

## UNIT OF STUDY

Title: Researching a Utopian Society (5) Subject/Course: English <b>(Pre-AP Bolded)</b> Length: 4 weeks Topic: Designing a research project from The Giver ( <b>Fahrenheit 451</b> ) Grade: 9 Designer: Ellen Hope	
<b>UNIT GOALS AND EXPECTATIONS</b>	
<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> There is more to reading than just reading. There are many different strategies that can aid in comprehension or remembering what was read. Utopia is a perfect society.	<b>ESSENTIAL QUESTIONS:</b> What is the purpose of reading? How can reading be aided so that comprehension is better? How do these strategies help different students comprehend? Why do we read varying types of texts/books? How are utopias unrealistic? Why do societies strive to be utopias?
<b>STUDENT LEARNING EXPECTATIONS:</b> Ongoing SLEs IR.12.9.1 Generate open-ended questions to select a topic IR.12.9.2 Establish a focus for research, and design a research plan to answer a specific question IR.12.9.3 Determine the purpose of using different research tools to access multiple sources IR.12.9.4 Use a variety of electronic sources to access information IR.12.9.5 Assess the credibility of authors and reliability of sources and information gathered from Web sites (i.e. author credentials, author biases, copyright dates, etc.) distinguishing between fact and opinion R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note-taking, outlining, questioning, creating graphic organizers, and annotating R. 10.9.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, handbooks, agendas, labels, warnings, and directions	IR.12.9.11 Summarize, paraphrase, and/or quote relevant information IR.12.9.12 Create research products such as: oral presentations, reports, essays that structure ideas in a sustained and logical fashion IR.12.9.6 Identify methods used to verify the accuracy and usefulness of information IR.12.9.7 Distinguish between primary and secondary sources IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism IR.12.9.9 Differentiate among paraphrasing, summarizing, critiquing, and plagiarizing R.9.9.12 Use logic to define fallacies and identify fallacies in both inductive and deductive arguments R.9.9.13 Identify and discuss a position using concepts gained from reading (i.e. debate, discussion, position paper, etc)
<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> Define utopia, dystopia, euphemism, symbolism	<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b> Compare/contrast utopian/dystopian society Determine the factors of utopia/dystopia Create a research project over utopia/dystopia Differentiating among reading strategies
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Giver Test Utopia Compare/Contrast Essay ( <b>analysis of differing utopian ideas</b> ) <b>Fahrenheit 451 Test (using AP question stems)</b>	

<p>Traditional Assessments:</p> <p>Open response over Utopia OR over imagery <b>OR over arguments (appeals)</b></p>	<p>Other Evidence of Learning:</p> <p>Anticipation guide Construction of 3 level questions Research project over Utopian Society/ Utopia webquest Cube Analysis of Utopia/Giver Design a utopian society—switch with a partner and show the dystopian tendencies</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Unit information: This unit will teach students about utopian society. It will give them the chance to explore worlds unlike their own and discuss the differences—how they work/fail.</p> <p>Read aloud <i>The Giver</i> by Lois Lowry <b>Read Fahrenheit 451 by Ray Bradbury</b></p> <p>Anticipation guide for <i>The Giver</i> (F451)</p> <p>Cube analysis of <i>The Giver</i> (F451—turn into short writing)</p> <p>3 Level Questioning during discussion/testing</p> <p>Cornell note-taking throughout for gaining new information</p> <p>Double-entry journaling to prepare for discussion</p> <p>3/2/1 Response as exit or entrance slips</p> <p>Interrupted reading/discussion method (stop reading to discuss, question, contemplate, write to a specific prompt, etc)</p> <p>Bell ringers throughout admit slips, annotation, etc.</p> <p>Utopia web quest</p> <p>Jigsaw over author information or introduction information</p> <p><b>Annotation of introduction and text</b></p> <p><b>Analysis of utopian terminology/ideology</b></p> <p><b>Research utopian writing—choose one to present to class showing differences between F451, reasoning, appeals, etc</b></p> <p>Summarize/Paraphrase/GIST for Utopian information --relate to Twitter (tweets=140 characters or less for information)</p> <p>Lit Lab book assessment (container project, newspaper article, collage project, author research, etc)</p>	<p>Elements of Literature</p> <p><i>The Giver</i> + resource guide</p> <p>Analysis Cube</p> <p>Author article</p> <p>Internet articles on <i>The Giver</i>/LL/utopian society</p> <p>Janet Allen strategy flip chart</p> <p><b>F451 + Resource guide</b></p>

Career Connections
Researcher, Philosopher, Author,