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| **Dystopian Survival** |
| Shippensburg University - 2011 |
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**Introduction:**

Dystopian Survival is designed to be incorporated into a tenth grade Literature course. The unit guides students through several dystopian themes including survival of humanity. Students will be exposed to the meaning of dystopia and how dystopian themes directly relate to human society. This unit will utilize the novels *Feed, 1984,* and *Hunger Games* as the core foundation of the unit. The way this unit has been designed allows for growth and interchangeable parts. Dystopian Survival will become a student’s foundation for understanding dystopian novels and themes. Students must understand how the author connects with a distorted view of reality in order to develop their theme.

**Academic Standards:**

\*\*These standards are derived from Common Core State Standards for ELA\*\*

*RL.11.2:* Key Ideas and Details - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

*RL.10.3*: Key Ideas and Details - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*RL.10.4*: Craft and Structure - Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

*W.10.3:* Text Types and Purposes - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*SL.10.1:* Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

*RH.10.6:* Craft and Structure - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Assessment Anchors:**

R11.A.1: Understand fiction appropriate to grade level.

R11.B.1: Understand components within and between texts.

R11.B.2: Understand literary devices in fictional and nonfictional texts.

**Unit Goals:**

1. After studying this unit students should be able to create their own dystopian world.
2. After studying this unit, students should be able to describe and define dystopianism.
3. After studying this unit, students should be able to connect dystopian themes to current reality.
4. After studying this unit, students should be able to list and explain the nine traits of dystopian worlds.

**Unit Essential Questions:**

1. What does humanity require in order to survive?
2. What are the nine characteristics of a dystopian world?
3. How does society impact dystopian literature?

**Pre-Assessment:**

During the motivational device or “yarn maze”, students will answer questions relevant to literature content in order to establish a foundation of learning for the unit. Teacher will ask students various and diverse questions to prompt students’ response. Based on the student answers, the teacher can then begin the process of connecting literature to reality.

**Motivational Device for Unit:**

In another classroom, teacher will set up a maze made out of yarn where there is no way out. Students are asked to be blindfolded and are led to various points within the maze. Students must find their way out of the maze under the watchful eye of the teacher while answering questions concerning dystopian literature and reviewing specific content. Students will ultimately be using critical thinking skills as they make decisions that lead to their own personal outcome. Teacher will lead into the unit using this activity to explain who and what will be discussed and why it is necessary to understand the development of dystopian literature.

**Content Outline:**

1. Introduction: Maze Activity and discussion
2. Dystopian Traits and Characteristics
3. Making Connections: Reality to Literature

**Summative Assessment/Post-Assessment:**

During the unit students will be asked to organize information in a graphic organizer/manipulative and will be reassessed. Students will also be asked to create and write their own distorted utopian short story based on their knowledge of the subject. This assessment will be subjected to rubric grading.

**Dystopian Literature**

**2011**

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**Course Description**

For ninth and tenth graders, English I explores various literary genres through short stories, drama, essays, poetry, and novels. English I combines literature selections (novels, essays, poems, plays) by Dystopian authors with analysis of short stories, creative and analytical writing. In Literature, students learn to take notes as they read, looking for evidence that supports their own personal interpretations of a text. Later in class, students will explore the many possible interpretations of the same text, learning, as they hear other points of view, to expand upon, support, or even change their ideas of textual meaning.

**Course Objectives**

* The ability to demonstrate a critical understanding of and appreciation for literature when analyzing stories, poems, and plays.
* The ability to develop a reasonable interpretation of a literary text and to support that interpretation with evidence.
* The ability to identify similarities between works of literature and other works of art or forms of communication.

**Required Texts and Other Supplies**

* *1984*, George Orwell
* *Feed*, M.T. Anderson
* *Hunger Games*, Suzanne Collins
* *Maze Runner*, James Dashner

**Class Policies**

*Attendance* – if you are in school, you are to be in class, unless otherwise excused by the office

*Promptness* – when the bell rings, be in your seat and working on your “bell-ringer” activity

*Food/Drink in classroom* – food and drink will be permitted in the room as long as it does not become a problem for other students

**Subject Level:** 10th **Student Grade:** 10th

**Unit Title:** Dystopian Survival

**Lesson Topic:** Introduction: Maze Activity and Discussion

**PA Standards:**

*SL.10.1:* Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

**Instructional Objectives:**

1. Given the LEQ, students will write their answers in no less than three complete sentences.
2. Given instructions for the maze activity, students will need to discover their way out within the assigned time frame of 30 minutes.
3. After completing the lesson activity, students will write their reflections in no less than five complete sentences.

