Gr. 8 ELA Unit 3: Dystopian Literature

Content Area: **English**
Course(s): **Language Arts**
Time Period: **December**
Length: **5 weeks**
Status: **Published**

Unit overview

In this unit, readers will be immersed in the dystopian genre. The class will read *The Giver* by Lois Lowry together (on level) or *Anthem* by Ayn Rand (honors) and will discuss dystopian literary traditions such as other worlds, themes and symbols, and archetypal characters. Students will be presented with a variety of options for dystopian texts and, after ranking their choices, will be assigned to a book club. Students will work with their classmates to create realistic goals for their reading. Book club discussions will help push students toward deep understandings as well as address speaking and listening standards.

Enduring Understandings

A good reader and writer will use a quality novel to extend thier understanding of the world around them, and apply thier learning to becoming more critical thinkers, expressive writers and productive 21st century citizens.

Essential Questions

- What strategies can readers use to make sense of strange worlds?
- How can readers develop an understanding of how literary tradition can live in a variety of texts?
- What are the literary traditions of dystopian literature?
- How might members of a book club prepare for and effectively engage in respectful and collaborative discussion?
- How might readers communicate ideas about text and provide evidence which supports their thinking?

Instructional Strategies and Learning Activities

The Giver Unit

- Introduce vocabulary lesson.
- Exercises using a found newspaper article of importance.

- Share and respond.

Assessment: group work, open-ended responses

- pre-reading questions for *The Giver*. Students respond to open-ended question

Assessment: homework, open-ended response

- Oral discussion on freedom of choice,

Assessment: homework, brainstorming

- Continue reading *The Giver.*
- Reading comprehension questions for chapter.

Assessment: homework, record rules, prediction

- Complete WWWB vocabulary test.
- Finish reading chapters 1-3 of *The Giver.* Literary Skills-Mood worksheet a

Assessment: test, worksheet

- Introduce next vocabulary lesson.
- S*tudents respond to reading comprehension question*

Assessment: reading comprehension quiz, prediction

Continue with each chapter assignment

- Comprehension questions
- discussion
- predictions
- Introduce analytical paragraph format on Google Classroom
- Students will then use the analytical format to respond to questions:

Assessment: reading comprehension questions, explanatory analytical paragraph

- Introduce literary element: allusion.

Assessment: explanatory analytical paragraph, discussion

- Students respond to questions with argumentative essay
- **Assessment:** test, argumentative essay, discussion
- Who Has the Power? (Connection to Social Studies: 3 branches of government)

Assessment: homework, chapter 6 response

- *students respond to questions on Chapter 7:*

- Discuss chapter 7

Assessment: reading comprehension questions, homework

- Rite of Passage Ceremony:

Assessment: badge; ceremony participation

- assignment badges.
- Students share responses with a partner on Google Docs and teacher for revision feedback and then revise.
- Read chapter 8 orally

Assessment: differentiated open-ended responses

- Read Ch. 9
- Literary Skills- Character development

Assessment: Literary Skills: Character Development; chapter 9 response

- explanatory open-ended responses on Google with a partner and peer-assess.
- Explanitory writing assignment

Assessment: reading comprehension, discussion, snow response

- Brain Pop quiz

Assessment: Show, Don't Tell Brain Pop quiz, informative/explanatory snow description revision

- Continue with chapters 10, 11
- Complete chapter 11 *The Giver* narrative prompt on Google Docs:

Assessment: reading comprehension quiz, narrative description

- Introduce next WWWB vocabulary words.
- Share memory narrative descriptions.
- Read chapter 12

Assessment: narrative description; response

- Narrative descriptive lesson

Assessment: game

- Show YouTube video: A Pep Talk from Kid President to You, Be the Change
- Discussion of Chapter 14 and relation to film
- Summarize chapter 15.
- Respond to informative/explanatory writing invitation found on Google Classroom page:
- Begin orally reading chapter 16.

Assessment: homework, informative/explanatory writing invitation

Continue with chapters 16 and 17

- Reading
- Discussion
- Writing exercises

- Socratic Circle discussion

Assessment: reading comprehension quiz, discussion, informative/explanatory differentiated responses

- informative/explanatory differentiated questions

Assessment: informative/explanatory differentiated responses, discussion, narrative writing invitation

Chapters 20

- Chomprehension questions
- Discussion
- Writing assignment

Assessment: reading comprehension questions; shared song/emotions evoked written responses

- Orally read chapter 21 and discuss.
- Respond to the prompt found in Google Classroom:

Assessment: homework, prompt response

- Summarize chapter 22 reading. Orally read final chapter 23.

Assessment: homework, discussion, reading comprehension vocabulary test

- Literary Skills: Ambiguous Endings and share results.
- Culminating activity

Assessment: test, ambiguous endings

- Character Analysis Graphic Organizer

Assessment: graphic organizer

- Character Analysis informative/explanatory essay.
- grammar/comma usage video.

Assessment: interactive grammar activity

- View the film version of *The Giver*.
- Students will then write an explanatory essay comparing and contrasting

Assessment: draft essay; revisions; final essay

- use a passage from *The Giver* to construct a found poem.

Assessment: found poem

- Pre-reading activities for "Harrison Bergeron" by Kurt Vonegut:
- Reading Strategies for satire
- Discussion Web
- Reflective Activity

- **Assessment:** homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

Anthem Unit Plan in ELA

Follow along with the Google slideshow

Day 1-2

- Dystopia TedEd – stop at 4 min. https://www.youtube.com/watch?v=6a6kbU88wu0
- Define universal terms from Anthem Divide words among the students and ask them to create a poster for their word. Requirements for poster are in the "student handouts" folder. Post the requirements in GC and on the smartboard while they're working Make posters in class and share. Post around the room for duration of the unit.

Day 3

- Do Animal Farm lesson #3 about historical context and political systems. Read each of the political systems and definitions as a class. Students should highlight/underline the key takeaways from the definitions. Then put students back into their poster-making groups from previous lesson. Assign one political system to each group and ask them to find 3-4 countries that have that system. They can list places like Germany during WWII as well as current locations. Students doing dictatorship should list the name of the dictator. Students share their examples with the class and everyone writes down answers in the example column.
- Discuss Communism/Bolshevik revolution and the influence it had on Rand's life. Watch a kid explain it on youtube - 5min https://www.youtube.com/watch?v=yeB4R163Z_4
    - Review their reading from Animal Farm and the Gulag interactive they did in 7th grade as background info and historical context (if applicable)
    - Read the backside of the Animal Farm Russian Revolution paper. Read as a class (don't need to answer the questions on the side.

Day 4-6

- Watch what was going on in the world when Anthem was written. 13:44-16:06 -historical context of 1930's/40's https://courses.aynrand.org/campus-courses/anthem/ayn-rand-and-the-writing-of-anthem/
- Watch youtube intro about ayn rand https://www.youtube.com/watch?v=pjaHeALTPgE
- Watch - https://courses.aynrand.org/campus-courses/anthem/ayn-rand-and-the-writing-of-anthem/

Who was Ayn Rand?- start video at 2:36 -6:56

- Give summary of the book.
- Give each student a Universal/Rand Terms bookmark. They should use it to keep track of examples they find when reading.

- Read chapter 1 together. Discuss "we". This takes 3 days!!
- Look for examples of Universal/Ayn Rand's terms while reading and note them as a class on a shared google doc. Students can use sticky notes to mark their novels or write the page numbers on their bookmark at the same time.

Reading schedule:

- 1 1/2 periods: Read chapter 2 indep. And then answer questions in GC.
- 1 period: Listen to the chapters read aloud on youtube (Each chapter is a sep. youtube link, narrated by Edward Miller)
- chapter 3 (4;53min) https://www.youtube.com/watch?v=PCakMqT7iAk
- chapter 4 (4 min) https://www.youtube.com/watch?v=JEgjUJwVCy0
- chapter 5 (5:26 min) https://www.youtube.com/watch?v=3o0x3kxH38k
- Take quiz for chapters on notecard (questions are in a doc called "chapter quizzes")
- Write a "track your thinking" journal entry for anything in chapters 1-5.

