Disillusionment and Dystopia

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **6-7 Weeks**
Status: **Published**

Brief Summary of Unit

"A rat in a maze is free to go anywhere, as long as it stays inside the maze." Margaret Atwood

Students examine fictional depictions of dystopian societies, considering the purposes of such dystopian texts, as well the historical context surrounding their respective creations. Prior to the start of the unit, students will have read *A Handmaid's Tale,* by Margaret Atwood, as the summer reading requirement. The class will engage in small-group and whole-discussions about the themes of the novel as a classic of the dystopian genre and as a mentor text for the subsequent book clubs. Students will read essays on topics related to themes in the novel, i.e., surveillance in the modern world, totalitarian governments and their policies, the rights of the individual in society, freedom of the press, and censorship. Students will engage in a book group discussions of chosen dystopian novels including George Orwell's *1984*, Aldous Huxley's *Brave New World*, William Golding's *Lord of the Flies*, Cormac McCarthy's *The Road*, and Kazuo Ishiguro's *Never Let me Go*.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: July 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation and race and ethnicity.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy

includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

TECH.K-12.1.1.a	articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
TECH.K-12.1.1.b	build networks and customize their learning environments in ways that support the learning process.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

TECH.K-12.1.3.c	curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.K-12.1.3.d	build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
TECH.K-12.1.6.d	publish or present content that customizes the message and medium for their intended audiences.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g.,

	formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
TECH.K-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and

	use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.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).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions and Enduring Understandings

- All scientific achievement is amoral; it comes with benefits and detriments that must be navigated through ethics.
- Historical context influences the views of writers.
- How do characters' struggles reflect societal concerns and the author's view of the human condition?
- In literature, dystopian societies are characterized by the role of government in a society, the role of the citizen, interpersonal relationships, the use of propaganda, the role of technology, the portrayal of the outside world, a protagonist's rebellion.
- Interrelationships exist among politics, economics, technological innovation, and social problems.
- Logical Fallacies such as false cause, ad hominem attacks, red herrings, straw man similifications, appeals to authority, emotional appeals, etc make weak, manipulative arguments.
- Social issues can be inferred by examining a work of literature
- Strong arugments are based on logic and an author's credibility.
- What are universal themes of the human condition?
- What characterizes a dystopian society in contrast to a utopian world?
- What evidence exists in the work to indicate the author is predicting and warning the audience about the future?
- What is an individual's relationship to his or her government?
- What is an individual's relationship with science and technology, and how does it affect progress in society?
- What is an invididual's role in preventing a dystopian society from arising?
- What makes an argument strong?
- What motivates individuals to acquire certain knowledge even at personal risk?
- What techniques do advertisers, politicians, corporations, writers, speakers use to persuade audiences?

Students Will Know/Students Will be Skilled At

- Students will be skilled at distinguishing among the major periods in literary history
- Students will be skilled at identifying logical fallacies in arguments
- Students will be skilled at Identifying meanings of words used in context
- Students will be skilled at recognizing the interrelationships among politics, economics, society, and authors studies
- Students will be skilled at tracing the development of major characters in works of literature
- Students will know differences between authors' purposes
- Students will know general qualities of an author's style
- Students will know historical backgrounds' influences on dystopian texts
- Students will know how to discover the major themes across works
- Students will know key terms such as character, setting, plot, theme, point of view, flashback, frame story, allegory, exposition, climax, epiphany, microcosm, paradox, hyperbole, irony, tone, utopia/dystopia, and satire
- Students will know logical fallacies such as false cause, appeal to authority, ad hominem, red herring, strawman, appeal to emotion

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered twice per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Midterm and Final exams
- Common Lit Reading Benchmark, three times per year
- NJGPA
- SAT
- PSAT
- IXL

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for the grade level; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novels. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction may be chosen from the reading material and may be incorporated through targeted word study lessons.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through Sentence Study, holding students accountable for skills taught and practiced; modeling is done through mentor texts, both published and student-crafted. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multimodal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills. Students will participate in individual, partner and group activities including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self-reflect and assess their own reading, writing, listening, viewing and speaking skills through the development of an electronic portfolio, journal writing, writer's notebook, independent reading, and/or book talks

This unit of study focuses on a quote by Margaret Atwood: "A rat in a maze is free to go anywhere, as long as it stays inside the maze." This unit is designed to examine dystopian literature as a response to authoritarian governments that came into power in the twentieth century, as well as a warning about how easily technology can be exploited to indoctrinate individuals and transform society. Although the primary texts will be fiction, there will be an emphasis on nonfiction within this unit. The goal of the unit is for students to connect the major themes and ideas in these works to the contemporary world today. Students will learn about contemporary technological advances and their potential for human growth or corruption. Students will also learn to identify propaganda techniques including common logical fallacies. As students read whole class texts, they may also explore texts on their own based on their interests in certain topics.