**Introduction/Motivational Device (Bell Ringer):**

Teacher has central LEQ posted on the front board as students enter the room. Once students are seated they are to answer the question, “What is required to survive?” Student answers will remain in the classroom and will be revisited. Lead into the unit with the MAZE ACTIVITY scenario and allow students to digest the information before moving on to the activity.

**Learning Activities/Procedures:**

1. Bell Ringer (10 minutes)
2. Introduce and set up MAZE ACTIVITY (15 minutes)
3. MAZE ACTIVITY (30 minutes)
   1. Refer to handout sheet for key content questions
4. Reflection (5 minutes)
   1. What happened to you in the maze? Did you die? Give up? Stuck?
   2. How did you feel before you entered the activity? Nervous? Anxious?
   3. How did you feel after the activity was over? Relieved? Failure? Successful?
5. Discussion (15 minutes)
   1. With a partner, discuss your reactions to, during, and after the activity.
   2. With a different partner, continue the discussion. Make note of anything interesting.
6. Closure (5 minutes)

**Closure:**

Summarize the activity. Explain how the activity relates to the unit. Ask students to highlight portions of their reflection for the upcoming discussion. Utilize student reflection for formative assessment and check for understanding (CFU)

**Key Discussion Questions:**

1. What does humanity need to survive?
2. Before the maze activity, how did you feel? What did you think?
3. Now the maze is over, how do you feel? Are you relieved? Were you successful is escaping?
4. Did the added pressure of the “Big Sisters” watching every move impact the way you played? Why?

**Instructional Resources:**

Several yards of string or yarn, masking tape, note cards, blindfolds, PowerPoint, instructional handout.

**Summary:**

By the end of today’s lesson, students should hold a very basic idea of what it means to survive. Critical thinking skills were used as students made judgment calls that impacted the outcome of the game.

**Formative Assessment:**

Student initial answer to UEQ #1 and personal reflection after the maze activity will allows the teacher to judge student understanding of survival. CFU will also be utilized throughout the lesson and also key content questions throughout the activity.

**Subject Level:** 10th **Student Grade:** 10th

**Unit Title:** Dystopian Survival

**Lesson Topic:** Dystopian Traits and Characteristics

**PA Standards:**

*RL.11.2:* Key Ideas and Details - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

*SL.10.1:* Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

*RH.10.6:* Craft and Structure - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Instructional Objectives:**

1. After watching a video clip, students will be able to recall three details concerning that dystopian world.
2. Given access to dictionaries, students will define *utopia*, *dystopia*, and *survival of the fittest* in complete sentences.
3. Students will analyze the nine traits of a dystopian society and provide examples for each from content.

**Introduction/Motivational Device (Bell Ringer):**

Remind students of the previous lesson. Ask students to recall what the unit will be covering. Show students a short video clip from a current or popular dystopian movie. Ask students to take down quick notes about what they see, hear, feel, and understand after the video clip.

**Learning Activities/Procedures:**

1. Bell Ringer (10 minutes)
2. Video Discussion (10 minutes)
   1. What happened in the video?
   2. What is it like in that world? How do you know?
   3. Is it a thriving/surviving world?
   4. Does any of this video seem familiar? How? What?
   5. What are some common societal traits between the novels and this video?
3. Graphic organizer and dystopian world (40 minutes)
   1. Students will work with a partner or two to find and cite examples of each trait within their assigned novel. See example provided.
   2. Analyze and discuss student homework assignment (dystopian creation)
      1. Does your world fit the characteristics? Why or why not? What would you change now knowing the nine traits? Would you?
4. Closure (5 minutes)

**Closure:**

Summarize the activity. Ask students to fill in the blanks on the class sized foldable so they can see the commonalities between the novels.

**Key Discussion Questions:**

1. What are some common societal traits between the novels and this video?
2. What are the nine traits of a dystopian world?
3. What is dystopia? Utopia? Survival of the fittest?
4. What are two trait examples from each book?

**Instructional Resources:**

PowerPoint, construction paper, scissors, markers, dystopian video clip, dictionaries

**Summary:**

After this lesson, students should be able to explain the difference between dystopia and utopia. Students should know the nine traits of a dystopian world and cite examples of several from textbooks.

**Formative Assessment:**

CFU throughout the lesson, graphic organizer construction, and student discussion will all serve as formative assessments.

