

Grade Level/Subject 7 Unit 8
Dystopias: Control and Conformity within Societies
Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.7.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	Transfer	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <p>Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.</p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</p> <p>Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Dystopian societies are built from exaggerated social and political issues and conflicts from real world societies and issues - Governments control individuals through a variety of persuasive methods, such as propaganda techniques 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do governments control groups of people? Why do people listen to authority? Why do people obey unjust leaders?</p> <p>What powers should be held by citizens versus governments?</p>

<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> - Different social pressures, such as obedience to authority and conformity, cause people to follow societal rules and norms - It is okay for individuals to agree to disagree 	<p>What persuasive techniques are used by governments and advertisers to influence large groups of people or opinions?</p> <p>How do real life and historical societies reflect the characteristics of dystopian worlds?</p> <p>What connections can we draw connections between imagined universes and real-world dystopian ideals?</p> <p>How do I share my opinions respectfully in a debate setting?</p>
Knowledge and Skills Acquisition		
	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How to identify propaganda techniques and design effective advertisements for the purpose of persuasion - Debate format and ways to participate effectively and respectfully - How to draw connections between fiction texts and nonfiction experiences <p>VOCABULARY</p> <ul style="list-style-type: none"> - propaganda (including techniques, such as bandwagon, glittering generalities, testimonial, etc.) - Obedience, conformity, authority 	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying and using persuasive propaganda techniques to convince an audience to act a specific way - Comparing and contrasting fiction and non-fiction texts - Debating through verbal and written formats effectively - Presenting information through digital and print methods

		<ul style="list-style-type: none"> - Communism, fascism, totalitarianism, dictator - Dystopia, Utopia - Additional vocabulary per selection 	
Stage 2 – Evidence			
Code	Evaluative Criteria	Assessment Evidence	
A/M/T			
T	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - A presentation evaluating the change between a character from the exposition to resolution of a story - A final project examining real-world connections to dystopian communities (research or creative writing based) 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> • Character Change Analysis <ul style="list-style-type: none"> ○ Create a print or digital presentation analyzing how your protagonist changed throughout the novel. ○ Include at least 3–5-character traits, text evidence, and analysis for each trait • Final Project (Choose One) <ul style="list-style-type: none"> ○ Creative Writing Project: Design a utopian (dystopian) society <ul style="list-style-type: none"> ▪ Create a description of the society, government, propaganda, and laws ▪ Create a visual (website, PowerPoint, Prezi) presenting the parts of your project ▪ Reflect: Is your society a true utopia? How does it relate to dystopian characteristics? ▪ MLA citations for images, outside resources ▪ Optional: Present projects ○ Nonfiction Research Project: Compare and contrast a current or historical society to a dystopian society <ul style="list-style-type: none"> ▪ Research government structure, laws, and social norms of a historical totalitarian government ▪ Create a visual (website, PowerPoint, Prezi) presenting researched information ▪ Reflect: How does it connect to the characteristics of a dystopian society? 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Reference vocabulary notebook -Graphic organizers -Medium of project -Peer feedback -Length of project -Rubrics -Final project determined by class needs

		<ul style="list-style-type: none"> ▪ MLA citations for images, outside resources ▪ Option: Compare two societies to each other (different government forms, such as Communist vs. Fascist) ▪ Optional: Present projects 	
A M	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - Correctly define vocabulary in context - Correctly answer questions about a novel's plot, characters, and conflicts 	<p>OTHER EVIDENCE</p> <p>Quizzes</p> <p>One quiz for each of the major unit components, including:</p> <ul style="list-style-type: none"> - Vocabulary (multiple choice, matching, fill-in-the-blank, short answer) - Novel comprehension (plot, characters, conflicts) and connections to class concepts, such as propaganda application and obedience/conformity (multiple choice, short answer) 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers -reference vocab. notebook -multiple choice limit (3 vs. 4) -word banks