05_Things have Gone Awry

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks (40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

In The *Things Have Gone Awry Unit* students will benefit from a deep study of an incredibly engaging genre of dystopian literature. Students will study how things have gone awry in the dystopian worlds they are exploring. Students will consider how their books reflect the real world of their schools and communities, and how their books might reflect wider concerns, like social issues and current events. Students will look at how symbols in their books gain meaning when they're considered in light of the real world. Students will be held accountable for examining literary elements, character analysis, and reading and writing critically. Students will also take a deep look at vocabulary in context. Students will also complete many different writing genres such as fan fiction, literary and character analysis and short writing responses.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: What is the catalyst behind dystopian writing, and how does it connect to the world today?

Students will understand that:

- Themes of novels are used to teach the reader lessons about life.
- Dystopian literature involves power dynamics.
- Dystopian literature involves common archetypes.
- Literary devices are used to enrich the author's purpose for writing a story while also bringing the story and its characters alive to the reader.
- A knowledge of the elements of fiction are necessary in order to appreciate and enjoy any work of fiction be it humorous, sad, fanciful, suspenseful, or other.
- Real life inspires authors base their work off of personal experiences.
- Good writing requires a process.
- Understanding vocabulary in context is important to understanding the plot of a story.

CONTENT AREA STANDARDS

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

  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.

  B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

  C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

  D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

  E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

  A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular

sentences.

  B. Form and use verbs in the active and passive voice.

  C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.

 L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

  A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

  B. Use an ellipsis to indicate an omission.

  C. Spell correctly

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

  A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

  B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

  C. Consult 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 or its part of speech.

  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).

SL.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.

LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.W.8.3.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.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.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.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CT	Critical Thinking and Problem-solving

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- Real life events inspire an author.
- Themes must be specific enough that evidence of their existence can be found in the story while also being universal to the human condition and relatable to all readers in any day and time.
- Authors use a variety of techniques in developing characters.
- Novels, although fictitious, have the ability to teach truths about people of all walks of life for all corners of the world.

Procedural Knowledge

Students will be able to:

- Compare literature from different generations.
- Make relevant connections to support analysis of what the text says explicitly.
- Make relevant connections to support analysis of what the text says inferentially.
- Read, analyze, and discuss the novel related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a novel.
- Identify what the theme of a novel is and cite evidence from the story to support their assertions.
- Make real-world and personal connections to the themes of a novel.
- Identify, analyze, and explain the different forms of literary elements in the story.
- Discuss how literary elements contribute to the novel and theme.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to:

* indicates Accelerated ELA Resources

This is a book club unit. All books will be covered.

- Twilight Zone Episodes-Core Content
- The Giver*
- "The Pedestrian"*
- "There Will Come Soft Rains"*
- "A Sound of Thunder"*
- "Planet of the Apes" (1968 move)*
- Gone Series
- Legend Series
- Matched Series
- Uglies Series
- Unwind Series
- Warcross Series
- "Harrison Bergeron"
- "Ponies"

- Twilight Zone episodes
- "The Hunger Games" (Series)
- [Common Lit](#)
- [IXL](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will make connections between WW2 and multiple Twilight Zone episodes. Direct comparisons will be made to Nazi Germany and dystopian literature.
- Current Events
- Ethics
- Social Justice
- Social relationships among people

Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Group Multimedia Projects (Create a Dystopian Society)
- Poster Assessments
- Teacher/Student Conferences
- Podcast Creations

Summative Assessments

- Tests
- Projects
- Quizzes
- Long writes
- Essays
- Fan Fiction

Formative Assessments

- Class discussion
- Reading quizzes
- Notes
- Homework
- Class discussion
- Group work

Benchmark Assessments

- iXL
- Edulastic

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.