

# ...*"The Lowest Animal"*

**OBJECTIVE:** After CLOSE READING Mark Twain's essay, "The Lowest Animal," students will analyze the use of **SATIRE AND IRONY as a part the rhetorical triangle (ethos, pathos, logos)** to support his philosophical beliefs

## **Evidence:**

- Annotations and Marginalia
  - SOAPS
  - Progress Check

After you share with your partner, use circle map info to write background paragraph.

As you watch video, fill in circle map with important information about the author's background.

Mark  
Twain

**Use the following paragraph frame:**

\_\_\_\_\_ can be described as  
\_\_\_\_\_. He was born  
\_\_\_\_\_ and spent most of his  
life \_\_\_\_\_. While \_\_\_\_\_, he  
became interested in \_\_\_\_\_.  
Additionally, \_\_\_\_\_.  
His writing attempts to  
\_\_\_\_\_ by  
\_\_\_\_\_.

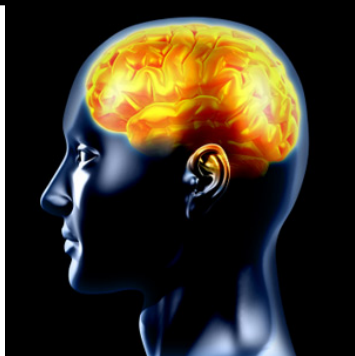
# Rhetorical Devices or Persuasive Strategies

## LOGICAL APPEALS a.k.a. LOGOS

Using **facts** and **logic** to convince audience.

For example:

A snickers bar is 280 calories. 4 out of 5 doctors agree that eating one daily is not very healthy.

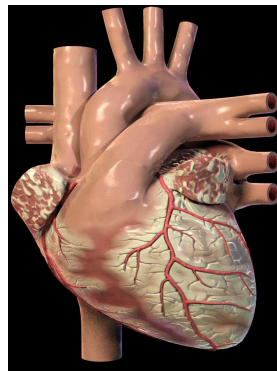


## EMOTIONAL APPEALS a.k.a. PATHOS

Using **emotions** to convince the audience.

For example:

Your donation will help this puppy find a safe loving home and have a chance at a bright future.



## ETHICAL APPEALS a.k.a. ETHOS

Establish **credibility** and appeal to your readers' **ethics and/or moral values**.

For example:

Believe me, I have been through your struggle and I know what it is like to be unemployed.



