Unit 2

Content Area: **Language Arts Literacy**
Course(s): **Dystopian Novels**
Time Period: **October**
Length: **6 weeks**
Status: **Published**

Transfer

Enduring Understandings

Dystopian fiction uses satire to critique distortion in society in order to improve it. Thus, critical thinking and its expression are vital to society.

In a dystopian society, propaganda acts as a well oiled machine to disseminate the viewpoints of one group of people to an entire society, regardless of what is accurate. Therefore, this one group of people constitutes what determines reality.

The author uses the characters as a portal to shape and mold opinions and attitudes about what is considered acceptable and normal within a society. .

As the characters in the novel are controlled by propaganda, so are we. As a society, we are controlled by propaganda through the use of mass media; including television, the internet, song lyrics, and reading material.

Propaganda can lead to the demise of a society if the viewpoints being passed on as truth are destructive, violent, racist, sexist, and classist.

Essential Questions

What role does satire play in a dystopian society?

What role does propaganda play in a dystopian society?

In what ways do the characters use propaganda as a method to control society?

How do the ways in which the characters in the novel are controlled by propaganda compare to the ways in which we, as a society, are controlled today?

How can propaganda lead to the demise of a society?

Content

Vocabulary

Vocabulary

Propaganda

Satire

Divergent

Abnegation

Amity

Candor

Dauntless

Erudite

Learning Objectives

Reflect on the impact of dystopian societies by comparing and contrasting a written story to its multimedia version.

Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge about perfect societies.

Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Design a utopian/dystopian society for presentation to class.

Create a movie representation of an issue portrayed in the novel in a new context in groups.

Write an individual synthesis response explaining the parallel between the issue in the context of the novel and the issue in the context presented in the movie.

Select three traits that are present in the characters from the novels from this unit and discuss and justify why they think these traits are essential to the human spirit.

Write an expository essay addressing the following questions, citing text explored in class and further research: How does the human spirit exist despite totalitarian oppression?

Analyze and illustrate a variety of types of propaganda to connect the text to modern day society.

Cite textual evidence when interpreting a text to display comprehension and meta cognition.

Determine and analyze literary elements (theme, characterization, passages, point of view, word choice/figurative language, tone/mood, etc.) to build knowledge and comprehension.

Compare and contrast various texts to build knowledge and develop authentic point of view on a given topic.

Analyze how modern fiction draws on themes/events/characters from history/current events to make the connections between society and the text.

Navigate complex texts successfully through use of acquired reading skills and strategies.

Develop and strengthen writing by exercising complete writing process.

Analyze literature through various modes of writing to better understand aspects of the text.

Write journal entries responding to literature, exploring themes and/or use of literary elements.

Engage in a range of collaborative discussions to strengthen comprehension of text.

Integrate visual displays into presentations to read all learners in the classroom.

Adhere to grammar and usage conventions to display knowledge of language

Resources

Divergent- Veronica Roth

Websites:

You Tube

www.Scholastic.com

www.Historychannel.org

www.Readwritethink.org

www.ABCteach.com

http://wallwisher.com/wall/dystopiansocieity

Technology Integration:

IPads for research

Use IPads to create a propaganda commercial in small groups.

Propaganda Web Quest

Standards

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information,

	strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.b	Use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2.c	Spell correctly.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy.L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5.a	Interpret figures of speech (e.g., verbal irony, puns) in context.
CCSS.ELA-Literacy.L.8.5.b	Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy.L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.