**English 11B Satire Summative Assessment Revision**

**Build Vocabulary**

Write a classroom appropriate text about any topic you choose. Within this writing, effectively incorporate, don’t “force,” all of our satire vocabulary words in context correctly. Pay special attention to the part of speech of each word. From your use of each word, Mr. Foster should be convinced you know what the word means. Underline all words used.

learning target, you took/will take a vocab quiz over the satire vocabulary words. To show proficiency in the reading learning targets, you need to re-read “A Modest Proposal” and answer the questions below. The copy of “A Modest Proposal” (both with and without Mr. Foster’s annotations) is at armadafoster.weebly.com 🡺 English 11B 🡺 Swift Satire

**Comprehension**

1. What is the “great Town” that the narrator refers to in the opening paragraph?
	1. Dublin
	2. London
	3. Cabbin-Doors
	4. Stroling
2. What is it that bothers people who walk through the streets of Dublin, according to the narrator?
	1. Women and children begging for money
	2. All Parties
	3. Deplorable state of the Kingdom
	4. Mothers
3. At what age does the narrator suggest children should be sold?
	1. Three years of age
	2. Five years of age
	3. Birth
	4. One year of age
4. Who will be the primary consumers of human flesh, according to the narrator?
	1. Welfare recipients
	2. The poor
	3. The old and infirm
	4. The rich
5. Who will be the beneficiaries of this “Modest Proposal”? Think text as a whole. Don’t answer this question until you read the entire text.
	1. Country (economy and culture) of England
	2. Landlords
	3. Country (economy and culture) of Ireland
	4. Protestants/Anglicans, non-Catholics
6. Why isn’t the narrator concerned about getting rid of the “aged, diseased, or maimed”?
	1. Their flesh isn’t healthy to eat
	2. They are dying as fast as can be reasonably expected
	3. They are working in the farms
	4. They are too old to cause any serious harm
7. Which of the following is NOT one of the “expedients” that the author rejects? Reread paragraph 29 and consult foot note 28
	1. Instilling patriotism
	2. Taxing absentee landlords
	3. Joining the United Kingdom
	4. Buying domestic goods
8. Which of the following is NOT a suggested advantage of the proposal?
	1. Fewer Catholics
	2. Eating babies is a new dish for “refined” tables
	3. It will increase the power of the English empire
	4. Improvement in marriages

**Author’s Craft**

1. Make a logical inference about why Swift created a persona, a narrator, to make this proposal.
	1. He could make more money using a narrator
	2. In the 1700’s, writers of Middle English narratives like this most commonly used narrators
	3. More personable to his reader and he may have feared punishment or ridicule from the British governing body of the time
	4. Swift’s narrator also included other fictional people that he referenced in the satire.
2. In paragraph 31, who does Swift suggest would be happy to “eat out whole Nation,” even without salt and what literary device is at work in these lines?
3. Absentee Landlords, personification
4. England, hyperbole
5. Catholics, hyperbole
6. The savage of Formosa, allusion
7. Review paragraphs 6-12. How does the abundant use of numbers affect the reader?
	1. Adds validity to the argument through logic
	2. Attempts to reach the reader emotionally
	3. Appeals to the reader’s sense of ethics-“right and wrong”
	4. Compels the reader to continue reader the narrative parody
8. At which point in the text is it blatantly obvious to the reader that this is a satire?
9. Paragraph 22-23
10. Paragraph 17-18
11. Paragraph 4-5
12. Paragraph 9-10
13. Which of the following is NOT a way that the narrator tries to demonstrate that he is reasonable, objective, logical, scientific and practical?
14. The use of statistics
15. Emotionally attaching himself to the reader through heart-felt narratives and examples of real Irish citizens
16. Building logical “pro” arguments with transitions
17. Uses mature diction, cites real historical places, writes it in essay form, has a multi-layered argument with many details.
18. What is the purpose/function of the shift in point of view in the final paragraph?
	1. It shifts from a preachy third person P.O.V. to a more personal first person P.O.V. with “me, I, my”
	2. It contradicts the paragraph after it
	3. It adds validity to the argument
	4. It criticizes his family for being too old to be a part of the proposal

**Theme**

Reconsider the title of the text. Why did Swift chose a “modest” proposal? Why not just use “A Proposal”? Discuss how this specific title (specifically the use of the word “modest”) is relevant, useful and insightful for this satirical text. How does this particular title show the author’s intent and an accurate picture of the text as a whole?

