



# ASL SHAKESPEARE PROJECT

## LESSON PLAN 10: Irony

SECTION *Twelfth Night*; SUBSECTION Themes; MOVIE 1 (Themes)

### OBJECTIVE

To introduce students to the concept of irony. Verbal, situational, and dramatic irony will be defined.

### WHAT TO DO

#### DAY 1 — SITUATIONAL IRONY

1. Begin by defining situational irony for students:

##### SITUATIONAL IRONY

- > Irony of situation, not necessarily related to discourse.
  - > Discrepancy between appearance and reality, expectation and outcome, or reality and the way things should be
  - > Most powerful and complex of ironies
2. Give pairs of students visual images that depict situational irony. Have partners identify the irony in the image. Share images and ironies with class. Begin to complete Irony Chart. Have one large chart posted in the class and have individual charts available for students.
  3. Show a clip or clips from popular TV shows, *The Simpsons*, for example. Have students identify the situational irony in the clips. Add examples of irony to the Irony Chart.
  4. Distribute copies of the printed song *Ironic* by Alanix Morissette. Read and/or perform the lyrics for students. Have students (working with the same partner) find examples of situational irony in the lyrics. Share lyrics and ironies with class. Add to Irony Chart.
  5. Working with the same partner, have students think about personal examples of situational irony. Share with partners. Share with class. List examples of situational irony from students' life experiences. Add to Irony Chart.
  6. Have individual students create a new verse for the song *Ironic* using the examples of situational irony from class.
  7. Post completed lyrics. Close with a review of situational irony.

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DAY 2 — APPLICATION TO *TWELFTH NIGHT*

1. Review the concept of situational irony.
2. After reading Act One of *Twelfth Night*, have students work in cooperative groups to identify examples of situational irony found in the play. Each group must complete a chart giving five examples from Act One.

EXAMPLES

- > Orsino wants Olivia, she wants Cessario. Yet, Cessario is really a woman.
  - > Viola wants Orsino, he wants Olivia. Viola must court Olivia for Orsino.
  - > Olivia wants Viola (Cessario), Viola wants Orsino. Orsino thinks Cessario is a boy.
  - > Malvoleo is a servant, but behaves as an aristocrat.
  - > Sir Toby is an aristocrat, but behaves as a commoner.
  - > Sir Toby is supposedly Andrew's friend, yet he makes a mockery of him.
  - > The fool is wise.
3. Discuss the examples where situational irony is found.
  4. Have students hold on to individual charts as they will be finding additional examples as they read through the play.

DAY 3 — VERBAL IRONY

1. Begin by defining verbal irony for students:

SITUATIONAL IRONY

- > Words spoken or signed by character who knows a discrepancy exists—opposite meaning is intended
  - > Listener/Viewer may be aware of the discrepancy
  - > Often sarcastic in nature
  - > Most simplistic form of irony
2. Show a clip or clips from popular TV shows, *King of Queens*, for example. Have students identify the verbal irony in the clips. Add examples of irony to the Irony Chart.
  3. Give pairs of students short scripts related to events of their lives which contain verbal irony. Give a few minutes of practice time. Have partners perform their skits. Have the rest of the class explain the difference between what is said and what is meant. Continue to complete Irony Chart.

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4. After reading Act One of *Twelfth Night*, have students work in cooperative groups to identify examples of verbal irony found in the play. Each group must find and interpret five examples verbal irony from Act One. (Sample pages attached.)

EXAMPLE (On website: SECTION *Twelfth Night*; SUBSECTION View Scene; MOVIE 3 Zodiac Dancing)

CHARACTER: Sir Toby Belch

LINE: *Let me see the caper; ha! Higher: ha, ha! Excellent!*

MEANING: Sir Toby is telling Sir Andrew that he is an excellent dancer.

INTENDED MEANING: Sir Toby is flattering Andrew to make a fool of him.

5. Discuss the verbal irony found.
6. Have students hold on to individual charts as they will be finding additional examples as they read through the play.
7. Close with a review of verbal irony.

#### DAY 4 — DRAMATIC IRONY

1. Begin by defining dramatic irony for students:

##### SITUATIONAL IRONY

- > Also spoken or signed – there is a discrepancy between what a character says and what a reader knows to be true
  - > Often the statement is true, but in an unexpected way
  - > Often irony revealed elsewhere in the story
  - > More important and insightful than verbal
2. Watch a fifteen to twenty minute clip of a movie, *Miss Congeniality*, for example. Choose a movie that has scenes where the audience knows what the characters do not. Identify dialogue that contains dramatic irony. Continue to complete Irony Chart.
  3. Divide students into groups of three or four. Have the students perform a dramatic scene where one member will not know all of the information. Teacher will develop scenarios that keep one actor in the dark. Prior to enacting the scene, a member of the group will tell the audience all of the information (without the knowledge of the one group member). Groups will perform the scene and the audience will identify the dialogue that contained dramatic dialogue.
  4. Close with a review of the concept of dramatic irony.

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| DAY 5 — APPLICATION TO <i>TWELFTH NIGHT</i> |
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1. Review the concept of dramatic irony.
2. After reading Act One of *Twelfth Night*, Have students work in pairs to identify examples of dramatic irony found in the play. Each group must complete a chart giving two examples from Act One.

EXAMPLE 1

Duke Orsino:     That say thou art a man: Diana's lip  
                          Is not more smooth and rubious; thy small pipe  
                          Is as the maiden's organ, shrill and sound,  
                          And all is semblative a woman's part.

Explanation:     The Duke is saying that Cessario looks like a woman even though she is a man. We, the audience, know that she is actually a woman.

EXAMPLE 2

Viola:             What I am, and what I  
                          Would, are as secret as maidenhead; to your ears,  
                          Divinity, to any other's, profanation.

Explanation:     Viola is secretly admitting that she is a woman. She says "What I am" is as precious as a woman's virginity, which Olivia might understand. To another's perspective, such an identity might be seen as profane, or blasphemous.

3. Discuss the dramatic irony found.
4. Have students hold on to charts as they will be finding additional examples as they read through the play.

Name \_\_\_\_\_ Date \_\_\_\_\_

*Twelfth Night*  
Verbal Irony

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Verbal Irony: What the character says is the opposite of what is really meant

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Reread Act One of *Twelfth Night*. Identify five examples of verbal irony. List what the character says as well as his/her true meaning.

EXAMPLE ONE

Character: Sir Toby Belch

Line: Let me see the caper; ha! Higher: ha, ha! Excellent!

Meaning: Sir Toby is telling Sir Andrew that he is an excellent dancer.

Intended Meaning: Sir Toby is flattering Andrew to make a fool of him.

EXAMPLE TWO

Character:

Line:

Meaning:

Intended Meaning:

EXAMPLE THREE

Character:

Line:

Meaning:

Intended Meaning:

EXAMPLE FOUR

Character:

Line:

Meaning:

Intended Meaning:

EXAMPLE FIVE

Character:

Line:

Meaning:

Intended Meaning: