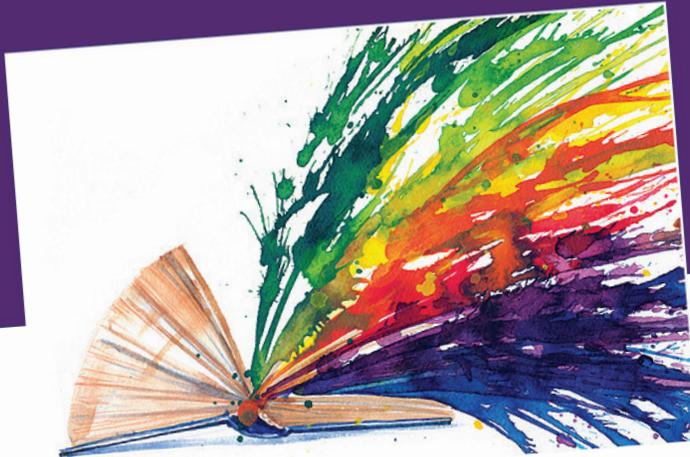


GRADES 4-10

Concept-Based LITERACY LESSONS

Designing Learning to Ignite
Understanding and Transfer



Lois A. Lanning | Tiffanee Brown

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Concept-Based Literacy Lessons* by Lois A. Lanning and Tiffanee Brown. This book provides practical ways to implement a Curriculum and Instruction Model that's more inquiry-driven and idea-centered. The following resource uses strategies to promote critical analysis through the example of dystopian societies.

[LEARN MORE](#) about this title, including Features, Table of Contents and Reviews.

Resource A-3 Grade 8 *Dystopian Societies: Could This Really Be Our Future?*

Grade Level: 8

Unit Number: 4

Unit Title: *Dystopian Societies: Could this really be our future?* **Conceptual Lens:** Theme/Critical Analysis

Unit Length: Approximately 8–10 weeks

Unit Overview:

Imagine your perfect society. What does that look like for you? One free of our current struggles and conflicts? What happens if the seemingly perfect society is not so perfect after all? What happens if there is a darker side hiding in hopes of not being discovered? Could such a society ever really come to exist in the future? In this unit, you will critically read a novel featuring a utopian/dystopian society in order to become more critical consumers of the things you encounter in the world around you. You will also build your understanding of the unique traits or elements of this genre of speculative fiction. We will explore various elements of the genre through a series of mini-inquires and collaborative discussions. You will demonstrate your understanding of the author's message and elements of dystopian literature through a critical literary analysis essay.

Technology Integration:

- Word processing
- Digital videos to support learning

Standards or national curricula addressed in this unit:

CCSS.ELA-LITERACY.RL.8.1

CCSS.ELA-LITERACY.RL.8.2

CCSS.ELA-LITERACY.RL.8.3

CCSS.ELA-LITERACY.RL.8.4

CCSS.ELA-LITERACY.RL.8.9

CCSS.ELA-LITERACY.W.8.1

CCSS.ELA-LITERACY.W.8.1A

CCSS.ELA-LITERACY.W.8.1B

CCSS.ELA-LITERACY.W.8.1C

CCSS.ELA-LITERACY.W.8.1E

CCSS.ELA-LITERACY.W.8.3A-E

CCSS.ELA-LITERACY.SL.8.1A

CCSS.ELA-LITERACY.SL.8.1B

CCSS.ELA-LITERACY.SL.8.1C

CCSS.ELA-LITERACY.SL.8.1D

CCSS.ELA-LITERACY.L.8.5

Unit Title: *Dystopian Societies: Could this really be our future?* **Conceptual Lens:** Theme/Critical Analysis

Grade Level: 8

Strand 1: Understanding Text

- Elements of a dystopian society: control, conflict
- Societal values
- Setting or time frame
- Themes: societal control, corruption, oppression, fear, manipulation, survival, hope, rebellion
- Inference
- Deep text analysis
- Allusion

Strand 2: Responding to Text

- Discussion protocols
- Connections
- Personal reflection (What would I do?)
- Influence
- Perspectives; Interpretation
- Probing questions

Unit Title:

**Dystopian Societies:
Could this really be our future?**

Strand 4: Producing Text

- Literary analysis
- Thesis
- Evidence
- Elaboration
- Realism
- Narrative elements

Strand 3: Critiquing Text

- Believability, Author's intent
- Common elements of the genre
- Individual rights vs. common good (SS connection/application of SS concepts)
- Protagonist (realistic fiction v. scifi/speculative fiction)
- Appeal
- Brainwashing vs. awareness
- Text evidence
- Connotation

Unit Title: *Dystopian Societies: Could this really be our future?* **Conceptual Lens:** Theme/Critical Analysis

