

Spring 4-18-2015

Comparing Contemporary Dystopian Novels with Canonical Classics in the Classroom

Elizabeth Moser
moserer@bgsu.edu

Follow this and additional works at: <https://scholarworks.bgsu.edu/honorsprojects>



Part of the [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Repository Citation

Moser, Elizabeth, "Comparing Contemporary Dystopian Novels with Canonical Classics in the Classroom" (2015). *Honors Projects*. 198.

<https://scholarworks.bgsu.edu/honorsprojects/198>

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.

DAY ONE- INTRO

CCSS: CCSS.ELA-LITERACY.RL.11-12.4

SWBATs:

- Students will be able to create a working definition of the words dystopian and culture for the class to operate from when discussing the topic.
- Students will be able to identify when a text fits into their definition.
- Students will be able to understand what influences and changes culture.
- Students will be able to recognize when texts are make a commentary

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of Harrison Bergeron by Kurt Vonnegut
- Writing utensils

LESSONS/ ACTIVITIES:

- As bell work, each student will define what his or her personal definitions of dystopian and culture are.
- The class will then come together and form class agreed-upon definitions which will be written and displayed in the class for the duration of the unit.
- Introduce and read Harrison Bergeron by Kurt Vonnegut together as a class. Depending on the class this can be done from volunteers, by myself, or through quiet time where each student can read on their own.
- Harrison Bergeron Class Discussion:
 1. What are your initial thoughts or reactions to this text?
 2. Does this short story fit into our class definition of what qualifies as Dystopian? Do we need to make any adjustments to our definition?
 3. What elements made this piece Dystopian?
 4. What is this text saying about the culture it was created in?
- Also, students will complete a 3-2-1 activity as a form of formative assessment.
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY TWO- INTRO CONT.

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.RL.11-12.7

SWBATs:

- Students will be able to identify other examples of a dystopia outside of literature.
- Students will be able to work on their class definitions of what dystopia and culture are.
- Students will be able to analyze their own opinion of dystopias and dystopian works.
- Students will be able to discuss their opinions of dystopian works with their peers.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of Lottery by Shirley Jackson
- Papers as the “Strongly Agree,” “Agree Somewhat,” “Disagree Somewhat,” and “Strongly Disagree” markers
- Writing utensils

LESSONS/ACTIVITIES:

- Bell work: What is culture? What do you think influences culture? (Some question about culture)
- There will be markers around the room that indicate “Strongly Agree,” “Agree Somewhat,” “Disagree Somewhat,” and “Strongly Disagree.”
 - Students will move to the various markers around the room to answer these questions/ statements: (http://learning.blogs.nytimes.com/2011/01/06/dark-materials-reflecting-on-dystopian-themes-in-young-adult-literature/?_r=0) (As this activity is done more and more throughout the years, these statements can be modified to fit the class as necessary)
 - [Y]oung adults crave stories of broken futures because they themselves are uneasily aware that their world is falling apart.
 - [T]eenagers who are loving the dystopian themes are generally the ones who don't have to face it. [...] Would we be so enamored with dystopian fiction if we lived in a culture where violent death was a major concern? It wouldn't be escapism.
 - Schools are places where teens are subject to dress codes, have few free speech rights, and are constantly under surveillance, where they rise and sit at the sound of a bell. Is it any wonder that dystopian novels speak to them?
 - [T]he current popularity of dystopian tales also owes a lot to Internet-age marketing.
 - We want to hold on to our individuality, our humanity, our ability to love and connect to others, [...] but in today's global communications network we can't avoid facing overwhelming obstacles. The more we understand how small and powerless we really are against the immense forces that control our existence, the more we yearn to feel meaningful. And so we

read again and again about the child of dystopia who makes us feel hope for humankind.

-Discussion (can be held either between each question or after the completion of the activity)

- Why did you choose the different places that you chose?

-Did you change your mind after hearing some of your peers' responses? Why?

-What personal experiences have you had that made you choose one marker over another?

