategies to locate it within literary texts. The student will begin to consider the purpose and meaning of irony in literature.

**Focus and Review (Establish Prior Knowledge): 15 min.**

I will project the ‘Three Scenarios’ PowerPoint on the board and ask the students to identify what the three scenarios have in common. (The speakers in all three situations mean the opposite of what they actually say – this will be listed on the board). I will invite students to offer additional examples.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *Students will be able to describe and use strategies for detecting irony. More specifically, they will be able to identify where “mismatches” appear in the text –e.g., when the reader knows something that a character does not or when a character says the opposite of what they mean.* | I will give the students a copy of Alanis Morisette’s song “Ironic”. For Homework, they will analyze each of the examples she includes in the lyrics. Which ones are truly ironic and how do you know? Which ones are not ironic and how can you tell? I will collect these the next day to give me a sense of how well the students are able to use this strategy on their own. |

State the objective: **Students will be able to describe and use strategies for detecting irony. More specifically, they will be able to identify where “mismatches” appear in the text –e.g., when the reader knows something that a character does not or when a character says the opposite of what they mean**. (30 Min)

Assessment: **I will give the students a copy of Alanis Morisette’s song “Ironic”. For Homework, they will analyze each of the examples she includes in the lyrics. Which ones are truly ironic and how do you know? Which ones are not ironic and how can you tell? I will collect these the next day to give me a sense of how well the students are able to use this strategy on their own.** (Homework)

**III. Teacher Input (Present tasks, information and guidance):**  1) I will draw on what the students have said of the ‘Three Scenarios’ and have students work out their own definition of irony, which will likely include something about a ‘mismatch’ or a tension (what is said versus what is meant, what we know versus what the character knows, expectation versus actual situation). Present a definition of irony via PowerPoint. 2) Explain that identifying irony in a text depends on being able to use specific strategies when reading, looking for clues that you should reject the surface meaning. One of these involves noticing when you as the reader knows something that a character does not. I will then have students open their books to page 374 and read pgs. 374-376 and ask the students to apply that strategy by finding something that they know that the character Fortunato does not know within all the text we have read so far. I will use the PowerPoint: “What’s the mismatch?” to organize this comparison. After they have had time to read we will discuss their observations as a class and complete the organizer together. We wil then consider the question, ‘What do you think the writer is trying to tell you with this mismatch?’ [50 Min.]

**IV. Guided Practice (Elicit performance):** The students will then work in pairs to find a minimum of three places that irony is present between pgs. 372-376. Then each pair will present one of their findings to the class and explain what makes it ironic. [15 Min]

***V.* Closure (Plan for maintenance):** Throughout the rest of the week I will have students point out moments within The Cask of Amontillado that ‘mismatch’ and ask them to describe what makes each moment ironic.

***VI.* Independent Practice**: I will give the students a copy of Alanis Morisette’s song “Ironic”. For Homework, they will analyze each of the examples she includes in the lyrics. Which ones are truly ironic and how do you know? Which ones are not ironic and how can you tell? I will collect these the next day to give me a sense of how well the students are able to use this strategy on their own.(Homework)

**STANDARDS:** Irony(pg:375)(RL5)

Make Inferences(pg:381) (RI1)

**Plans for Individual Differences:** If I notice students having a hard time paying attention or staying focused then we will read the text out loud as a class. The students who are having a difficult time focusing will be the ones called on to read. If students are having a difficult time picking out ironic situations then I will allow them to watch a short computer animated video that depicts the story of A Cask of Amontillado so that they can better visualize what they are reading, which will help them pick out the ironic situations within the text.

**References (APA style):**

Grossman & Brown. (2008). *Lesson Plan Teaching Strategies for Detecting Irony* . Retrieved from h<ttp://suse-www-02.stanford.edu/educ262b-2>010/images/0/01/Irony\_Lesson.pdf

CS 3660, U. O. U. (2012). The Cask of Amontillado [Web]. Retrieved from <http://www.elacommoncorelessonplans.com/teachers-guide-to-the-cask-of-amontillado-by-edgar-allan-poe.html>