Unit 4-Dystopian Fiction

Content Area: **English Language Arts**
Course(s): **Language Arts 7**
Time Period: **March**
Length: **8 weeks**
Status: **Published**

Unit Summary

Dystopian fiction is currently a well known and very popular genre in young adult fiction. Dystopian literature is often a commentary on real social issues, giving readers an idea of where we could be headed as a society if we continue on the track that we're on. During this unit, students will read dystopian short stories, novels and poetry as they analyze issues of freedom, privacy, individuality, choice and government control. In addition to smaller assignments, students will write a personal narrative and a literary analysis essay during this unit. Students also read and analyze non-fiction texts relating to issues like privacy, surveillance and government control in today's world.

Standards

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn....

Essential Questions

- How much should the government be able to control your individual rights for the benefit of society?
- Is it more important to feel safe or have freedom of choice?
- How can societal rules help or hurt us?
- How can society balance individualism with the responsibility to the community?
- What aspects of utopias and dystopias are evident in our society?
- Should one conform to the wishes or rules of others?
- How do personal choices impact a society?

Enduring Understandings

- Students will understand that for a society to function, there must be an appropriate balance between individual rights and governmental control.

- Students will understand that a society is undermined when the government has the ability to control individuals to a great/small degree.

- Students will undertstand that dystopian literature is often a commentary on real social issues, giving readers an idea of where we could be headed if we continue on the track that we're on.

Application

- Students will be able to independently use their learning to observe how structures and rules in a dystopian society have similarities and differences to those in our society.

- Students will be able to independently use their learning to consider how author's critique society.

- Students will be able to independently use their learning to understand that dystopian societies have controlling governments which effect personal freedoms.

- Students will be able to independently use their learning to critique similar elements within our own society.

Skills

Students will be skilled at:

- Identifying and analyzing the literary elements of setting, character, plot, conflict, point of view, and theme in a novel.

- Creating reasonable predictions about what will happen next based on past events in the text.

- Drawing inferences about the text.

- Identifying and summarizing main ideas.

- Comparing and contrasting the society in the novel to our own.

- Identifying characteristics of a dystopian society.

- Drawing similartities between multiple texts in a genre.

- Utilizing close readings in order to better understand word choice, usage, and writing style to aid in thorough literary analysis

- Identifying significant moments in the plot that directly contribute to a character's deepening complexity and inner change

- Analyzing how particular elements of a story interact (how the character development drives plot/theme)

- Utilizing close, active reading strategies as presented through modeling to interact with an informational text.

- Recognizing differences in structure and features in fiction and non-fiction text.

- Analyzing informational text about privacy, surveillance, monitoring, and government control

- Writing a personal narrative using sensory and figurative language to describe a snapshot in their lives.

- Crafting a literary analysis essay with effective introduction, body and conclusion paragraphs.

- Identifying commonalities across multiple works in a genre.

- Analyzing literature to draw connections between multiple genres.