

# Satires and Spoofs—History and Hot Topics

## Objectives

Students will learn to identify satire and a satirical point of view in text by distinguishing between what is directly stated in a text and what is really meant. They will also apply the technique in their own writing. (This works well with Kurt Vonnegut, Joseph Heller, etc.)

The Satires and Spoofs lesson and handouts are adaptable for grades 9-12.

Mississippi Department of Education Curricular Connections		
Language Arts Common Core	Grades 9-10	SL 3-5, W 1
	Grades 11-12	SL 3-5, W 1, RL 6
Social Studies	9th –12th Grade English I, II, III, & IV	1b, 2a, 2c, 2d, 2e(2), 2f, 3a—3e, 4a, 4b
	African-American Literature	1, 2
	Broadcast Journalism	4a—4f, 5a, 5b, 7a—7d
	Compensatory Reading, Courses I & II	1a—1g, 2a—2e
	Compensatory Writing, Courses I & II	1a, 2
	Creative Writing	1, 2
	Debate I	1a, 1b, 4a—4c, 5a, 5b, 6a—6c
	Debate II	1a—1d, 4a—4c, 5a, 5b, 6a, 6c
	Debate III	1c, 4a, 4b, 5a, 5b, 6a, 6c
	Introduction to Journalism	1a, 1b, 2a—2c, 3a, 3c, 3d, 3e, 3f, 3h, 3i, 4a, 7a
	Journalism Lab I, II, & III	1b, 2a, 2c, 4b
	Oral Communication I	1a—1e, 3a—3b, 4a—4d, 5a—5c, 6a—6f, 7a, 7b, 7f
	Oral Communication II	1a—1e, 3a—3b, 4a, 5a—5d, 6a—6c, 7a
	Public Speaking	1a—1d, 2a, 2b, 3a, 4a—4c, 5a, 5b, 6a—6e
Technical and Workplace Writing	1a—1c, 2a—2c, 3a—3c, 4a—4c, 5a—5c, 6b, 6d, 6e, 6f, 7a—7f	

## *Satires and Spoofs—History and Hot Topics*

### **Objectives:**

Students will learn to identify satire and a satirical point of view in text by distinguishing between what is directly stated in a text and what is really meant. They will also apply the technique in their own writing. (This works well with Kurt Vonnegut, Joseph Heller, etc.)

**Materials:** Internet access and local or regional newspaper or newscast; *Satires and Spoofs Worksheet*; cartoon examples (included).

### **Procedures:**

#### **Activity One: Political Cartoons**

1. Introduce definition of satire. Common Core glossary defines it as “a literary art of diminishing a subject by making in ridiculous and evoking attitudes of amusement, contempt, indignation or scorn. It differs from comedy in that comedy evokes laughter as an end in itself.”
2. Use Civil War envelope “Secessionists leaving the Union” found within the cartoon examples to introduce satire. Contrast the text used with the image. What is the point of view of this illustration? Who or what is being ridiculed?
3. Have students read a newspaper, magazine, or other source independently and identify a political cartoon. They may do this in class with resources you provide or it may be assigned as homework. Using examples from the cartoon, students should write a minimum of two to three paragraphs explaining the literal meaning of the cartoon and contrasting it with the intended meaning.
4. Have students create a list of current events they want to satirize. Students should choose one and create their own political cartoon based on current events. Drawing skills are not a priority. They could also create a collage from magazines for the illustration. Emphasis is on the text.

#### **Activity Two: Satirical Essay**

1. As a class read an example of a satirical essay (e.g. Jonathan Swift’s “A Modest Proposal” or another of your choice). Identify the point of view, the literal meaning, the intended meaning, examples the author uses to support this position, and language used to reinforce the intended meaning.
2. Use the *Satire and Spoofs Worksheet* to help the students understand satire and its role in presenting information.
3. Have each student read a history article using the attached worksheet and provided links. The *Mississippi History Now* website contains articles about a variety of key events in the state’s history.
4. Using the history article, have students write their own satirical essay. Length determined by teacher. Essay should include a topic, point of view, examples that support the literal meaning as well as the actual position, and accurate language to reinforce the intended meaning.

## Extension: Newscast Spoof

1. Have students apply understanding of satire to broadcast news. Show clips from current satire news shows (*The Daily Show*, *Weekend Report on SNL*, or *The Colbert Report*).
2. Assign students to watch the nightly regional newscast.
3. Divide the class into groups, and have each team create a news show in the same vein as current satire news shows (*The Daily Show*, *The Weekend Report on SNL*, or *The Colbert Report*).
4. Use the attached worksheet to help the students understand satirized newscasts.

### Satire and Spoofs Online Resources:

Satirical Newscasts:

<http://www.thedailyshow.com/>

<http://www.colbertnation.com/>

Essay Reference:

<http://www.theonion.com/>

<http://mdah.state.ms.us/timeline/>

<http://mshistorynow.mdah.state.ms.us/>

Political Cartoon Websites:

<http://www.cagle.com/author/marshall-ramsey/#.US6DL4YXj1U>

<http://www.cagle.com/politicalcartoons/#.US6EMoYXj1U>

<http://thecomicnews.com/>









of the Russian Emperor in the service of the Boer war, will be recalled in this connection. In no country in the world is the art of caricature so pro-



"Nicholas II, the Emperor and Autocrat of All the Russias"  
The Autocrat of All the Russias

There is no doubt, however, and the quantity is usually small, the place of the Emperor in the art of caricature. In this, as in most other kinds of art, Russia and Germany stand a head of the world. Here the Emperor is a work of art, and the most successful instance of the kind is a well known work of the painter, Schreyer.

The caricatures of the Emperor are usually caricatures of Emperor William, appearing in numerous caricatures of the Emperor of Austria, who is called "The Emperor of Babes." In recent allusion to the Emperor, Prof. Jew in his caricature and portraits of King George and the Sultan together with caricatures of the King of Italy and Mr. Kropotkin. The latter is said to be the best of all the pictures, but it was suppressed with the rest of the bunch.

It is recalled, however, in Paris that



Abdul Hamid II, the Sultan of Turkey.  
"The delight of all the tyrants"  
much more offensive if not such amazing caricatures of Emperor William were openly sold there on the streets

of the world's profane eyes, and that is the reason why the Emperor is so much more offensive if not such amazing caricatures of Emperor William were openly sold there on the streets

**Perry's Future Plans**  
While in Brooklyn, a few days after the death of K. Perry, the latter was asked whether he would ever again try to reach the north pole, he said: "If I had an independent fortune I would go back to the Arctic at once, and I would stay there until I had reached the pole or had been returned there by the mercy of Father God." "What I did say was that I had meant all the time to go to the North Pole, but I have not had the opportunity to do so, except my plan in the navy. For that reason I have come here to Washington to-day."

**The Good a Lear**  
A young man from Providence was spending his holiday in America. When with some of his friends he was out for a walk, he saw a man who had been before. "Did you know me as high school?" "Man, James, that's nothing, for I have a name in the field of a shell." - Scottish American.

**Survived "Official" Hanging.**  
Col. Philip Evelyn was a Hungarian and a comrade of Lord's Kosuth, who was officially hanged for treason fifty years ago. It still being in Philadelphia. The "official" hanging coincided with his condemnation to that fate at such time as the authorities could lay their hands upon him, but the colonel escaped to the United States in time to save his neck.

**England's "Murder Judge."**  
Justice Grantham is called the par excellence murder judge of England. In one day at Leeds recently he tried three murder cases—two before lunch, and one after. The justice is an inveterate smoker, and in the course of the day leaves the bench four or five times to catch a few whiffs from a stumpy little pipe which he has used for years.

Different Way to Express It.

ing being the impression and injustice which ignorant parents claim happiness as a why content belongs

**Some of**

American men of letters are so old that they are in the shape of the old man of the mountain. It is said that the number of letters which they have written is equal to the number of the stars in the sky. It is also said that the number of letters which they have written is equal to the number of the stars in the sky. It is also said that the number of letters which they have written is equal to the number of the stars in the sky.

**VOLUNTEERS FOR**

**Embarrassing Mistake**

The volunteers for the navy department work, and amongst them, under the name of the Haytian navy, held by Admiral Knapp. It is reported to have gone with the ship, when it was sunk by boat number.

The admiral was in company with an who was familiar with the

Down the main street of negroes. They were marching and singing, but a against their will in power of long black hands of brilliant sons, evidently other army.

"Who are these?" the admiral, turning

**MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS  
TEACHER EVALUATION**

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME \_\_\_\_\_

SCHOOL NAME & ADDRESS \_\_\_\_\_

EMAIL (OPTIONAL) \_\_\_\_\_

TOTAL NUMBER OF STUDENTS \_\_\_\_\_ GRADE LEVEL \_\_\_\_\_

LESSON TITLE \_\_\_\_\_

1. In your opinion, did this unit elicit better than average student response; if so, how?
2. Which segments of the unit exceeded your students' attention span?
3. Will this unit be of assistance to you in developing future classroom activities; if so, how?
4. How did this unit add to your earlier teaching on the same subject?
5. Would this teaching unit be handier to use as a:  
\_\_\_ multi-day unit      \_\_\_ multi-week unit      \_\_\_ other
6. Were the activities and lessons appropriate for your students? How?

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

Directions and notes	4	3	2	1	
Curricular Connections	4	3	2	1	
Student worksheets	4	3	2	1	N/A
Interactive activities	4	3	2	1	N/A
Historic images	4	3	2	1	N/A
References and resources	4	3	2	1	N/A
Activity One	4	3	2	1	
Activity Two	4	3	2	1	N/A
Activity Three	4	3	2	1	N/A
Activity Four	4	3	2	1	N/A
Extension Activities	4	3	2	1	N/A
Overall unit	4	3	2	1	

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

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