21st Century Lesson Cycle #3

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|  Subject: English Language Arts Unit: Class Novel Study- The Giver Grade: 8 Lesson: After Reading Activities  |
|  Curriculum Outcomes: Students will be expected to: 1.1 consider and reflect upon the contribution of others’ ideas during discussions 1.3 state a point of view in a convincing manner, offering relevant information to support that viewpoint 8.3 begin to use various forms of note-making appropriate to various purposes and situations 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization  |
|  Driving Question(s): If you had to design your “perfect world”, what would it look like? What would life be like for the people who live in your community? |
|  Learning Goal(s):A Utopia is defined as an ideally perfect place. In the novel The Giver, Jonas lives in a utopian world designed to provide food, shelter, and safety to the people of the community. You are going to be designing your own utopian world. (see attached outline). You must supply enough information to inform others of your community and entice/persuade them to join by way of an oral presentation. |
|  Success Criteria: Achievement with assignments based on outcomes from the ELA strands: I) Writing & Representing II) Reading & Viewing III) Speaking/ Listening |
|  Assessment: Teacher assessment – looking at formatting and strength of ideas, Checklist rubric for ccriteria \*\*see below |
|  Expected Duration: This lesson should take 3 one hour classes to complete, and an aadditional class to present as a whole group. |

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| **Lesson Procedure Day 1, 2 and 3** |
| Tools & Tech req’d-Individual student iPads Access to Apple tv Tinkercad app- PDF novels - paper based supplies (if requested by students) ClayColored pencilsBristol board | \*\*It should be noted that we have finished reading the novel.**Teacher Instruction**1. Handout *The Utopian Community Project* Outline. (see outline attached at the end of this lesson plan)
2. Read and discuss criteria with the students.
3. Students can either work individually, with a partner or with a group of three.
4. Students are free to decide how they will present their community to the class. (ie: make a video, PPT, diorama, poster etc), but it would be recommended to try using

 Tinkercad to make the overview of their community. (this may require an extra day for working to become familiar with the program, watching tutorials, and playing around with ideas. This is a free app)**Modifications:** for some students/groups, instead of completing all 10 categories, they could choose 6. **Student Activity:**Students, using the outline as a guide, will use 3 classes provided to work on constructing their ideal community. Teacher will monitor the room and provide guidance and feedback to the students during this working time.  |
|  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 Teacher needs access  To SurveyMonkey |   **Lesson Procedure Day 4** 1. Allow students 10 minutes or so to prepare for their persuasive presentations.
2. Students will present their communities to the whole class. The student audience may want to record any interesting points about the communities presented. (After everyone is finished, students can refer to their notes to help them decide which community to live in and why.)
3. Students will then vote on which community they think is the best by logging on to a SurveyMonkey created by the teacher ahead of time. It is a one question vote….check off the name of the community in which you would want to live. Depending on time, students could also write a journal entry to explain their reasons why they would want to live in a certain community.
4. There could even be a prize for the most voted community.
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**The Giver Utopian Community Project**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A utopia is defined as an ideally perfect place.In the novel The Giver, Jonas lives in a utopian world designed to provide food, shelter and safety to the people of the community. If you had to design your “perfect world”, what would it look like? What would life be like for the people who live in your community?

**What would be special about your community that would make other people want to join it?**

You are going to be designing your own utopian world. Your project will include information about the following areas. Under each category, you must supply enough information to inform others of your community and entice them to join.

**⃞ Government:** Every community needs laws, otherwise there would be chaos.

 Name 10 rules or laws in your community.

 -Who makes the laws?

 -How are the laws enforced?

 -Is your community a democracy? A dictatorship? A monarchy?

 -What happens when a person in the community breaks a law?

**You should write at least 10 sentences about your government**.

**⃞ Education:**School is a way of preparing kids to be successful members of the community.

 -What will school be like in your community?

 -What will be taught and what subjects will be required?

 -How will education serve the community?

 -How will schools in your community be different from schools in your

 community now?

**You should write at least 8 sentences about your educational system.**

**⃞ Family:** Think about the families in your utopian community.

 -What are families going to be like in your community?

 -Are the families going to be: Matriarchal– Controlled by the mother

 Patriarchal– Controlled by the father

 Neither matriarchal or patriarchal

 -How many kids should each family have? Is it regulated? Why or why

 not?

 -Does everyone in each family live in the same dwelling? Why or why

 noot?

**You should write at least 8 sentences about the families in your community.**

**⃞ Housing:** Neighborhoods/Individual family dwellings

 -What are the neighborhoods like in your community?

 - Do people live in separate houses? In townhouses? In apartments? In

 tents?

 -Describe the dwellings in your community. Are all of the houses the same or different? Explain why you chose to design the houses and communities that way.

**You should write at least 8 sentences about the housing that you provide for the people in your community.**

**⃞ Employment**:Think about the jobs people must have to help your community function.

 Choose 5 important jobs to describe. For each job, include at least 5 sentences describing

- the title of the job

- the function of the job

- the type of people chosen for the job

-how people are chosen for the job

-how people are trained for the job

Include a picture of what a person employed in this job might look like (uniforms, etc).

**⃞ Money**: Is there a system of money in your community?

 - If the answer is **yes**

: Draw a picture of your money (coins and paper money)

 What is your money called?

 -If the answer is **no**

: Why don’t you have money?

 How do you “pay” people for their jobs?

 How do people get what they need to survive?

**You should write at least 5 sentences on the system of money in your community?**

**⃞ Transportation**: How do people get around in your community? Is there a system of mass transit? Why or why not?

REMEMBER, IF YOUR COMMUNITY IS VERY LARGE, YOU SHOULD HAVE A WAY

FOR PEOPLE TO GET AROUND QUICKLY!!!!

**You should write at least 3 sentences about your system of transportation in your community.**

**⃞ Environment/Climate**:Think about where you would have your community built.

 What is the climate like in your community? Tropical? Arctic? Do the seasons

 change?

 Are there animals in your community? What kinds? Are they pets or wild?

 Why?

**You should write at least 5 sentences about the environment and climate of your community.**

**⃞ Recreation**:What is recreation like in your community?

 How much time do most people spend on recreation each week?

 What do people do for fun in your utopian community?

 Does the government control how people spend their free time?

 How is this different from the way people spend their free time in the community that you live in now?

**You should write at least 5 sentences about recreation in your community**

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**⃞ Technology**: How does your community view technology?

 Are they technologically advanced? Do the people live a more simple life?

**You should write at least 3 sentences about the technology in your community.**

**Additional Information:**

**⃞** Name your community. BE CREATIVE!!!!!!

**⃞** Design a flag for your community. Think about color symbolism.

**⃞** Draw an overview map of your community. Make sure to label:

- Houses

-Schools

-Business district (stores, etc.)

-Roads

-Government buildings

-Areas for recreation

-Any additional areas that are important for your community

When creating your utopian community, be creative and unique.. The “perfect” society would only expect that...right???

You will be presenting your finished communities to the rest of the class. The goal of your presentation is to persuade the people in your class to be a part of your community. So, be persuasive and make your community look appealing!

Utopian Community Project Rubric 55 total points

Group Member Names:

Community Name: /2 pts

Flag – creative, complete and representative of community: /3 pts

Overview Map- organized, neat, and representative of community: /5pts

Topics Covered – detailed, descriptive and comprehensive: 5 points each (typed, turned in, amount requested per category)

Government: /5

Housing: /5

 Education: /5

 Family: /5

 Environment: /5

Recreation: /5

Money: /5

Transportation: /5

Employment: /5