

Lesson: Language Arts Grades 4-6

Topic: Irony



Irony: The Unexpected Result

Introduction: What does irony mean? This lesson explores the irony in Casey at the Bat and leads children to recognize irony in their own lives.

Learning Outcomes:

National Learning Outcomes:

1. Read a wide range of literature from many periods in many genres.

Ohio Learning Outcomes:

1. Explain how figurative language expresses ideas and conveys mood.

Getting Started:

Materials:

- "Casey at the Bat" by Ernest Lawrence Thayer
- "No, David, No" by David Shannon

Vocabulary:

- Irony

Lesson:

Orientation Activity:

1. Read out loud to the class No, David, No by David Shannon.
2. Stop before you get to the last page and ask the class to describe what the little boy in the story was like (loud, crazy, bad, naughty, gross, in trouble, etc.).
 - How does David's Mom feel about David throughout the story so far (angry, mad frustrated)?
 - How would other people feel about David after seeing how he acts? (They might stay away from him).
 - What do you think will happen at the end of the story?

Learning Activity:

1. Continue to read the ending of the story. In the end, David's mother hugs him and says that she loves him. This is an example of irony because David was so bad, yet his mother still loved him so much.
2. Ask the students what they think irony might mean. Irony is when you expect something to happen, but actually the opposite of what you expected happens. You can think a good thing will happen, and then the worst thing happens. Or you can expect a bad thing to happen and the best thing will happen.
3. Read the poem "Casey at the Bat" by Ernest Lawrence Thayer.
<http://www.csh.rit.edu/~kenny/poetry/casey.html>
4. What was ironic in the "Casey at the Bat" poem? In the play? (Casey struck out, the Mudville Nine have to move to Cleveland.)

5. Why do you think that the irony in Casey at the Bat made the story more interesting?
6. Tell me about a time in your life when you experienced irony.

Evaluation and Follow-Up:

Assessment Tools and Methods:

- Each student will write a story about a time in their life where they expected one result, but actually got something totally different.
- Share the stories with the class. Students should be able to guess what the irony in each story was and why it was ironic.

Interdisciplinary Connections:

- Reading: Read and discuss other ironic stories: "How the Grinch Stole Christmas" by Dr. Seuss or "The Giving Tree" by Shel Silverstein.
- Social Studies: Study ironic political cartoons.

