

## Unit 5: The Threat of Dehumanization

<b>Unit #:</b>	APSDO-00017573	<b>Duration:</b>	5.0 Week(s)	<b>Date(s):</b>	
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**Team:**  
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**Grades:**  
 10

**Subjects:**  
 English Language Arts

### Unit Focus

In this Honor-only unit, dependent on remaining instructional time, students will explore ideas of perspective (objective vs. subjective truth), the manipulative effects of argument and rhetoric (e.g., propaganda), the tension between individual freedom vs. the collective good, how people use and maintain power over others, the relationship between language and thought, and the effects of technology on individuals as well as society as a whole. Students will read the primary text as well as timely secondary texts that relate the primary text to the contemporary world, and will engage in a number of learning strategies which may include maintaining a reading journal. Summative assessments may include: a research driven comparative essay and/or individual contributions in Socratic Seminar(s). The primary instructional materials for this unit will be: *Nineteen Eighty Four* (George Orwell novel).

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p><b>None</b>  <i>English Language Arts: 10</i></p> <ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>2000062</i></li> </ul> <p><b>Common Core</b>  <i>English Language Arts: 10</i></p> <ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</li> </ul>	<p><b>T1</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T2</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T3</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T4</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T5</b></p> <p>Thematic: Students will be able to examine through literature how people can negotiate individualism within a larger community.</p>
	<b>Meaning</b>

<p>inferences drawn from the text. <i>CCSS.ELA-LITERACY.RL.9-10.1</i></p> <ul style="list-style-type: none"> <li>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 <i>CCSS.ELA-LITERACY.SL.9-10.1</i></li> <li>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.9-10.2</i></li> <li>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>CCSS.ELA-LITERACY.RI.9-10.6</i></li> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <i>CCSS.ELA-LITERACY.W.9-10.8</i></li> <li>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <i>CCSS.ELA-LITERACY.RL.9-10.9</i></li> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>CCSS.ELA-</i></li> </ul>	<b>Understandings</b>	<b>Essential Questions</b>
	<p><b>U1</b> (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p><b>U2</b> (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p><b>U3</b> (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p><b>U4</b> (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p><b>U5</b></p> <p>Language and rhetoric function as a method of expression as well as control in society</p> <p><b>U6</b></p> <p>Society pressures people to sacrifice individuality for many reasons.</p> <p><b>U7</b></p> <p>Sometimes what is taken as objective truth is reliant upon perspective and can be manipulated and/or changed over time.</p> <p><b>U8</b> (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p>	<p><b>Q1</b> (Q105) What is the text really about (theme, main idea)? (K-12)</p> <p><b>Q2</b> (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p><b>Q3</b> (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p><b>Q4</b> (Q806) How do my purpose, task, and audience influence the way I publish/present my findings? (3-12)</p> <p><b>Q5</b> (Q805) How do I make sense of sources that present different views? (4-12)</p> <p><b>Q6</b></p> <p>How do people use and maintain power over others?</p> <p><b>Q7</b></p> <p>How do people negotiate the conflict between individual freedom and the collective good?</p> <p><b>Q8</b></p> <p>What is truth? How can the perception of truth change?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skills</b>
	<p><b>S1</b></p> <p>Identify and think critically about propaganda, totalitarianism, panopticism, socialism,</p>	

<p><i>LITERACY.W.9-10.9</i></p>		<p>subjective vs objective truth, the effects of technology, and the relationship between language and thought</p> <p><b>S2</b></p> <p>Identify purpose and audience when creating text</p> <p><b>S3</b></p> <p>Analyze theme in relation to multiple texts</p> <p><b>S4</b></p> <p>Demonstrate an understanding of unit-based vocabulary</p>
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