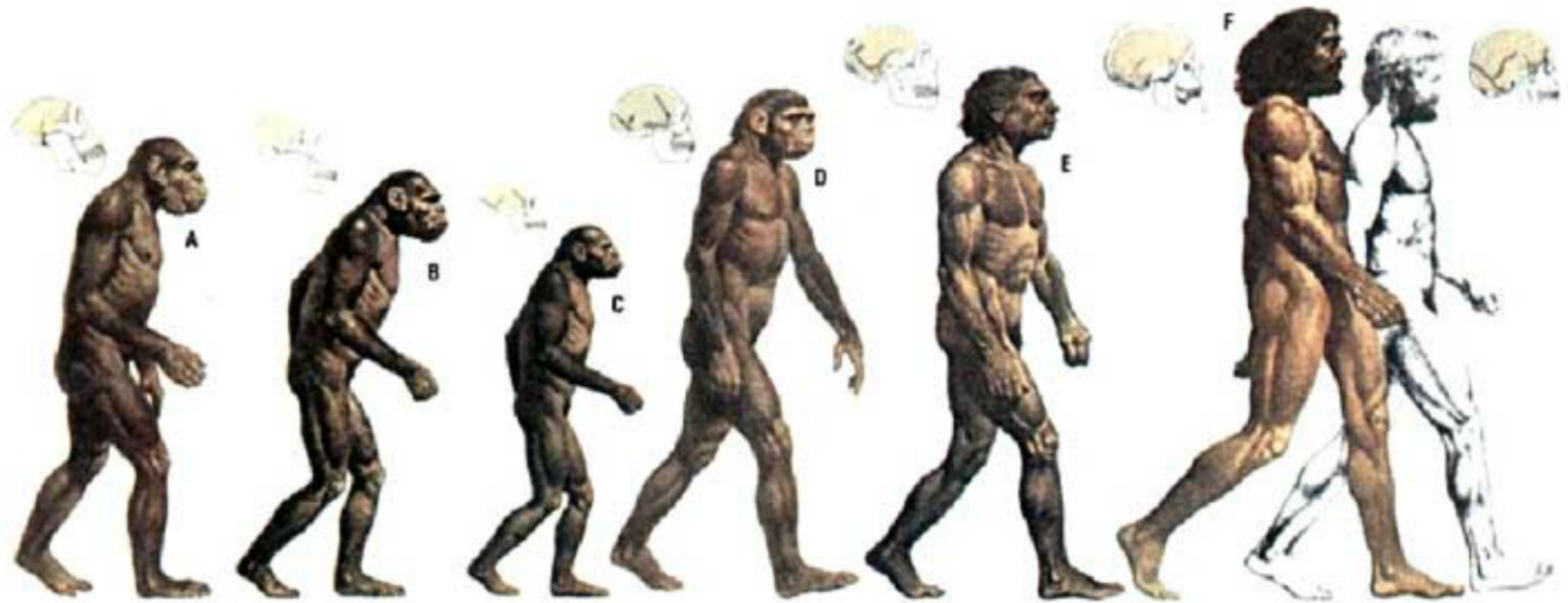
# TERMS: Define Satire & Irony

**Satire** uses humor to critique people, traditions, and/ or institutions with the intention of improving or changing them.

## SATIRICAL TECHNIQUES:

1. **EXAGGERATION**, overstating something to make it look ridiculous.
2. **HYPERBOLE**: Outrageous Exaggeration
3. **IRONY**: Stating the opposite of what is really meant.
4. **UNDERSTATEMENT**: Saying less than what is really meant with ironic purposes.

# Darwin's Origin of the Species



# A Satirical and Ironic Take on Darwin's Theory



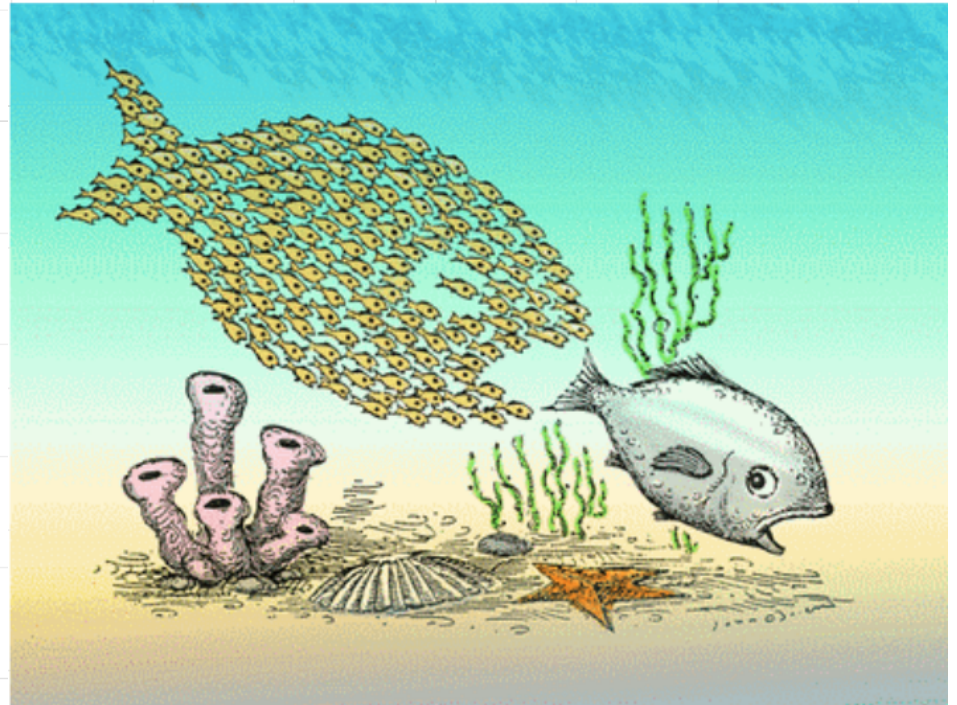
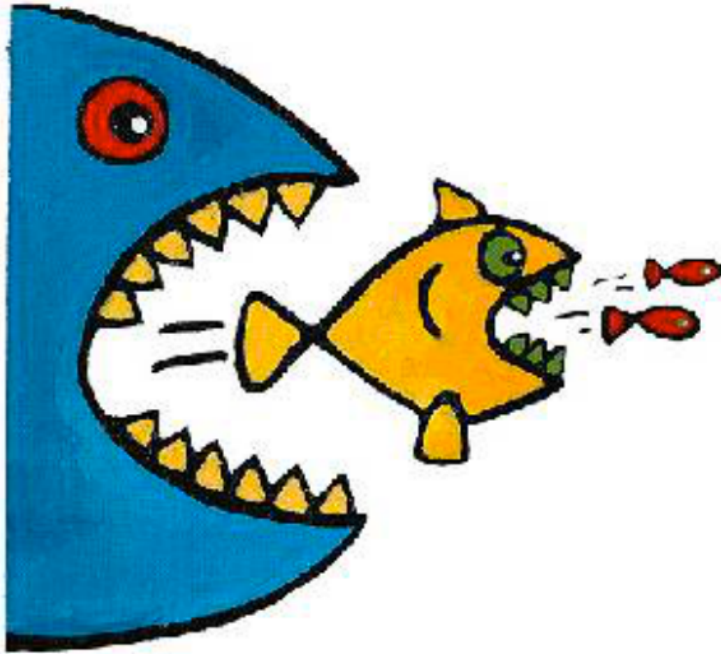
What is being **satirized**?