- 1-2 periods: Tic tac toe character study of equality- (called "Equality questions game") put directions up on the smartboard and divide the class into two teams. Don't tell them they're playing tic-tac-toe until they finish answering their questions. Scroll down to the second page of the doc and then explain the directions to the game and play. Post the "equality questions game- student answers" doc in GC before the class period, so students can write their answers there. Students liked battle play format this year, so next year the rules are changing. See explanation on the doc. Use mentimeter for the kids to anonymously vote each round. https://www.mentimeter.com/app/presentation/alshofujb1m74ve8wjk4gzaprjwmbk23/p3wesi2f9gbo/edit

Students will submit their written response for a grade. They can edit/revise after the class and hand it in the next day if they want to make changes.

- 1 period: read chapter 6 and 7 and then do quiz. Write one track your thinking journal entry about chapters 6 &7 .

If students want to listen instead of reading alone…

- https://www.youtube.com/watch?v=jWafuwOlWhk&list=PL9_0jCi9oUJhiKlEW33nf8GlM3iRp-TLT&index=6
- https://www.youtube.com/watch?v=NukHxERUERE&list=PL9_0jCi9oUJhiKlEW33nf8GlM3iRp-TLT&index=7
- 2-3 periods: Read chapters 8 and 9 independently. Introduce the "design a seal assignment" that they

can work on when finished reading.

    - The next day, put discussion questions on chart paper. Have a silent discussion by posting questions around the room on easel paper and students rotate around responding without talking.

- 1 period: Read chapter 10 by themselves. Can work on the Seal for Anthem project when done reading.
- 1-2 periods: Read chapters 11 and 12 aloud as a whole class and discuss.
- Use discussion questions from the "Ayn Rand education" packet to lead whole class discussions. Questions can be put in GC for students to answer in written form.
- Spend a few days working on the character body part autopsy activity in class in groups of 3-4. Share when finished.
- Spiderweb/Socratic seminar
- Final project- chose one to do (individually)- work on it at home and at school. Share when finished.

Additional activities:

- Give universal terms quiz (didn't do every year)
- Selfies question
- Post this question in GC- Ayn Rand wrote Anthem in the 1930s as a warning to Western civilization about the horrors of collectivism. Please answer the question with textual evidence and proper parenthetical citation.
- Literary analysis questions (can be used instead of a journal entry one week)
- Government comparison project (handout in folder)- learn about a different form of government and compare it to the one in Anthem.
- Comparison: "Invictus" poem, The Anthem –song by Good Charlotte and Wanderer painting- use these (and the book) in a Socratic seminar/spiderweb discussion.
- Spiderweb/Socratic with an essay question- then have them write their response for a test grade. OR Give Anthem essay contest as a test in class. Let them prep for a week and bring in book and notes/bullet points.
- Do Utopia project Ellen does with Giver
- Antz movie comparison- use handout to compare movie to book (or add that as an option for the final project)
- What is your anthem? Pick a song or excerpt from a song and explain why it's your anthem. Listen to Good Charlotte's "Anthem" song first. Then give them the assignment. Could be extra credit.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology and Design Thinking

	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connections

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit: Creative choices allow for students to work at their appropriate challenge level though classwork and discussion, and plans infuse personal choice into the presentations.

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations as determined by IEPs and 504 plans.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Linkit Benchmarks 3X a year

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit: homework, completion of discussion web, group discussions, critical thinking question responses, journal responses

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit: end-of-unit test, *The Giver* comparative essay, dystopian book club presentation

Instructional Materials

Materials: *Wordly Wise 8*; *The Giver;* pre-reading questions for *The Giver;* quiz, Notice and Note As You Read log; Literary Skills – Mood worksheet; Analytical Paragraph Format and example

Book club texts: *Hunger Games, Catching Fire, Uglies, Pretties, The Maze Runner, Matched, Divergent*

Smart Board

Student Chromebooks

Student and teacher exemplars

Write on Course 2020: A Student Handbook for Writing, Thinking, and Learning

Write on Course 2020 SkillsBook Grade 8

Standards

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.8.4.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
L.VI.8.4.B	Use the relationship between particular words to better understand each of the words.
L.VI.8.4.C	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and

	multimedia), as well as what is emphasized or absent in each work.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.IW.8.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
W.IW.8.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.RW.8.7	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.
SL.PE.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.
SL.PE.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.
SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.PE.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.
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.