-Introduce and read The Lottery by Shirley Jackson together as a class.

Depending on the class this can be done from volunteers, by myself, or through quiet time where each student can read on their own.

-The Lottery Class Discussion:

5. What are your initial thoughts or reactions to this text?

6. Does this short story fit into our class definition of what qualifies as Dystopian? Do we need to make any adjustments to our definition?

7. What elements made this piece Dystopian?

8. What is this text saying about the culture it was created in?

9. How does this text compare to Harrison Bergeron?

-Give the students examples of dystopia outside of literature:

Movies: Wall-E, Lorax, Star Wars, etc.

Music: Pink Floyd, My Chemical Romance, Nine Inch Nails, Radiohead, Flaming Lips, etc.

TV Shows: Avatar: The Last Airbender, Captain Planet and the Planetears, Powerpuff Girls (episode: Speed Demon), Samurai Jack, Yu-GI-OH, The Sonic Series, Steins;Gate, etc.

Games: Armored Core, Bioshock, Chrono Trigger, Gears of War, Mega Man, Portal, Half-Life, Borderlands, Fallout, Left for Dead, ZombieU, The Legend of Zelda (Ocarina of Time and A Link to the Past), Assassins Creed, etc.

-Have you seen any others and if so what are they?

-What is common throughout all of this media?

-How do some of these fit into our definition of dystopia?

-Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment. (<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)

-3→ What three things have you learned from today's class?

-2→ What two things did you find interesting and would like to know more about?

-1→ What is one question that you still have after today?

DAY THREE: Divergent vs. 1984 (IMAGERY)

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.4

CCSS.ELA-LITERACY.W.11-12.3

SWBATs:

- Students will be able to identify and suggest connotations for imagery within a sentence or text.
- Students will be able to identify the importance of imagery within literature.
- Students will be able to create their own moods and tones through imagery.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- Big sticky notes
- Writing utensils

LESSONS/ACTIVITIES:

- Bell Work: What are the differences between the sentences “The bird sang.” and “The large red macaw spread out his gorgeous plumage as he sang a tune he had learned from the old rusted radio beside his cage.”? How are they different stylistically? How are their effects different?
 - Talk about imagery of both novels
 - have the students write two sentences which invoke two different feelings or tones- trade and compare. What has to be done to make these sentences effective or create the reaction that you would like from the reader?
- What kind of imagery is similar in the two novels? different?
 - have students work in groups, each group is assigned a section of the novels.
 - On a big sticky note on the wall the groups will make lists of all the visual, olfactory, gustatory, tactile, audible descriptors within their sections of the texts.
 - report out/share
- what effect does the imagery have on the reader?
 - have students discuss what they believe the impact of the examples they found
 - groups should work together to rewrite at least two sentences from the novel without the imagery included→ discuss results
- students will be given a word or two from this list:
<http://valenciacollege.edu/east/academicsuccess/eap/documents/tonewords.pdf>
 - They will write a sentence or up to a paragraph and then read it to the class.
 - word bank will be on the board and students will attempt to guess the word the student was given.
 - Students will turn in their writing for a formative assessment.

DAY FOUR: Divergent vs. 1984 (THEME)

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.2

SWBATs:

- Students will be able to identify the theme of a text.
- Students will be able to track the progression of a theme throughout a text.
- Students will be able to integrated similar themes from different mediums.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Blue and orange sticky notes
- writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: Would you want to live in either of these novels? Why or Why Not?
- The class will then come together and form class agreed-upon definition of theme which will be written and left on the front of the board with the other definitions.
- Divide into pairs and pick a fairy tale and define the theme for the fairy tale for practice.
- Disney Trivia- Name of a Disney movie pops up → must have a theme and evidence (a point system can be set up)
- Students will decide on four/five major themes from the novels and write them on the board
 - Students will write on blue sticky notes evidence from the text with page numbers to support each theme
 - Class will talk over the evidence.
 - Students will write on orange sticky notes other popular works that also carry these themes
- DISCUSSION:
 - How do you think the characters would react differently if the theme was different?
 - How is theme different from a main idea?
 - How do you know when you have identified a theme?
 - Why do you think authors use themes?
 - Can themes be used differently depending on the author? Examples? Can we apply these to the novels in any way and if so how?
 - How do these themes evolve throughout the novels?
- Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment.
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY FIVE: Divergent vs. 1984 (CHARACTERS/RELATIONSHIPS)

