Satire Project-Based Assessment

**Introduction:** One of the most effective and complex forms of persuasion is a combination of humor, irony, and self-awareness…commonly known as satire. From “The Rape of the Lock” to “The Modest Proposal” to Saturday Night Live, satire continues to enrage and engage society even today.

**Objectives:**

-Demonstrate an understanding of the two types of satire (Horation and Juvenalian).

- Analyze contemporary society for an issue or genre worth of satire.

- Create a product or presentation in order to satirize the topic using a multi-media approach.

- Evaluate and reflect on the effectiveness of the final product.

**Your Task:**

Your group must create a product, presentation, or hybrid which satirizes an elements of modern society. While there are common elements that must be addressed, you will have great freedom in how you approach this assignment.

Your task contains four steps:

I. Choosing your topic- 10 pts.

II. Planning your approach- 10 pts

III. Creating your project- 100 pts

IV. Reflecting on your effectiveness.- 20 pts.

**Note**: While this project will not require an original video to be created ala King Arthur (though you can choose to do that if you see fit), it will likely involve the same amount of work. Each group member must contribute something to the overall product in order to receive full credit. Groups will receive a single grade and be responsible for all elements of the assignment.

For details on the four steps, continue to page 3

Tentative Schedule

**Disclaimer**- This schedule is subject to change at any point. Ultimately, you are responsible for completing the project in a timely manner. Please consider all class time to work on this assignment a “gift”.

**Prep Days**

February 21 to 26- Form groups and work on steps 1 and 2

February 26- Step 1 and 2 due- meet with Mr. Harrold and discuss your proposal

**Working Days**

February 27-March 4 Lab time to work on the final project

**Final Project Days**

March 6 Final projects due, presentations begin.

March- 8 Presentations conclude- work on Reflections

March- 11 Reflections due

**Reminder**: The research project begins as soon as this is over. Don’t forget to be reading your research book through this assignment.

Step 1: The Topic

**Instructions**: While this step is technically the shortest as far as written material is concerned; it is also one of the most important. If you choose a poor topic, the rest of the project will become extremely difficult. Choose something that you feel is important to most of all members of the group as well as something that is relatable to the rest of the class.

Remember, satire is only powerful if people get the joke. Otherwise, it’s just goofy.

Example: If you decide to do a lesson on a certain type of weapon in Call of Duty or write a spoof of “Pretty Little Liars”, only a handful of the class will understand. Include “inside jokes” at times, but make it accessible as possible.

Considerations**:**

**1. What are some activities, experiences, or other common ground the group has? Pick something that you all understand, otherwise someone will always be left out.**

**2. What do you want the overall tone of your project to be? Will this be addressing a serious issue (politics, religion, war) or something funny (high school life, types of movies, certain locations)**

**3. What aspects of society or culture have a lot of elements worthy of criticism? Try to think of something large (i.e. Not just The Dark Knight but all superhero movies, not just President Obama, but all politicians, etc.)**

**4. Once you think you have a topic, begin listing all the elements of that topic that can be addressed in the project.**

Answer these questions informally, and when you have your answer, type up your brainstorming. It will be submitted concurrently with Step 2 **(10 pts)**

Step 2: The Method

**Instructions:** Once you have your topic, your next task is to create a product, presentation, or other hybrid, which effectively satirizes your issues. Here are a few general requirements and examples that will help guide your thinking:

**Requirements: (10 pts)**

Multi-media- The project must incorporate multi-media. This includes some combination of audio media, visual media, text, live presentation, interactive webtools, etc. The final product cannot be all one thing. Not all these forms must be used, but you cannot limit yourself to one method.

 i.e. You can’t just write a long story or make another video project.

30 Minutes- Your project must be a minimum of thirty minutes in length. This applies easily to videos and presentations, but can also apply with text, activities, challenges, and web sites. It should take your audience at least a half hour to absorb the entirety of your project.

Full Participation- Every member of the group must contribute equally. No single student

 should be slaving away the night before the project is due putting 90% of it together. If you decide to do a presentation, include everyone.

Active- Whatever your project, it must make the audience *do* something. For presentations, make the class perform an activity or two. If you create a story or film, require some type of action before, during, or after. Perhaps the entire project is an activity. Regardless, this must be a living, active project.

**Examples: (These are just ideas, not the only options.)**

Presentations:

 - Teach a lesson to the class about a certain topic.

 - Create a PSA (public service announcement). Film it or perform live.

 - Engage the class in a large-scale scavenger hunt either online or in real life.

 - Write a series of SNL style skits and perform them for the class.

Products:

 - Use Weebly.com to create a website relating to your project (see me for details)

 - Make a video, audio, or written story conveys your satire (don't forget an activity)

 - Make an ad campaign using multiple methods (print, film, audio) about your topic

Once you have your Method, write it up, along with Step 1, and meet with Mr. Harrold for approval. Do not start until you have an approval!

Step 3: The Project

**Instructions:** Congratulations. You’ve designed your own project and you’re well on your way. There will be time in class to work on the assignment, but you will need to be proactive about dividing the work, meeting together, and staying in contact.

All projects, regardless of whether they are presentations or products, will be submitted to the class. While not everyone will present on Day 1, I will need all projects on (Due Date TBA).

**Considerations: (Please submit with the final product typed. 1 per group)**

1. What are my objectives for the audience? What should they learn by the end of their interaction with the product/presentation?

2. Is the project engaging to many people or just a select group?

3. Does the project take at least 30 minutes, use multimedia, and make the audience active?

4. Does the project prove an understanding of satirical concepts including irony, humor, and exaggeration?

5. Is it clear if the project is Horation satire or Juvenalian satire? Is it a combination?

**Grades:**

\_\_\_\_\_\_\_/20 points- project demonstrates understanding of satirical concepts

\_\_\_\_\_\_\_/20 points- at least 30 minutes in length

\_\_\_\_\_\_\_/20 points- Uses multiple forms of media

\_\_\_\_\_\_\_/20 points- requires the user to be active in some way.

\_\_\_\_\_\_\_/20 points- Style points- creativity, originality, neatness, professionalism

**\_\_\_\_\_\_\_/100 points- Total**

Step 4: The Reflection

**Instructions:** Once your project has been delivered, it’s natural to move forward and never think about it again. Sadly, that does not lead to learning. Your last step is to critically examine your project, both positive and negative. Perhaps by identifying and fixing flaws, your final grade will improve.

Answer the questions below in paragraph form. The final draft must be typed and **each group member must submit his/her own.**

Do not complete Step 4 until after the projects are presented and you have seen the others. This is worth **20 points.**

**Questions:**

1. What were the most effective aspects of your project? Explain why they stood out and how they reached the audience?

2. What were the weakest elements of your project? How would you improve them if you had the chance to edit or redo the project?

3. Consider the other presentations/projects: Which projects in the class offered some of the most effective uses of satire and why? Which methods were most effective (presentations, websites, films, etc)?

4. Consider the other projects: What elements did you consider to be the weakest amongst the other projects? Why did these elements fail and how could they be improved? (Your answers will not affect other students’ grades)

5. Describe your personal contributions to the project. How did you feel the group functioned? What were your greatest strengths? Weaknesses?

6. Consider the requirements for this assignment: What were the positive elements of the assignment? How did it help you learn? What were the negative aspects of the assignment? How can it be improved for next year.

**Please use proper grammar, spelling on these reflections. First person language is permitted and suggested.**