Grade Level: 8

Generalizations	Guiding Questions: F=Factual; C=Conceptual; D=Debatable
<p>1. A theme of a story develops over the course of the text through the interaction and relationships of the characters, setting, and plot.</p>	<p>1a. What is the theme of your text? How do you know? (F) 1b. What happened in the beginning, middle, and end of the story to help you understand the theme? (F) 1c. What details or references helped to deepen your understanding of the theme of the story? (F) 1d. How do authors develop the theme of a story? (C) 1e. What is the relationship between a story's characters and setting? (for example, the impact of setting on the choices a character can make) (C) 1f. What is the relationship between a story's characters and the plot? (for example, how interactions among characters drive plot) (C)</p>
<p>2. Dystopian stories explore a unique question or dilemma about the universal human experience.</p>	<p>2a. What are universal human experiences? (F) 2b. What experiences of the characters in the text ____ seem to be universal human experiences? (F) 2c. How is dystopian literature similar or different from realistic fiction? (F) 2d. What elements do you notice in your novel that seem unique to this genre? (F) 2e. How does literature provide insight into the universal human experience, and the social realities of the world? (C) 2f. Why are dystopian novels so popular with young adults? (D)</p>
<p>3. Readers discover the negative elements of a dystopian society through connections with the struggles of a protagonist.</p>	<p><i>Initial focus on development of an understanding of the "negative" elements of dystopian societies.</i></p> <p>3a. What is utopia? What is a dystopia? (F) 3b. How are dystopias created, or how do they come to be? (F) 3c. What are negative elements of a society? What are the negative elements of the society in your text? (F) 3d. What is societal control? What are examples of societal control? (F) 3e. What is the relationship between societal control and conflict/choices? (C) 3f. What makes a society good or bad? (D)</p> <p><i>Focus on the reader making sense of text.</i></p> <p>3g. What particular lines of dialogue or incidents in a story created connections between you and the struggles of the protagonist? (F) 3h. What are common struggles of protagonists in dystopian literature? (C) 3i. How do connections with the struggles of a story's protagonist help a reader discover the negative elements of a dystopian society? (C)</p>
<p>4. Collaborative deep text analysis supports the recognition and grasp of allusions by providing new insights and extending understanding.</p>	<p>4a. What is deep analysis of a text? (F) 4b. What strategies are important when collaborating with others in deep text analysis? (F) 4c. What is an allusion? (F) 4d. How does an author's use of allusions change reading expectations? (C) 4e. How can collaborative deep text analysis help uncover meaning that may have been previously unnoticed? (C) 4f. How can collaborative deep text analysis provide new insights and extend understanding? (C) 4g. Why do some texts lend themselves to collaborative deep analysis more than others? (C) 4h. What are the potential consequences of not deeply analyzing complex text? (D)</p>

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<p>5. Text-based evidence strengthens the credibility of literary analysis.</p>	<p>5a. What is literary analysis? (F) 5b. What are some strategies for deepening the analysis in my writing? (F) 5c. How can evidence strengthen the credibility of literary analysis? (F) 5d. How does a lack of explicit text evidence affect a literary analysis? (C) 5e. How can writers ensure a literary analysis essay is effective? (C)</p>
<p>6. The believability of science-speculative fiction stories increases when the new world contains a blend of realistic and unrealistic elements.</p>	<p>6a. What are realistic details? (F) 6b. In the scene ____, which details about the setting are realistic and which are unrealistic? Explain. (F) 6c. What do the details of the setting in your text help you understand about the new world? (F) 6d. How does an author of dystopian literature create or develop a new world reality? (C) 6e. How does an author makes a science-speculative fiction story believable? (C) 6f. How much of a new world, depicted in dystopian literature, can be unrealistic yet still be believable for you as the reader? (D)</p>
<p>7. Authors of dystopian literature craft worst-case scenarios to cause readers to critique society's values.</p>	<p>7a. What are societal values? (F) 7b. What societal value is the author of your novel critiquing? How can you tell? (F) 7c. What is the relationship between the societal values explored in your novel and the societal values reflected in an historic or current political situation? (F) 7d. Why do authors of dystopian literature depict a worst-case scenario of a society? (C) 7e. Why do authors write dystopian literature? (D)</p>

Critical Content and Key Skills

Critical Content by Strands

Key Skills

Students will know . . .

Strand 1: Understanding Text

- Elements of a dystopian society
- Definition of societal values
- Negative aspects of society
- Setting or time frame of the story
- Theme of the story
- Types of and responses to societal control: corruption, oppression, fear, manipulation, survival, hope, rebellion,
- Inference
- Conflict in the story
- Definition of allusion
- Strategies for deep text analysis

Strand 2: Responding to Text

- Collaborative discussion protocols
- Types of reader connections
- Qualities of personal reflection
- Influence
- Perspectives; interpretation
- Probing questions

Strand 3: Critiquing Text

- Traits of believability
- Author's intent
- Connotation
- Common elements of the genre
- Protagonist (realistic fiction vs. scifi/speculative fiction)
- Appeal to readers
- Key vocabulary related to dystopia: Brainwashing vs. awareness

Students will be able to . . .