CCSS: CCSS.ELA-LITERACY.W.11-12.3

SWBATs:

- Students will be able to compare and contrast character traits.
- Students will be able to analyze character motivation.
- Students will be able to define the relationships between various characters.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- paper for the social media project
- writing utensils

LESSONS/ACTIVITIES:

- Bell Work: How important are various characters to stories? What makes a character a good or bad in the eyes of an audience? (effectiveness not morals)
- Relationships

<http://www.stoughton.k12.wi.us/webpages/awhipkey/files/dystopian%20societies%20family,%20work,%20government.pdf>

- Discuss the main characters in each of the stories
 - Protagonist is the person who recognizes something is wrong (wakes up)
 - Protagonist serves as the bridge between reality and the dystopia, serves as voice of reason
 - Compare and contrast main and supporting characters (stock characters and archetypes: cautious best friend, sibling, non-cooperative love interest)
 - Look at teamwork. How is it utilized?
- Social Media Project
 - Various boards will be decorated to look like Facebook, Twitter, and Instagram pages
 - Students will create posts from various characters and place them up on the board
 - Facebook: Original post with comments from other characters underneath or a link they feel a character would share
 - Twitter: Original Tweet or Retweet from another character
 - Instagram: Students can draw the setting or characters with a caption
- Contrast the outcome of protagonist's mission
 - How does 1984 end? Divergent?
 - How are these endings different and how are they similar?
 - What do you think is the purpose for the differences?
- Students will rewrite an ending to one novel to more closely match the other and share if they would like and turn it in as a form of formative assessment.

DAY SIX: Divergent vs. 1984 (GOVERNMENT)

CCSS: CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.RL.11-12.4

CCSS.ELA-LITERACY.RL.11-12.5

SWBATs:

- Students will be able to identify the power structures in the text.
- Students will be able to compare and contrast the governments in the novels.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- Equipment to play the video clip from Wall-E
- Writing utensils

LESSONS/ACTIVITIES:

- Bell Work- What is the main purpose of the government in a society?
 - Split student up like in 1984→ inner party/outer party by having them pull cards
 - Students will then try to operate within these roles by allowing the inner party design five new APPROPRIATE rules that the outer party must follow and consequences that will happen when rules are broken (leaving the classroom is not an option). These stay in effect for the rest of class. Consequences and all.
- Discuss government structure in the novels→ Show video clip from Wall-E
 - How did they come to power?
 - How did they maintain power?
 - What kind of government set-ups are these?
- Students will get into groups (cannot cross party lines but the inner party will decide groups) and create venn diagrams to compare and contrast the governments in the novels. They will then share the similarities and differences that they found with the rest of the class.
- REFLECTION TIME
 - How did having the extra rules in the classroom feel?
 - How did the dynamic of the people feel? Did you like who was given power?
 - How did it feel not to have the power?
 - If the rules would have been introduced gradually would you have felt different?
 - How did you feel about the consequences? Where they fair?
 - How does this relate to either of the novels?
- Students will turn in their venn diagrams as a form of formative assessment.

DAY SEVEN: Divergent vs. 1984 (SOCIETY)

CCSS:CCSS.ELA-LITERACY.W.11-12.1

SWBATS:

- Students will be able to identify the possible motivations behind the creations of texts.
- Students will be able to express and communicate their own ideas.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- Gumdrops
- Spaghetti noodles
- Writing utensils

LESSONS/ACTIVITIES:

- Bell Work: Students will be given a list of 10 character traits and asked to rank them
 - Students will be put into groups based on their rankings.
- Gumdrop bridge task within groups
 - More immersion into the novel
 - REFLECTION: For students to feel what it was like to be split up on a semi-arbitrary basis
 - bring up connections into the contemporary such as race, ethnicity, gender, sexuality, etc.
- Students to recognize that these novels are partly a commentary on the societies in which they were written- discussion time
- Discuss how literature offers commentary on the author's views of the time period and culture they were written in.
 - What do you think these novels are saying about the culture they were written in?
 - Are the two novels commenting on similar things and if so what are they?
 - TRANSITION: Did these novels change anything within the real world? Do you think that they had any impact?
- Discuss how the commentary of literature and other media can impact the progression of culture
 - Will the commentary change anything in reality?
 - Does it have any impact on the reader? What is that impact?
- Exit slip as a formative assessment
 - Create own form of commentary

DAY EIGHT: Divergent vs. 1984 (CHOICE)

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.W.11-12.1

CCSS.ELA-LITERACY.W.11-12.3

SWBATs:

-Students will be able to analyze choice and the importance of choice.

-Students will be able to add to the novel through their own writing.

LESSONS/ACTIVITIES:

-Bell Work: What was a decision you made that was not popular with your parents? How did it turn out? What did you learn?

-Play a game of would you rather ranging from silly questions to more in depth ones.

-What were the consequences of these choices?

-Students will break into groups (they can choose between previous groups or new groups) and assign an anthem for the following groups:

-Abnegation -Divergent

-Amity -Inner Party

-Dauntless -Outer Party

-Erudite -Factionless -Candor

-Why did you pick these songs?

-Where these hard choices? why or why not?

-Write about or draw an image depicting an important choice they were forced to make.

-How has this choice affected you?

-Was everyone involved happy with the decision you made?

-Do you think this decision will “follow” you for the rest of your life? Why/Why not?

-Write a journal entry for Winston’s diary.

-Focus on what choices he made on that particular day and his rationale for why he would do so.

-What choices would he have been able to make on his own?

-Which did he decide upon anyway, against the government?

-Students will turn this in as a form of formative assessment

DAY NINE: Divergent vs. 1984 (ASSESSMENT)

CCSS: CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.W.11-12.2

CCSS.ELA-LITERACY.W.11-12.3

CCSS.ELA-LITERACY.SL.11-12.4

SWBATS:

- Students will be able to collaborate to create their societies.
- Students will be able to expand their ideas beyond what is considered normal.
- Students will be able to understand their own societies better through creating their own.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: What is the most important thing to you in society and why?
- Students will divide into chosen groups of five or six to make their own society that is different from our own
 - Things that could be figured out as a group:
 - How will relationships between people work? Class structure? Hierarchy?
 - How will the government run and work? Who gets to be in the government?
 - What kinds of jobs need to be done and by who?
 - How will you decide where people live?
 - How are decisions made?
 - Where is the power?
 - What consequences are there and how are they given out?
 - How does communication work?
 - How does transportation work?
- Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment. (<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY TEN: Divergent vs. 1984 (ASSESSMENT)

CCSS: CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.W.11-12.2

CCSS.ELA-LITERACY.W.11-12.3

CCSS.ELA-LITERACY.SL.11-12.4

SWBATS:

- Students will be able to present their ideas to their peers.
- Students will be able to organize a presentation.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- Other materials chosen by the groups as part of their presentations

LESSONS/ACTIVITIES:

- Bell Work: If you could live in a society other than this one where would you go?
- Students will be given a small amount of time to finalize things.
- Present societies
- Also, students will complete a 3-2-1 activity for an exit slip
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?
- Homework: each student will write a two page reflection on their experiences with creating their societies.

DAY ONE- INTRO

CCSS: CCSS.ELA-LITERACY.RL.11-12.4

SWBATs:

- Students will be able to create a working definition of the words dystopian and culture for the class to operate from when discussing the topic.
- Students will be able to identify when a text fits into their definition.
- Students will be able to understand what influences and changes culture.
- Students will be able to recognize when texts are make a commentary

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of Harrison Bergeron by Kurt Vonnegut
- Writing utensils

LESSONS/ ACTIVITIES:

- As bell work, each student will define what his or her what personal definitions of dystopian and culture are.
- The class will then come together and form class agreed-upon definitions which will be written and displayed in the class for the duration of the unit.
- Introduce and read Harrison Bergeron by Kurt Vonnegut together as a class.
(Depending on the class this can be done from volunteers, by myself, or through quiet time where each student can read on their own.)
- Harrison Bergeron Class Discussion:
 10. What are your initial thoughts or reactions to this text?
 11. Does this short story fit into our class definition of what qualifies as Dystopian? Do we need to make any adjustments to our definition?
 12. What elements made this piece Dystopian?
 13. What is this text saying about the culture it was created in?
- Also, students will complete a 3-2-1 activity as a form of formative assessment.
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY TWO- INTRO CONT.

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.RL.11-12.7

SWBATs:

- Students will be able to identify other examples of a dystopia outside of literature.
- Students will be able to work on their class definitions of what dystopia and culture are.
- Students will be able to analyze their own opinion of dystopias and dystopian works.
- Students will be able to discuss their opinions of dystopian works with their peers.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of Lottery by Shirley Jackson
- Papers as the “Strongly Agree,” “Agree Somewhat,” “Disagree Somewhat,” and “Strongly Disagree” markers
- Writing utensils

LESSONS/ACTIVITIES:

- Bell work: What is culture? What do you think influences culture? (Some question about culture)
- There will be markers around the room that indicate “Strongly Agree,” “Agree Somewhat,” “Disagree Somewhat,” and “Strongly Disagree.”
 - Students will move to the various markers around the room to answer these questions/ statements: (http://learning.blogs.nytimes.com/2011/01/06/dark-materials-reflecting-on-dystopian-themes-in-young-adult-literature/?_r=0) (As this activity is done more and more throughout the years, these statements can be modified to fit the class as necessary)
 - [Y]oung adults crave stories of broken futures because they themselves are uneasily aware that their world is falling apart.
 - [T]eenagers who are loving the dystopian themes are generally the ones who don't have to face it. [...] Would we be so enamored with dystopian fiction if we lived in a culture where violent death was a major concern? It wouldn't be escapism.
 - Schools are places where teens are subject to dress codes, have few free speech rights, and are constantly under surveillance, where they rise and sit at the sound of a bell. Is it any wonder that dystopian novels speak to them?
 - [T]he current popularity of dystopian tales also owes a lot to Internet-age marketing.
 - We want to hold on to our individuality, our humanity, our ability to love and connect to others, [...] but in today's global communications network we can't avoid facing overwhelming obstacles. The more we understand how small and powerless we really are against the immense forces that control our existence, the more we yearn to feel meaningful. And so we

read again and again about the child of dystopia who makes us feel hope for humankind.

-Discussion (can be held either between each question or after the completion of the activity)

- Why did you choose the different places that you chose?

-Did you change your mind after hearing some of your peers' responses?

-What personal experiences have you had that made you choose one marker over another?

-Introduce and read The Lottery by Shirley Jackson together as a class.

Depending on the class this can be done from volunteers, by myself, or through quiet time where each student can read on their own.

-The Lottery Class Discussion:

14. What are your initial thoughts or reactions to this text?

15. Does this short story fit into our class definition of what qualifies as Dystopian? Do we need to make any adjustments to our definition?

16. What elements made this piece Dystopian?

17. Would you change anything about this piece?

18. Is this text saying anything about the culture it was created in?

19. How does this text compare to Harrison Bergeron?

-Give the students examples of dystopia outside of literature:

Movies: Wall-E, Lorax, Star Wars, etc.

Music: Pink Floyd, My Chemical Romance, Nine Inch Nails, Radiohead, Flaming Lips, etc.

TV Shows: Avatar: The Last Airbender, Captain Planet and the Planeteers, Powerpuff Girls (episode: Speed Demon), Samurai Jack, Yu-GI-OH, The Sonic Series, Steins;Gate, etc.

Games: Armored Core, Bioshock, Chrono Trigger, Gears of War, Mega Man, Portal, Half-Life, Borderlands, Fallout, Left for Dead, ZombieU, The Legend of Zelda (Ocarina of Time and A Link to the Past), Assassins Creed, etc.

-Can you see any others?

-What is common throughout all of this media?

-How do some of these fit into our definition of dystopia?

-Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment. (<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)

-3→ What three things have you learned from today's class?

-2→ What two things did you find interesting and would like to know more about?

-1→ What is one question that you still have after today?

DAY THREE: Hunger Games vs 1984 (IMAGERY)

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.4

CCSS.ELA-LITERACY.W.11-12.3

SWBATs:

- Students will be able identify and suggest connotations for imagery within a sentence or text.
- Students will be able to identify the importance of imagery within literature.
- Students will be able to create their own moods and tones through imagery.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Writing utensils
- Big sticky notes
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: What are the differences between the sentences “The bird sang.” and “The large red macaw spread out his gorgeous plumage as he sang a tune he had learned from the old rusted radio beside his cage.”?
- Talk about imagery of both novels
(Stunning dystopia, or bleak?)
 - have the students write two sentences which invoke two different feelings or tones- trade and compare. What has to be done to make these sentences effective?
- What kind of imagery is similar in the two novels? different?
 - have students work in groups, each group is assigned a section of the novels.
 - On a big sticky note on the wall the groups will make lists of all the visual, olfactory, gustatory, tactile, audible descriptors within their sections of the texts.
 - report out/share
 - what effect does the imagery have on the reader?
 - have students discuss what they believe the impact of the examples they found
 - groups should work together to rewrite at least two sentences from the novel without the imagery included→ discuss results (CAPITOL vs INNER PARTY)
- students will be given a word or two from this list:
<http://valenciacollege.edu/east/academicsuccess/eap/documents/tonewords.pdf>
- Students will write a sentence or up to a paragraph and then read it to the class.
- word bank will be on the board and students will attempt to guess the word the student was given.
- Students will turn in their writing for a formative assessment.

DAY FOUR: Hunger Games vs 1984 (THEME)

CCSS: CCSS.ELA-LITERACY.RL.11-12.1

CCSS.ELA-LITERACY.RL.11-12.2

SWBATs:

- Students will be able to identify the theme of a text.
- Students will be able to track the progression of a theme throughout a text.
- Students will be able to integrated similar themes from different mediums.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Blue and orange sticky notes
- writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: Would you want to live in either of these novels? Why or Why Not?
- The class will then come together and form class agreed-upon definition of theme which will be written and displayed on the board with the other definitions.
- Divide into pairs and pick a fairy tale and define the theme for the fairy tale for practice.
- Disney Trivia- Name of a Disney movie pops up → must have a theme and evidence (a point system can be set up)
- Students will decide on four/five major themes from the novels and write them on the board
 - Students will write on blue sticky notes evidence from the text with page numbers to support each theme
 - Class will talk over the evidence.
 - Students will write on orange sticky notes other popular works that also carry these themes
- DISCUSSION:
 - How do you think the characters would react differently if the theme was different?
 - How is theme different from a main idea?
 - How do you know when you have identified a theme?
 - Why do you think authors use themes?
 - Can themes be used differently depending on the author? Examples? Examples? Can we apply these to the novels in any way and if so how?
 - How do these themes evolve throughout the novels?
- Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment.
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY FIVE: Hunger Games vs 1984 (CHARACTERS/RELATIONSHIPS)

CCSS: CCSS.ELA-LITERACY.W.11-12.3

SWBATs:

- Students will be able to compare and contrast character traits.
- Students will be able to analyze character motivation.
- Students will be able to define the relationships between various characters.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- paper for the social medial project
- Copies of the cell phone worksheet
- Writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: How important are various characters to stories? What makes a character a good or bad in the eyes of an audience? (effectiveness not morals)
- Relationships

<http://www.stoughton.k12.wi.us/webpages/awhipkey/files/dystopian%20societies%20family,%20work,%20government.pdf>

- Discuss the main characters in each of the stories
 - Protagonist is the person who recognizes something is wrong (wakes up)
 - Protagonist serves as the bridge between reality and the dystopia, serves as voice of reason
 - Compare and contrast main and supporting characters (stock characters and archetypes: cautious best friend, sibling, non-cooperative love interest)
 - Look at teamwork. How is it utilized?
- Social Media Project
 - Various boards will be decorated to look like Facebook, Twitter, and Instagram pages
 - Students will create posts from various characters and place them up on the board
 - Facebook: Original post with comments from other characters underneath or a link they feel a character would share
 - Twitter: Original Tweet or Retweet from another character
 - Instagram: Students can draw the setting or characters with a caption
- Cell Phone worksheet → Students will pick a character, fill out this worksheet, then share
 - <https://www.pinterest.com/pin/431923420482117736/>
 - Why did you choose the options that you choose?
- students will turn in the cell phone worksheet as a form of formative assessment.

DAY SIX: Hunger Games vs. 1984 (Government)

CCSS: CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.RL.11-12.4

CCSS.ELA-LITERACY.RL.11-12.5

SWBATs:

- Students will be able to identify the power structures in the text.
- Students will be able to compare and contrast the governments in the novels.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Equipment to show the Wall-E clip
- Writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work- What is the main purpose of the government in a society?
- Split student up like in the novels→ Inner Party or Capital/Outer Party or Districts by having them pull cards
 - Students will then try to operate within these roles by allowing the Inner Party/Capital design five new APPROPRIATE rules that the outer party must follow and consequences that will happen when rules are broken (leaving the classroom is not an option). These stay in effect for the rest of class. Consequences and all.
- Discuss government structure in the novels→ Show video clip from Wall-E
 - How did they come to power?
 - How did they maintain power?
 - What kind of government set-ups are these?
- Students will get into groups (cannot cross party lines but the Inner Party/Capital will decide groups) and create Venn diagrams to compare and contrast the governments in the novels. They will then share the similarities and differences that they found with the rest of the class.
- REFLECTION TIME
 - How did having the extra rules in the classroom feel?
 - How did the dynamic of the people feel? Did you like who was given power?
 - How did it feel not to have the power? Why do you think this way?
 - If the rules would have been introduced gradually would you have felt different?
 - How did you feel about the consequences? Where they fair?
 - How does this relate to either of the novels?
- Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment. (<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY SEVEN: Divergent vs. 1984 (SOCIETY)

CCSS: CCSS.ELA-LITERACY.W.11-12.1

SWBATS:

- Students will be able to identify the possible motivations behind the creations of texts.
- Students will be able to express and communicate their own ideas.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Equipment to play the two songs
- Copies of George Orwell's letter
- Writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: What books, games, songs, movies, etc. were made out of rebellion? How did they change any perceptions that people held or make an impact with people?
- Music comparison→ Students will listen to the two different versions of the song "The Hanging Tree" (From the Hunger Games movies)
 - What was different? Why do you think the second version was created?
 - Does the second version sound anything like the rebellion music you had in mind during your bell work? Why or why not?
 - What do you think is the impact of making these sorts of changes?
- Read the letter George Orwell wrote on why he wrote 1984
<http://www.thedailybeast.com/articles/2013/08/12/george-orwell-s-letter-on-why-he-wrote-1984.html>
- Discuss how literature offers commentary on the author's views of the time period and culture they were written in.
 - What do you think these novels are saying about the culture they were written in?
 - How are the two novels commenting on similar things?
 - TRANSITION: Did these novels change anything (i.e. perceptions) in society?
- Discuss how the commentary of literature and other media can impact the progression of culture
 - Will the commentary change anything?
 - Does it have any impact?
- Exit slip as a formative assessment
 - Create own form of commentary

DAY EIGHT: Hunger Games vs 1984 (HOPE)

CCSS: CCSS.ELA-LITERACY.W.11-12.2

SWBATs:

- Students will be able to express themselves through writing.
- Students will be able to create persuasive writing.
- Students will be able to identify symbols in literature.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Writing utensils
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: What gives you hope? Why?
- Symbolism in the novels:
 - The Mockingjay in Hunger Games vs. Big Brother in 1984
 - What is the difference in these major symbols?
 - Are there any similar symbols within these novels? What are they?
 - What purposes do these symbols serve within the text?
- Big parts of the Hunger Games movie are the talk show
 - Get into groups and create a short scripts for characters in a talk show
 - Perform for extra credit
- Free writing time → write to one of the following prompts
 - Write a letter from one character to another. (what are you going to do? rumors you have heard? etc)
 - Write a letter confronting one of the governments.
 - Write a diary/journal entry as one of the characters.
 - Katniss Everdeen and Winston Smith met, what do they say to one another?
 - Write your own similar prompt at the top of your paper and respond.
- Look at the gaps between the social classes in the books.
 - What role does poverty play?
 - How do these structures look at the control that these play on people/citizens?
 - Where do these characters find hope?
 - What do they do with this hope?
 - Do you think hope is powerful? Why or why not.
- Also, students will complete a 3-2-1 activity for an exit slip as a form of formative assessment.
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY NINE: Divergent vs. 1984 (ASSESSMENT)

CCSS: CCSS.ELA-LITERACY.RL.11-12.5

CCSS.ELA-LITERACY.W.11-12.2

CCSS.ELA-LITERACY.W.11-12.3

CCSS.ELA-LITERACY.SL.11-12.4

SWBATS:

- Students will be able to collaborate to create their societies.
- Students will be able to expand their ideas beyond what is considered normal.
- Students will be able to understand their own societies better through creating their own.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts

LESSONS/ACTIVITIES:

- Bell Work: What is the most important thing to you in society and why?
- Students will divide into chosen groups of five or six to make their own society that is different from our own
 - Things that could be figured out as a group:
 - How will relationships between people work? Class structure? Hierarchy?
 - How will the government run and work? Who gets to be in the government?
 - What kinds of jobs need to be done and by who?
 - How will you decide where people live?
 - How are decisions made?
 - Where is the power?
 - What consequences are there and how are they given out?
 - How does communication work?
 - How does transportation work?
- Also, students will complete a 3-2-1 activity for an exit slip (<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?

DAY TEN: Divergent vs. 1984 (ASSESSMENT)

CCSS: CCSS.ELA-LITERACY.RL.11-12.3

CCSS.ELA-LITERACY.W.11-12.2

CCSS.ELA-LITERACY.W.11-12.3

CCSS.ELA-LITERACY.SL.11-12.4

SWBATS:

- Students will be able to present their ideas to their peers.
- Students will be able to organize a presentation.

MATERIALS:

- Student journals for bell work/ other smaller writing assignments
- Copies of the texts
- Other materials chosen by the groups as part of their presentations

LESSONS/ACTIVITIES:

- Bell Work: If you could live in a society other than this one where would you go?
- Students will be given a small amount of time to finalize things.
- Present societies
- Also, students will complete a 3-2-1 activity for an exit slip
(<http://www.theteachertoolkit.com/index.php/tool/3-2-1>)
 - 3→ What three things have you learned from today's class?
 - 2→ What two things did you find interesting and would like to know more about?
 - 1→ What is one question that you still have after today?
- Homework: each student will write a two page reflection on their experiences with creating their societies.