

# 1984

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

## Unit Overview

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Student will read and analyze *1984* for literary devices and elements and historical context. Student will evaluate the historical effects that power has had on both individuals and societies and critique uses and abuses of power in today's world.

## Transfer

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Students will be able to independently use their learning to...

- Evaluate the historical context of the novel and relate to other texts and current events
- Investigate the effects of totalitarian societies both in history and text
- Identify the elements of a dystopia in literature
- Critique uses and abuses of power in today's society
- Draw conclusions about human rights abuses and invasions of privacy in today's world

## Application of Knowledge and Skill

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## Students Will Know...

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## Students Will Be Skilled At...

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## Academic Vocabulary

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- Dystopia
- Totalitarianism

- Theme
- Characterization
- Symbolism
- Historical context
- anticipate
- distortion
- insight
- perspective
- analyze
- evaluate
- deduce
- specify

## **Learning Goal #1**

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Student will be able to analyze the development of a theme or central idea over the course of *1984*, including how it emerges and is shaped and refined by specific details.

## **Objective 1-- Level 4**

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SWBAT:

- Read about and discuss historical background to the novel.
- Complete pre-reading activities such as an anticipation guide discussing themes of privacy and government.

LA.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LA.RL.9-10.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

## **Objective 2-- Levels 2 and 3**

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SWBAT:

- Draw conclusions and respond to text relating text/text, text/self, and text/world through a variety of organized and coherent writing pieces, journal writing, research based projects and writing tasks, etc.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.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.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Objective 3-- Levels 3 and 4**

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**SWBAT:**

- Determine theme of text and how it develops throughout the course of the text.
- Compare and contrast themes from this novel to other works of literature.
- Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) based on the text and/or current event issues related to the text.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.9-10.1.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.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

## **Objective 4-- Levels 1, 2, 3, 4**

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### SWBAT:

- Identify literary elements in plot
- Demonstrate understanding of figurative language and word relationships in word meanings as used in the text.
- Analyze how literary elements contribute to theme and author's purpose.

LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.

## **Summative Assessment**

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- Reading comprehension quizzes
- End of play test
- Project
- Essay
- Journal entries/free writes

## 21st Century Life and Careers

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Select all applicable standards from the Standards tab.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

## Formative Assessment and Performance Opportunities

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Use the Lists tab.

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

## Accommodations/Modifications

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- 1984 Open Book Final
- Adapted version of novel
- Audio Version of novel
- Supplemental Notes
- Surviving Oceania

## Interdisciplinary Connections

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- Analyze the Second World War - Conflict and Crisis
- Discuss Rise of Totalitarianism in Europe
- Distinguish between Fascism, Communism, Socialism
- Examine the Dangers of Technology, including Facial Recognition and AI
- Governmental Surveillance

SOC.6.1.12.D.7.c

Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.A.4.a

Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

## Unit Resources

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Use Lists and attach Documents.

AND

Links:

[1984 Articles and Videos](#)

[1984 Teaching Ideas](#)

[1984 Activities](#)

[1984 Resources, Activities, etc.](#)

[1984 Audiobook](#)

- 1984 movie
- Big Brother current articles
- George Orwell history/time period articles

- Novels
- Teaching units