**After answering the THEME question above, complete the chart to show even more proficiency in our Theme Learning Target. The italics are an example from the *Daily Show* “Redskins” video.**

|  |  |  |
| --- | --- | --- |
| **Factor(s) that inspired author to write satire = CAUSE**What inspired Swift to write this? | **Topic/subject that is being satirized = IT**What did Swift write about? | **Actual, not satirical, desired result; author’s desired change = EFFECT**Swift’s theme, message, goal, desire in writing this satire? He wants… |
| *The Daily Show recognized the logo is racist.*  | *Making fun of the fans and owners through sarcasm, false statistics, and absurdity* | *The Redskins logo to change to something that is not offensive* |
|  |  |  |

**Name:**

|  |
| --- |
| The eight questions below all address the Learning Target “**Comprehend** literal events in a text” |
| Number | My best answer  | Right: no mark, Wrong: X | One sentence paraphrase of the text: |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| **Comprehension** | 4.0 = 8 Correct & Insightful **Paraphrase** | 3.0 = 7-6 Correct & Accurate **Paraphrase** | 2.0 = 5 Correct & Satisfactory **Paraphrase** | 1.0 = less than 5 correct and/or inaccurate **paraphrase** |
| The six questions below all address the Learning Target “Analyze **Author’s Craft** in a text” |
| Number | My best answer  | Right: no mark, Wrong: X | Unique author’s craft trick, not in questions 9-14, I found. **Cite text words & label type of trick**: |
| 9 |  |  |
| 10 |  |  |
| 11 |  |  |
| 12 |  |  |
| 13 |  |  |
| 14 |  |  |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Author’s Craft** | 4.0 = 7 Correct & Insightful **Literary Device** | 3.0 = 6 Correct & Accurate **LiteraryDevice** | 2.0 = 5 Correct & Satisfactory **Literary Device** | 1.0 = less than 5 correct and/or inaccurate **literary device** |

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To show proficiency in the writing learning targets, write a persuasive satirical piece that criticizes a contemporary topic that is relevant to a present day teenager. Mr. Foster is purposefully only giving you these directions and the rubric below. Part of this assessment is to see if you can accomplish this task under these parameters. Here are the steps to task if you are confused:

1. Re-read the directions and the most common errors below and “talk to the text” to highlight key elements of the prompt; if that doesn’t remove your confusion, do the next step.
2. Take a few seconds to focus, concentrate and think about all that we have done with satire and how you can use that practice to accomplish this task. Then, re-read the directions again; if that doesn’t remove your confusion, do the next step.
3. Have some more grit and repeat steps one and two; if that doesn’t remove your confusion, do the next step.
4. Consult Mr. Foster with a specific, focused question-not just “Can you help me?” or “I don’t get it.” If that doesn’t remove your confusion, do the next step.
5. Try your best; believe in yourself.

You will be scored using the rubric below. The “best work” final draft of this assignment is due, double-spaced, typed or hand-written with writing only on the fronts of pages at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Position** = Did I take a clear position on the issue? Did I prove a **thesis**? | **I can make my** position very clear beyond teacher expectations. My reader is completely convinced my position is true in a profound way. | **I can make my** position clear consistently. My reader is pretty certain my position is true. My argument is apparent and believable. | I can make my position fairly clear. My reader is partially convinced my position is true. Some aspects of my claim are confusing or unclear. | **I struggle to make my position obvious.** My reader is not convinced my position is true. I require teacher assistance to provide a clear claim.  |
| **Support** = Did I use accurate and relevant **evidence** to support claims and/or counter claims? | I can use an **abundance** Of evidence that is **reliable, specific,** **relevant, unbiased** & directly proves my claimbeyond teacher expectations.  | I can use a supply of evidence that is **respectable, specific,** **useful, unbiased** and proves my claim. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant,** **unbiased** and works toprove my claim. I am sometimes inconsistent or inaccurate with my argument support. | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help to show evidence for arguments |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax**  | **I can** use **artistic** & **accurate** authorship through **specific, mature** word choice and syntax. | **I can** use **satisfactory** & **consistent** authorship by using **specific** words & syntax. | **I can only** use **inconsistent** authorship by using **vague** words & **basic, predictable** syntax. | **I can only** use **poor** authorship by using **inaccurate, immature,** **weak** words & syntax. |
| **Produce writing** that follows convention: accurate **grammar**, punctuation, & mechanics | **I can** display an **advanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |

**Here are the most common errors from students last year:**

1. Students just wrote a persuasive essay that argued something like, “Drugs are harmful.” This is NOT a satire…**we encountered many examples of satire together: Onion articles, “A Modest Proposal,” etc. These ARE satires.**
2. Many transitions were lacking or misleading or ineffective…**think about the purpose of the paragraph you are about to write and how it is related to the previous paragraph, then choose an appropriate transition, ideally a transitional sentence, not just a basic, elementary transitional phrase like “In addition.”**
3. There was not an abundant amount of specific evidence…**like the Onion and Swift did, create false data: statistics and quotes from “experts” that clearly support your position.**
4. Point of view was inconsistent…**keep in mind your purpose as an author, the role of your satirical text and your audience; choose a narrative point of view (first or third person, NOT second) and stick with that-be consistent.**