**Subject Level:** 10th **Student Grade:** 10th

**Unit Title:** Dystopian Survival

**Lesson Topic:** Making Connections

**PA Standards:**

*SL.10.1:* Comprehension and Collaboration - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10* *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

*RH.10.6:* Craft and Structure - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Instructional Objectives:**

1. Given simple statements, students will categorize the statements based on the definitions of dystopia, utopia, and survival.
2. Using current events, students will identify at least two dystopian traits found within the article.
3. After discussing dystopia-reality connections, students will answer the UEQ again and compare their answer to their first answer.

**Introduction/Motivational Device (Bell Ringer):**

Three placards will be hung on three walls (Utopia, Dystopia, Survival), for this activity students will be out of their seats. The teacher will pass out note cards face down with simple statements such as “Hunting and gathering for food” and “History is rewritten constantly”, students will have 30 seconds read and decide if their statement would fall under Utopia, Dystopia, or Survival categories. Once time is up, class will discuss their choices and voice their opinions.

**Learning Activities/Procedures:**

1. Bell Ringer (15 minutes)
2. Current Events Assignment (30 minutes)
   1. Students will Think-Pair-Share their current event articles with a partner and discuss what the article is reporting and identify any dystopian traits (take notes).
   2. After 15 minutes students will then pass one of their articles to another group and repeat the process. Compare the new article to the one retained.
3. Group discussion (15 minutes)
   1. Does modern society reflect any dystopian traits? If so, what?
   2. How does society and dystopian literature connect?
   3. Is there a direct or indirect connection between our world and the dystopian worlds of novel and movies?
4. Answer UEQ: Compare answers (5 minutes)
   1. Has your answered changed?
5. Group Analysis and Reflection (15 minutes)

**Key Discussion Questions:**

1. Does modern society reflect dystopian traits?
2. Does reality and dystopian literature share a direct or indirect connection? Or no connection?
3. What does humanity need to survive? Utopia or Dystopia? Traits of both? Explain.

**Instructional Resources:**

Current event article, note cards, placards, pencil, paper

**Summary:**

After this lesson students should be able to answer the UEQ of *“What does humanity need to survive?”* Students should understand that there are connections between dystopian literature/movies and reality.

**Formative Assessment:**

Student discussion and assessment of current events will serve as assessment.

**Surviving the Maze**

**Objective**

To demonstrate knowledge of dystopian texts assigned for class

To examine and analyze the experience of participating in a dystopian society

**Materials/Resources Needed**

Yarn, note cards, markers, strips of cloth or other materials for blindfolds

**INSTRUCTIONS**

*Background*

You are the remaining rebels after the uprising against the Big Sisters’ Regime, and we, the Big Sisters, have imprisoned you. We discussed whether or not we should keep you imprisoned or destroy you, and we decided to give you the opportunity to earn your freedom.

When we finish giving you these instructions, we will blind fold you and lead you to the center of the Maze.

*Goal*

Your goal is to find your way out of the Maze or become the last survivor within the Maze. If you accomplish either of these two tasks, you will be known as a champion and granted your freedom.

*Rewards / Punishments*

The champions of the game receive 10 extra credit points.

The dead bodies lose 5 participation points.

Those who surrender and join the Big Sisters do not lose or gain points, but they do become the Big Sisters’ servants. For example, we use servants to help pass out papers, be the first to participate in class conversations, and do anything else we ask them to do for the rest of the class period.

**Directions in the Maze**

Everyone must wear a blindfold. One of the Big Sisters will lead you to a point inside the Maze and put your hand on the yarn. You must keep your hand on the yarn at all times to navigate through the Maze, but you may choose which direction to go. The yarn might crisscross with another piece of yarn. You may follow the intersecting piece of yarn in either direction, or duck under it to continue with the same piece, but you cannot go back in the direction from which you came.

If at any time you feel your life is in danger, or you think you’ll never find the maze’s exit, you may opt to surrender instead. This means one of the Big Sisters will remove you from the Maze and you will not lose points, but you will become the Big Sisters’ servant for the rest of the class period.

There are note cards tied at random places on the yarn. These are either obstacles or aides for your progress. If you touch one with your hand, you must say “STOP” out loud. Everyone must stop. One of the Big Sisters will read the card out loud and you must either answer the question on the card or follow the cards’ instructions. If you answer a question card incorrectly or refuse to follow the instructions, you will die. You may, however, choose to surrender before answering the question. If you take too long to answer a question or follow instructions, the Big Sisters may decide to kill you. One of the Big Sisters will let the group know when to resume its search through the maze.