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle texts
- Prepare for conferences with students
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment (backward design)

Sample Unit Planning

Whole Class Text:

- *Handmaid's Tale* by Margaret Atwood
- Science and Technology: A Bedford Spotlight Reader
- Focus on characteristics of dystopian literature, the historical influence on works of litertaure, general qualities of an individual author's style, and key terms such as character, setting, plot, theme, point of view, flashback, frame story, allegory, exposition, climax, epiphany, microcosm, paradox, hyperbole, irony, tone, utopia/dystopia and satire.

Research Project/Exposition:

- Choose a contemporary technological or scientific advancement
- Give a presentation about its potential to alter society postively and negatively
- Focuses on evaluating and analyzing primary and secondary sources that enhance understanding of common texts studied and discussed, accessing and evaluating websites and online sources, utilizing MLA and Purdue Owl to properly cite research, and utilizing library databases

Listening (Whole Class Text)

- Radiolab Episode Breaking News from November 19, 2019
- Focuses on taking notes while listening, diction, and making connections to other texts throughout the unit

Listening (Differentiated Text)

- Ted Talks on technological advancements
- Focuses on taking notes while listening, diction, and making connections to other texts throughout the unit

Argumentative Writing:

- Synthesis essay connecting Ted Talks, articles from Bedford Spotlight Reader: Science and Technology, and two dystopian novels
- Focuses on free writing to brainstorm ideas to respond to a prompt, reading and analyzing mentor text for the purpose of understanding author's purpose, audience, meaning, structure, and language, developing a complex arguable thesis in response to a given prompt, crafting an essay of argument in response to an open-ended prompt.

Speaking:

- Participate in pair-share, jigsaw, and Socratic discussions related to literary topics
- Participate in small-group analysis of works of literature for presentation to the class

Literature Circle:

- Selected dystopian novels

- Focus on characteristics of dystopian literature, the historical influence on works of litertaure, general qualities of an individual author's style, and key terms such as character, setting, plot, theme, point of view, flashback, frame story, allegory, exposition, climax, epiphany, microcosm, paradox, hyperbole, irony, tone, utopia/dystopia and satire.

Narrative Writing:

- Add elements of Dystopian Literature to a short story
- Focuses on point of view, flash back, epiphany, tone, hyperbole, characteristics of dystopian literature

Materials

Suggested Instructional Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Anthology

- Selections from *Science and Technology: A Bedford Spotlight Reader*

Fictional Text (Novel, Short Story, Poetry)

- Handmaid's Tale by Margaret Atwood

NonFiction Text (Short, Long)

- Selections from The New York Times
- Selections from The Washington Post
- Selections from The Wall Street Journal
- Read related nonfiction on surveillance and privacy in the modern world

Visual Text (Art, Photography, Infographic, Film)

- Find graphic images related to themes in 1984
- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC
- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Independent/Small Group Reading:

- *A Clockwork Orange* by Anthony Burgess
- *Brave New World* BY Aldous Huxley
- *Lord of the Flies* by William Golding
- *Things Fall Apart* by Chinua Achebe
- *Americanah* by Chimanda Ngozi Adichie
- *Nectar in a Sieve* by Kamala Markandaya
- *Heart of Darkness* by Joseph Conrad
- *1984* by George Orwell
- *Never Let me Go* by Kazuo Ishiguro

Research

Evaluation of sources used in classroom discussions

- Cranford Public Media Center Online Subscription Databases: http://cranford.com/library/
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Digital Theatre
- Swank
- Goodreads
- Reading Rants
- History Channel
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl:https://owl.english.purdue.edu/owl/
- Cranford Public Library Online Resources: http://cranford.com/library/

Additional Resources:

- Chromebooks/laptops
- SORA
- Google Classroom or other LMS
- Writing Portfolios
- Writer's Notebook/Journal
- Google Documents/Drive
- Voice memo application
- Whiteboards
- SMARTPanel
- Common Lit
- Newsela
- Chart paper
- Audible
- Padlet
- Poll everywhere
- Remind.com
- Soundcloud
- Netflix
- YouTube

Teacher Resources

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud

- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan