

# Honors 1984

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy II Honors**  
Time Period: **3 weeks**  
Length: **3 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

## Meaning

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## Understandings

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Students will understand...

- Events in history influence literary works
- Themes in fiction relate to current events
- Power can be used and abused by individuals and societies

## **Essential Questions**

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Students will keep considering...

- How are themes in literature relevant to today's society?
- What happens when someone does or does not stand up for what they feel is right?
- What kinds of governments exist around the world and how do these governments affect human rights?
- What happens when power is abused by leaders?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

## **Academic Vocabulary**

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- Dystopia
- Totalitarianism
- Theme
- Characterization
- Symbolism
- 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**

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.9-10.6	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.9-10.7	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.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.

### **Learning Goal #2**

Student will be able to analyze a complex set of ideas or sequence of events and explain how specific

individuals, ideas, or events interact over the course of the novel.

## **Objective 4- Levels 1,2,3,and 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.9-10.1	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.9-10.2	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.9-10.5	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.9-10.6	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.

## **Objective 5-- Levels 1,2, 3**

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SWBAT:

- Identify and describe major characters
- Identify setting of novel.
- Discuss the mood, tone, style, and dialect of 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.9-10.3	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.9-10.5	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.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation,

LA.W.9-10.9.A

establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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]”).

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## Summative Assessment

- Reading comprehension quizzes
- Unit test
- Project
- Essay
- Journal entries/free writes

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## 21st Century Life and Careers

Select all applicable standards from the Standards tab.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

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## Formative Assessment and Performance Opportunities

Use the Lists tab.

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

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## Accommodations/Modifications

Use the Lists tab.

- Allow students to highlight key points
- Audio Version of novel
- Practice reading skills using electronic devices
- Provide books/study sheets with key phrases/words highlight
- Supplemental Notes
- Use visuals to add meaning

## Interdisciplinary Connections

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- Analyze the Second World War and its influence on George Orwell
- Discuss the Rise of Totalitarianism in Europe
- Distinguish between Fascism, Communism, and Socialism
- Examine the Dangers of Technology, including Facial Recognition and AI
- Examine the impact of 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.

### 1984 Audiobook

### 1984 Resources, Activities, etc.

- Big Brother current articles
- George Orwell history/time period articles
- Novels
- Video clips