If you accidentally touch another person, you may choose to work together or challenge each other in a duel to the death, which involves being the first person to answer a question correctly. If the last two people in the maze are working together, they must duel to create one champion. If you touch someone else on purpose, you die.

If you have physical contact with one of the Big Sisters, you will die.

If you remove your blindfold, you will die.

**Questions on the Cards and/or for Duel Challenges**

**(**There aren’t any aide cards, but don’t tell them that!**)**

True or False: the main purpose of dystopian novels is to show how to survive in futuristic worlds. (False)

What was Foxface’s strategy for survival? (stealing other people’s food and staying out of their way)

What is an item Cato gets from the Cornucopia that helps him survive? (skin-tight body armor)

You just ate some Nightlock berries and you died.

Name at least one thing Thomas did to survive in the Maze the night he got locked out? (tied himself to the wall, jumped to the side as Grievers attacked him, etc)

What was Newt’s final strategy to get out of the Maze? (threw himself to his death at the Grievers)

You just got stung by a Griever! You may surrender and get the serum to live, or you will die.

If you were a character in *Feed*, what would you do to survive? (have the feed from a young age, extreme consumerism, not get a wicked virus at a club, to conform, etc…)

In the book *Feed*, why did Violet die? (her feed didn’t work properly, her feed got a virus and she never recovered, she didn’t conform, etc.)

Your feed catches a virus. You can’t recover and you die.

Who is watching you? (Big Sisters)

What is your strategy for becoming a champion today? (they pass if they have an answer within a few seconds.)

Name one movie that reminds you of the Maze Runner and explain why. (they pass if they have an answer within a few seconds.)

Name a TV show that reminds you of the Hunger Games and explain why. (they pass if they have an answer within a few seconds.)

CREATE YOUR OWN DYSTOPIA

Now that you've read about dystopian societies, the next step is to create your own. As a reminder, a ***dystopia*** *is an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one*.

things to consider:

This assignment may be approach from several perspectives. Consider your **role** in the dystopian society you are creating. Are you at the top (the Capitol in *The Hunger Games*)? Are you a member of the society trying to fight against the status quo (Winston in *1984*)? Are you a blind follower (the sheep in *Animal Farm*)? Are you a cog in the machine, working as a part of this dystopian society (Eric Finch in *V for Vendetta*)? **Make sure your role in the society your are creating is evident.**

There are many different ways to skin a cat, as they say. Consider how the top members pull the strings within your society. It should be clear how the person or people in charge **control and regulate** the population.

While composing your piece, keep this essential question in mind: ***What does humanity need to survive?*** Does your dystopian society meet what you consider to be the basic needs of humanity? Why or why not?

the technical stuff:

* This piece should be typed, double spaced, with one inch margins
* Your piece should be one and a half to two pages in length (although you may certainly write more)
* At the minimum, your piece should address all the issues mentioned above in the "Things to Consider" section, though you can extend your piece to cover more
* Your piece may either be a narrative piece (written in story format, first or third person), or it can be written as if you are writing an essay on this society (meaning it is written as if you are observing the society anthropologically)

due December 7, 2011

**Dystopias: Definition and Characteristics**

**Utopia:** A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions.

**Dystopia:** A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm, or political system.

**Characteristics of a Dystopian Society**

• Propaganda is used to control the citizens of society.

• Information, independent thought, and freedom are restricted.

• A figurehead or concept is worshipped by the citizens of the society.

• Citizens are perceived to be under constant surveillance.

• Citizens have a fear of the outside world.

• Citizens live in a dehumanized state.

• The natural world is banished and distrusted.

• Citizens conform to uniform expectations. Individuality and dissent are bad.

• The society is an illusion of a perfect utopian world.

**Types of Dystopian Controls**

Most dystopian works present a world in which oppressive societal control and the illusion of a perfect society are maintained through one or more of the following types of controls:

• Corporate control: One or more large corporations control society through products, advertising, and/or the media. Examples include *Minority Report* and *Running Man*.

• Bureaucratic control: Society is controlled by a mindless bureaucracy through a tangle of red tape, relentless regulations, and incompetent government officials. Examples in film include *Brazil*.

• Technological control: Society is controlled by technology—through computers, robots, and/or scientific means. Examples include *The Matrix*, *The Terminator*, and *I, Robot*.

• Philosophical/religious control: Society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government.

**The Dystopian Protagonist**

• often feels trapped and is struggling to escape.

• questions the existing social and political systems.

• believes or feels that something is terribly wrong with the society in which he or she lives.

• helps the audience recognizes the negative aspects of the dystopian world through his or her perspective.

