It’s Ironic...or is it?

The purpose of this lesson is to introduce to students the various types of irony. When examining an excerpt from "The Cask of Amontillado", students will be expected to identify and analyze how and why an author would choose to incorporate irony into their writing.

**Learning Objectives:** What should students know and be able to do as a result of this lesson?

At the end of this lesson students should be able to:

- Define, demonstrate an understanding of, and analyze different types of irony (dramatic, situational, verbal)
- Analyze how and why an author may use irony in writing

**Prior Knowledge:** What prior knowledge should students have for this lesson?

**Knowledge**

- Students should have previous knowledge about the different types of figurative language such as simile, metaphor, and personification.
- Students should understand that authors sometimes use figurative language to emphasize certain ideas or emotions in a text.

**Skills**

- Students should have experience with taking notes from a slideshow/Prezi in order to acquire information provided and then determine from the information given, what are the most important parts that should be recorded.

**Guiding Questions:** What are the guiding questions for this lesson?

- Is this statement ironic?
- If yes, what about this statement is ironic?
What type of irony does this statement represent?
What do you think the purpose of the irony is in this statement?
How could the author have been more direct rather than using ironic statements?

Teaching Phase: How will the teacher present the concept or skill to students?
1. As students walk into the classroom, the teacher should hand each student an entrance/exit ticket. The teacher should also have the song “Ironic” by Alanis Morissette playing with the lyrics projected on the board. Students should be instructed to write what they think “irony” means on side one of their entrance/exit slip.
2. The teacher will now ask the class to share their ideas of what “irony” means. Answers should be recorded on the board where students can see them so they can add and take away ideas as their understanding of the term grows. Discuss the lyrics in the song and ask students to explain how the lyrics helped them come up with a starting definition.
3. Next, the teacher should use this Prezi (a free online tool similar to powerpoint, this presentation is public and available for use!) to instruct students on the different types of irony. The beginning of the Prezi has a video embedded in it that will talk to students about irony using the song played at the beginning of class as an example. This will help students expand on their understanding of what is and what is not irony. Revise the class answer on the board after watching the video, if necessary.
4. The next slides on the Prezi will give students actual definitions of the different types of irony (verbal, situational and dramatic). The teacher should instruct students to take notes on these definitions.

Guided Practice: What activities or exercises will the students complete with teacher guidance?
The teacher should break students into small groups and give each group a handout. The teacher will explain that the handout they have been given contains lines from the Morissette song they have been working with. Some of the lines are actually good examples of irony, while some are not quite truly ironic situations. Students should work together to correct these examples so that they reflect what irony really is. Provide students approximately 15 minutes to complete this activity. Once finished, review answers and check that each group corrected the examples accurately.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
Now that all students are familiar with how to identify examples of irony, pass out the Irony Worksheet and have students complete the assignment individually. This assignment will ask students to look at an excerpt from Edgar Allan Poe’s “The Cask of Amontillado,” then locate and analyze the author’s use of irony.
While students are working, the teacher should be circulating around the room to ensure that all students are actively working and understanding the assignment. If necessary help students locate examples of irony so that they are able to complete the analysis portion of the assignment.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?
To close the lesson, students should write what their current understanding of the word “irony” is on side two of their entrance/exit slip. If students correctly defined the word at the beginning of class, they should think of an original example of irony to write instead.

Summative Assessment
Students will then answer the following questions (the same questions posed in the Independent Practice) on another excerpt from “The Cask of Amontillado” or perhaps the remainder of the story (This part of of the Summative Assessment is left up to the teacher to decide). The questions are intended to illicit student responses that demonstrate both their understanding and application of irony.
1. Give an example of irony from the passage.
2. What type of irony is it?
3. What purpose does irony serve in this passage?
Dependent upon students’ abilities, the teacher can have students write an analysis of the entire story, focusing on the usage of irony and how this technique adds to the story.

Formative Assessment
During the Teaching Phase, the teacher will circulate around the room, assessing students’ prior knowledge of irony while students are completing their entrance slip.
While students are taking notes on the information provided to them via the Prezi, the teacher will clarify students’ understanding of the different kinds of irony (dramatic, situational, and verbal).
Throughout the Guided Practice portion of the lesson, the teacher will circulate around the room to assess students’ understanding of irony as they are identifying various ironic scenarios.
In the Independent Practice section of the lesson, the teacher will circulate around the room and assess students’ understanding of irony by observing student responses with the excerpt, with the exit slips, and finally, with the summative assessments.

Feedback to Students
During the Teaching Phase, the teacher will provide feedback to students drawing upon the responses students provide. Dependent upon whether students initially understand the concept of irony, the teacher will want to clarify to students the difference between irony and sarcasm. The teacher can also provide feedback to students about the accuracy and quality of their work throughout both the Guided and Independent Practice portion of the lesson.

Accommodations & Recommendations
Accommodations:
For students with special needs, it may be helpful to provide them with a printed copy of the Prezi that they can take notes on as the class goes over the definitions. This way they will not have to focus as much on the task of writing the notes, and will be able to focus more on acquiring the content information given in the presentation.

When students work to complete the group assignment, pairing students with different abilities may assist some students in helping reinforcing the concept of irony.

Selecting a text with lower Lexile level for struggling students in the Independent Practice portion of the lesson may also be helpful since the language of Edgar Allen
Poe can sometimes be difficult for students to understand.

**Extensions:**
Look at other examples of irony in literature. Some good examples include:
- The Gift of the Magi
- Romeo and Juliet
- The Most Dangerous Game
**Suggested Technology:** Computer for Presenter, Internet Connection, LCD Projector

**Special Materials Needed:**

**Teacher materials:**
- Prezi
- “Ironic” lines worksheet KEY
- Ironic practice in Cask KEY

**Student Materials:**
- “Ironic” lines group worksheet
- Ironic practice individual worksheet

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### Related Standards

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<th>Name</th>
<th>Description</th>
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<td><strong>LAFS.910.L.3.6:</strong></td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<td><strong>LAFS.910.RL.4.10:</strong></td>
<td>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</td>
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<td><strong>LAFS.910.W.3.9:</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</td>
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