**21st Century Lesson Cycle Template**

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| **Subject: English Language Arts Unit: Class Novel Study- The Giver**  **Grade: 8 Lesson: Pre-Reading: Utopian vs. Dystopian Societies** |
| **Curriculum Outcomes:**  Students will be expected to:  1.3 state a point of view in a convincing manner, offering relevant information to support that viewpoint  2.1 contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk  5.1 access appropriate print and non-print sources with increasing independence and select  information to meet specific needs with increasing speed, accuracy, and confidence  6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments  9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended |
| **Driving Question(s): What are the differences between a Utopia and a Dystopia?** |
| **Learning Goal(s):**   * **To understand the concepts/characteristics of Utopian vs. Dystopian Societies by clearly articulating descriptive definitions for both.** * **To formulate and defend opinions about ideal societal standards** * **Describe the operations of actual, existing utopias** |
| **Success Criteria:**  Achievement with assignments based on outcomes from the ELA strands:  I) Writing & Representing  II) Reading & Viewing  III) Speaking/ Listening |
| **Assessment:**  **Self assessment** – students assess their own work using a reflective journal entry  **Peer evaluations** (possibility)- student will evaluate their peers using a generic group share rubric.  **Teacher assessment** – looking at formatting and strength of ideas. |
| **Expected Duration: This lesson should take three one hour classes to complete (additional or less time may be required depending on the students engagement, work habits and group sharing)** |

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| **Lesson Procedure Day 1** | |
| **Tools & Tech req’d**  -Individual student iPads  -Access to Apple TV (in classroom) | **We do: Speaking and Listening**  Every student will have a hard copy of the assignment sheet as well access to digital copies.  **Activity I)** Teacher will briefly address the class, telling them that they will be reading the novel The Giver and that it is of the Dystopian Genre of literature. (Students will be learning more about what this means exactly in tomorrow’s lesson) Look at the cover together and ask students what they think it may be about. Read the back of novel and again ask for thoughts about novel ideas  **Activity II)** In small groups (desks are set up in groups of four), Students will discuss the statements on the ***Anticipation Guide*** sheet and decide, as a group, whether they agree or disagree with the statements and why. Teacher will make students aware that these statements are based on the themes in the novel. Teacher will be monitoring students’ understanding and contribution by moving around the room between each small group.  ***Anticipation Guide for The Giver***   1. Rules exist to help us live our lives properly 2. It is alright to upset some people as long as you’re doing what’s best for society. 3. The government knows what is best for its citizens 4. It’s sometimes okay to lie 5. The individual is more important than the community. 6. Individuals must make sacrifices to maintain the community’s well-being 7. The leading members of society should decide what jobs people should perform 8. People’s professions should be determined for them based on their natural skills, even if it’s something they don’t want to do. 9. It is better to be ignorant and happy rather than fully aware and upset. 10. An ideal community would not have any longer or starvation 11. An ideal community would not have any jealousy or competition 12. An ideal community would not have any unemployment 13. All children should have equal professions and privileges at a certain age, regardless of the status of their families 14. Families are much closer when they share their feelings 15. Life would be better and easier if we did not carry bad memories in our heads 16. Overpopulation is such a problem that families should not be allowed to have more than two children 17. There is no real need to learn about world history 18. There is no real need to learn about one’s own family’s history 19. One’s job or occupation in life should be a careful match of one’s interests, talents, and skills   Adaptations: Students who struggle with completion during the allotted time may choose 10 statements to defend.  **Activity III)** Once students have had a chance to discuss their ideas in small group fashion, the whole class will then have debates based on some of the statements that sparked the most discussion (teacher will choose these statements based on their findings from listening to student discourse.)    **Activity IV)** Exit Slip: Based on what we have discussed today, how do you think citizens live and are treated in a Utopian society? How might a Dystopia be different? |
| **Taxonomy**  **of 21st Century Skills**  ⃞find and validate ✓ critical thinking  ⃞apply and understand ✓communicate clearly  ⃞analyze and synthesize ✓work collaboratively  ⃞evaluate and leverage ⃞embrace culture  ⃞create and publish ⃞ develop creativity  ✓utilize connectivity | |

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| **Tools & Tech req’d**  -Individual student iPads  -Access to Apple TV (in classroom) | **Lesson Procedure Day 2**  **Warm-up: Share some thoughts from yesterday’s exit slip**  **You do**:  **Activity I)Speaking and Listening**  Students will discuss the following questions within their small groups:   1. If you could live anywhere in the world, where would you live and why? What about this place appeals to you? 2. Describe your perfect life. 3. Who would you want with you? 4. What would you do everyday? 5. How would you make money? 6. What kinds of rules would you follow? (or not)   Class can finish this activity by sharing some ideas as a whole class  **Activity II) Reading and viewing**  **a)** Define Utopia- students (either individually or in small groups) will review the following websites to help formulate a definition of Utopia:  <http://en.wikipedia.org/wiki/Utopia>  <http://users.erols.com/jonwill/>  <http://brainstrom-services.com/wcu-2005/bravenew-utopia.html>  <http://users.erols.com/jonwill/utopialist.htm>  Students are not tied to just these websites. These are just to get them on the right track.  **b)** Define Dystopia- How is it different from a Utopian vision of living?  **c)** Whole class sharing once students are finished  **Activity III)Reading & Viewing**  In small groups, students choose 3 of the following current day utopias and complete the *Utopia Characteristics Chart .* Students will submit their Charts through email, hard copy or through  Showbie.  **Utopia Characteristics Chart Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  1st Utopia 2nd Utopia 3rd Utopia  Goals of the Society  Benefits to its citizens  Religion  Economic System  Government and Legal System  Educational System  Aspects you like or admire  Aspects that you do not like  → New Harmony  <https://en.wikipedia.org/wiki/New_Harmony,_Indiana>  → Brook Farm  <http://www.vcu.edu/engweb/transcendentalism/ideas/brhistory.html>  → Twin Oaks  <http://www.twinoaks.org/>  → Acorn Community  <http://www.ic.org/acorn/>  → Victory City  [fishmech.info/www.victorycities.com](http://fishmech.info/www.victorycities.com)  → Utopian States  <http://www.utopianstates.com/US1/index.html>  Adaptations: Students who struggle with completion during the allotted time may choose 2 utopias to research. |
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| **Tools & Tech req’d**  -Individual student iPads  -Access to Apple TV (in classroom) | **Lesson Procedure Day 3**  **Activity I) We share**: **Speaking and Listening**  As a whole class, we will start by sharing some of the interesting/surprising/unclear things that came up for students while researching/comparing/contrasting the existing Utopian societies yesterday. Students will use their charts as reference for discussion.  **Activity II) Reading and Viewing**  View and discuss as a whole class the following video clips:  (Youtube videos totaling 58:04 minutes)  *Seeking the Good Life in America Parts 1-4*  These videos show life in the following Utopias:  Light Morning, Twin Oaks, and Acorn Community.  These videos will help solidify what they learned from yesterday’s activities. |
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| **WRAP UP/REMINDERS:**  **Writing and Representation**  Students will write a reflective journal entry addressing the following: How they feel they participated over the course of the week, how they interacted with their peers, what they would change, what they liked best etc. and also address their perception of what the novel’s setting will be before we start reading. Students can submit by email, a hard copy, or through Showbie | |
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