*The idea that \_\_\_\_\_ is being satirized by showing/depicting/ illustrating\_\_\_\_\_.*

What is **ironic** about the image?

*The image is ironic because\_\_\_\_\_.*

# Social Darwinism



A Satirical and Ironic Take on Social Darwinism

What is being **satirized**?

*The idea that \_\_\_\_\_ is being satirized by showing/  
depicting/ illustrating\_\_\_\_\_.*

What is **ironic** about the image?

*The image is ironic because\_\_\_\_\_.*

# Before you read... 1<sup>st</sup> read

- **Number** the Paragraphs.
- Look at the title and use your background knowledge to **predict** what he will be arguing in this essay.
- Quick-Read: 3 minutes
  - Skim through the article and **circle KEY words** that seem to be important to what he will be arguing or communicating.



# As you read... 2<sup>nd</sup> read

Underline phrases which help you answer the following:

- What is the author's **purpose** in writing this speech? In other words, what is he trying to accomplish?
- What is his **central claim** or argument about justice?
- How does he use **SATIRE & IRONY** to accomplish his purpose and communicate his argument?

# THIRD read: MARGINALIA

Explain your annotations along the margins:

- \* Identify and Summarize Main Ideas: *i.e. This explains that\_\_\_\_\_.*

- ✓ Evidence used to support argument:

*i.e. This demonstrates/ illustrates/conveys.*

- ? Clarify questions and confusion:

*i.e. I don't understand\_\_\_\_\_. What does \_\_\_\_\_ mean? I wonder why\_\_\_\_\_.*

# After you read...

- What is the author's purpose in writing this essay? In other words, what is he trying to accomplish?
- What is his **central claim** or argument?

**Simple:**

*The text argues that \_\_\_\_\_.*

**Sufficient:**

*According to \_\_\_\_\_, \_\_\_\_\_.*

**Sophisticated:**

*In the essay, "\_\_\_\_\_, " \_\_\_\_\_ asserts/ proposes/ claims \_\_\_\_\_.*

# SATIRE AND IRONY

What is being **satirized**?

*The idea that \_\_\_\_\_ is being satirized by showing/depicting/ illustrating\_\_\_\_\_.*

What is **ironic** about the TEXT?

*The TEXT is ironic because\_\_\_\_\_.*

# COMPLETE SOAPS TEMPLATE TO IDENTIFY AUTHOR'S PURPOSE & CONTEXT

## Analyzing Prose

### S.O.A.P.S

<b>S</b>	<b>SUBJECT</b> What content or topic does the author explore in this piece?	<input type="radio"/> The article is mainly about _____. <input type="radio"/> The article explores the topic of _____. <input type="radio"/> The author argues that _____. <input type="radio"/> The article examines the idea of _____. <input type="radio"/> The piece explains why _____. <input type="radio"/> The author recommends _____. <input type="radio"/> The central point of the article is _____.	_____ _____ _____ _____
<b>O</b>	<b>OCCASION</b> What do we know about the time when this piece was written? What circumstances or situation may have influenced the writing of this piece?	<input type="radio"/> At the time _____ was _____. <input type="radio"/> During this period in history, _____. <input type="radio"/> When this was written, _____. <input type="radio"/> This piece is placed in a time when _____. <input type="radio"/> The occasion of this passage is _____. <input type="radio"/> The circumstances surrounding this piece include _____.	_____ _____ _____ _____
<b>A</b>	<b>AUDIENCE</b> Who is this piece directed toward? Who is the intended reader? What prior knowledge might the intended readers have?	<input type="radio"/> The article was written for _____. <input type="radio"/> The intended audience is _____. <input type="radio"/> _____ is the target audience for _____. <input type="radio"/> Readers will be familiar with _____. <input type="radio"/> The author is speaking to _____. <input type="radio"/> Readers come to this piece knowing _____.	_____ _____ _____ _____
<b>P</b>	<b>PURPOSE</b> What is the text trying to accomplish?	<input type="radio"/> By examining _____, the author hopes to _____. <input type="radio"/> The author explains that _____. <input type="radio"/> We read this to learn about _____. <input type="radio"/> The work furthers our understanding of _____. <input type="radio"/> The piece leads us to question _____. <input type="radio"/> Knowing this allows us to _____.	_____ _____ _____ _____
<b>S</b>	<b>SPEAKER</b> Who is the writer? What is known about him or her?	<input type="radio"/> _____ reveals that the writer is _____. <input type="radio"/> Because of _____, we can assume the writer is _____. <input type="radio"/> By including information about _____, the reader learns _____. <input type="radio"/> The author's experiences suggest that _____. <input type="radio"/> The author's knowledge of _____ tell us that _____.	_____ _____ _____ _____