Honors Unit 4: Utopian Dreams, Dystopian Nightmares
8th Grade Language Arts
20 Class Meetings

Updated May 2023

Essential Questions

- How much should the government be able to control and limit your individual rights for the good of society?
- How can society balance individualism with responsibility to community?
- Is it worth sacrificing knowledge and wisdom for a life of peace, contentment, and ease?

Enduring Understandings with Unit Goals

EU 1: Societal structure has the power to promote or limit freedom, choice, and desire.
- Analyze the role memory and oral storytelling plays in societal change and cultural continuity.
- Critique the societal structure in "Examination Day" by Henry Slesar.

EU 2: In the attempt to protect people from making poor choices, the utopian vision quickly turns into the dystopian nightmare.
- Compare and contrast utopian and dystopian ideals and societies.
- Create a visual representation supported by relevant textual evidence that demonstrates how in *The Giver* the utopian vision transformed into the dystopian nightmare.

EU 3: Through a process of listening and exchange, collaboration with peers provides a variety of perspectives that develops critical-thinking and analytical skills.
- Collaborate with peers to set essential groundwork for productive discussion of meaningful topics.
- Contribute to discussions by providing unique inferences supported by relevant textual evidence.
- Present claims and analysis in a focused, coherent manner with sound, valid reasoning.

EU 4: Routinely practiced independent reading builds habitual readers with conscious reading identities, increases reading comprehension skills, and develops vocabulary.
- Engage in consistent independent reading of student-chosen books.
- Actively participate in a supportive reading community that introduces students to a wide range of characters and experiences.

Standards

<u>**Common Core State Standards**</u>:

- **RL.8.1**: Cite the textual evidence 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.
- **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.
- **RL.8.5**: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **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.
- **RL.8.7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **RL.8.9:** Analyze how a modern work of fiction draws on themes, patterns of events, or characters types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- **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.
- **RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies, or categories)
- **W.8.2**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - **W.8.2.A**: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - **W.8.2.B**: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - **W.8.2.C**: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - **W.8.2.D**: Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **W.8.2.E**: Establish and maintain a formal style.
  - **W.8.2.F**: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.8.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.8.10**: Write routinely over extended time frames (time for research, reflection, 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.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.

- o **SL.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.
  - o **SL.8.1.B**: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - o **SL.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.
  - o **SL.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.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.8.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- **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.
- **L.8.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **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.
- **L.8.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.8.6**: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

- **Reading Literature**
  - **Key Terms:** theme, character, plot, setting, effect, support, conclusion, text structure, key details, suggest, narrator, point of view, impact, inference, author's message, author's purpose, author's point of view, dramatic irony, suspense, humor, tone, analogies,
  - **Vocabulary:** individualism, collectivism, utopia, dystopia, science fiction, conformity, isolation, individuality, ignorance, palpable, unison, apprehensive, ritual, vital, adherence, aptitude, unsettling, conviction, regulated, chastisement, clouded, serene, vividly, murky, emblem, relinquish

Interdisciplinary Connection:
- Social Studies: forms of government, governments as utopias, cultural and collective memory
- Science: the science of memory

Daily Learning Objectives with *TWPS*

Students will be able to…
- Analyze how characters respond to key events and what that reveals about the characters.
  - *What was the last test you took? How did you feel while taking it?*
- Develop a strategy to solve puzzles using text evidence from "Examination Day."
  - *Do you believe someone can be too smart?*
- Build essential background knowledge about utopias and dystopias.
  - *Describe five "rules" that you live by.*
- Analyze a theme's relationship to the characters, setting, and plot.
  - *Imagine you lived in a world with no color. What would that be like?*
- Investigate the text for evidence that supports provided conclusions for chapter four of *The Giver*.
  - *What is more important to this community: the well-being of an individual or the group?*
- Assess how setting impacts character development.
  - *How are people shaped by their environment?*
- Critique the society in *The Giver* in small group discussions.
  - *What guidelines make a small group discussion successful?*
- Compare and contrast how multiple characters are shaped by the setting in which they live and the events they experience.
  - *What role does love play in the creation of families in this community?*
- Analyze how dialogue and incidents in a story propel the action and reveal aspects of a character.
  - *Why does Jonas start to feel more isolated and lonely?*
- Evaluate chapter 15 for imagery trends and patterns.
  - *What is imagery and why do authors use imagery?*
- Make inferences about chapter 18 of *The Giver*.
  - *How are Jonas's interpersonal relationships changing?*

- Infer the meaning of "release" and analyze text evidence that supports this inference.
  - *Based on everything you have read, what do you think "release" is and what evidence supports that inference.*
- Design a strategy and gather evidence to support arguments in the Town Hall simulation. **
  - *Do you think the Community should go back to Sameness?*
  - *Describe your role in the Town Hall Simulation.*
- Engage effectively in a Socratic Seminar utilizing text evidence and Accountable Talk.
- Compare and contrast the movie adaptation of *The Giver* with the novel. **
  - *Predict one change that will be made from the novel to the movie.*
  - *Describe two significant changes between the book and the movie version of The Giver.*
- Debate the differences between the utopian and dystopian reality in *The Giver*.
  - *Could there ever be a utopia that does not turn into a dystopia?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Cornell notes
- Accountable talk
- Homework
- Word walls with visuals
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

EL Differentiated Instruction:
- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing

- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- Sentence starters
- Word banks
- Google Translate

Assessments

FORMATIVE ASSESSMENTS:
- Do Nows
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Text dependent question responses
- Close reading notes and text annotations
- Independent reading projects (EU 4)
- In-Class work
- Verbal Check-Ins
- Vocabulary Checks
- Collaborative group work
- Daily TWPS Question
- Socratic Seminar Discussion
- Unit Task- Town Hall Simulation
  - Accountable Talk Rubric

SUMMATIVE ASSESSMENTS:
- Quiz 1 (EU 1 and 2)
- Quiz 2 (EU 1 and 2)
- Unit Task- *The Giver* Town Hall Simulation (Scoring Guide)
- Unit 4 Unit Test: One Pager

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Unit Task
Unit Task Name: *The Giver* Town Hall Simulation **Description**: In this task, students will participate in a Town Hall Simulation based on *The Giver*. Students will be assigned a role and participate in a Socratic Seminar style Town Hall Simulation. Students will be discussing the following premise: *After Jonas left, the Community was thrown into complete chaos as all the memories came flooding back. Now, the Community must decide if they will go back to Sameness or if they will try to live once more in a society without Sameness. (EU 1, 2, and 3).* Students will be responsible for preparing for the discussion, finding text evidence to support their decision, incorporating Accountable Talk into their contributions, and following the Socratic Seminar norms and expectations. **Evaluation**: Accountable Talk Rubric and Scoring Guide

Unit Resources
• "Examination Day" by Henry Slesar • "Examination Day" Escape Room • *The Giver* by Lois Lowry • *The Giver* Movie • "*The Giver* Audio Book" *available at* *https://www.youtube.com/watch?v=ZQq79KFowEA&t=16474s* • "Research Supports Collaborative Learning" *available at* https://www.edutopia.org/stw-collaborative-learning-research • Laptops • Modification of Esther Wu Socratic Seminar method as seen on Teaching Channel • SBAC Prep Online • IAB Resources Online • Edulastic