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.1B: Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1D: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

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Strand 4: Producing Text

- Writing process
- Process of literary analysis
- Claim
- Text evidence
- Elaboration
- Realism
- Narrative elements
- Quality narrative writing techniques

CCSS.ELA-LITERACY.W.8.1A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1E: Provide a concluding statement or section that follows from and supports the argument presented.

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

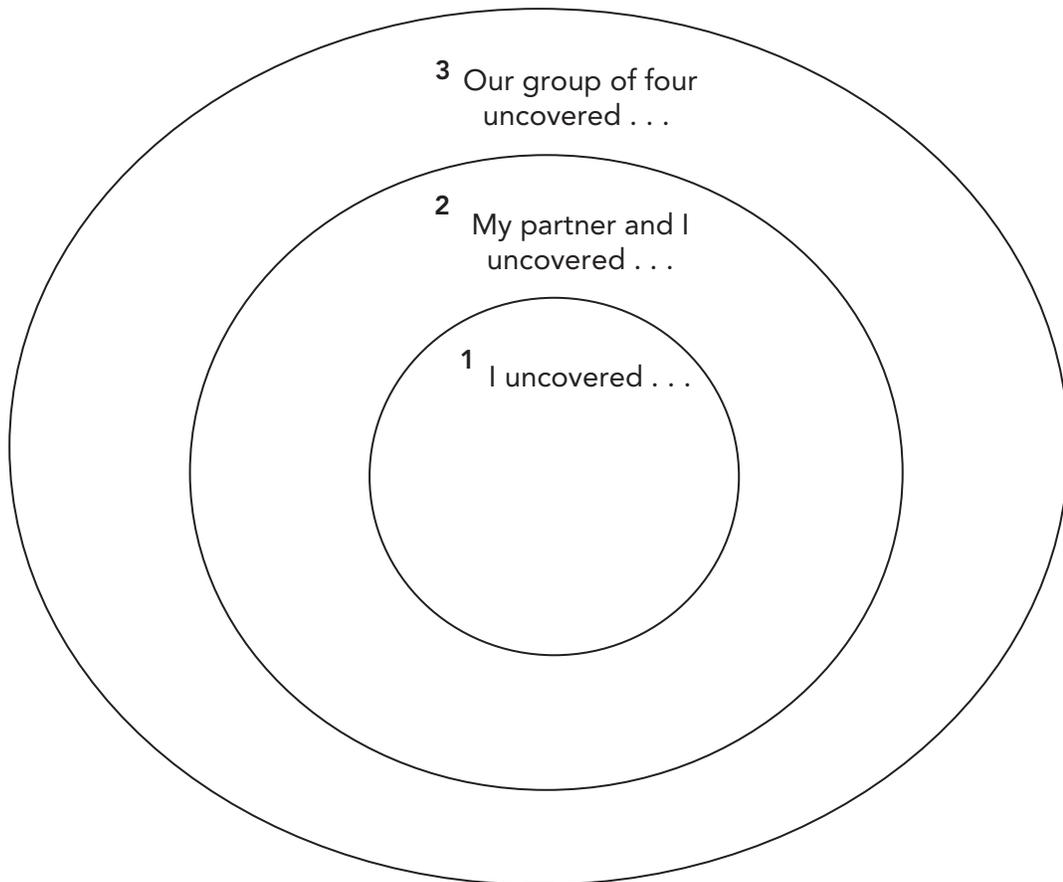
Unit Title: *Dystopian Societies: Could this really be our future?*

Grade Level: 8

Suggested Time Line	Suggested Learning Experiences (Note: G#=Target Generalization)	Assessments	Differentiation	Resources
<p>Thinking About Learning Experiences</p> <p>Now that you have learned about lesson design, analyzed several model lessons, and explored a variety of Concept-Based Literacy Classroom Snapshots, how would you. . .</p> <ul style="list-style-type: none">• structure and sequence the learning experiences to guide students to the unit generalizations and prepare them for the end of unit assessment?• support opportunities for inquiry and conceptual thinking?• differentiate to ensure equitable access for all learners?• continually assess students' developing knowledge, skills, and understandings?				

Resource B-2 Noticing Patterns Across Multiple Texts—Version A

How did the author of your book appeal to readers' senses?



Steps:

1. In the center circle, write your answer to the guiding question.
2. Find a classmate. As a partner pair, discuss your answer to the guiding question. What do the two books have in common? Write the similarities in the second circle.
3. Find another partner pair. As a group of four, discuss that similarities that each partner pair uncovered. What patterns do you notice among the group of four? Write the similarities in the third circle.
4. Individually, write a generalization in the box below.

4

Generalization: *What do you now understand about the relationship between authors' word choice and creating images for the reader?*

I understand that . . .