Dystopia Discussions

Plans for what is about to come... in this unit, not necessarily like, bleak dark future stuff... yeah...
Today’s Goals and Focus questions:

• Determine ways in which people decide which books to read
• Introduce Literature Circle for Unit 2
• Provide an overview of requirements, design, set-up, and scheduling for the next month and half
• Provide selections of books for Lit Circles
• Begin making choices

• What can we use to identify a book we might be interested in reading?
• What are Literature Circles?
• Which books am I allowed to choose from?
How do we choose books?

Brainstorm
Length/Thickness

• Some people are daunted by large volumes and stay away
• Others are drawn into the length
• The physical thickness of a book can draw you in or away
Story synopsis

• The Back cover

inside flap
Reviews

• Online, from friends, or back cover

**TSS Reviews**

'Like the very best short fiction, Macdonald gave us specific details (in this case, about car racing) in a way that felt universal and immediately relevant; she spoke of 'a long, low itch for the hard times and the fast times' as she aged.'

- Abi Hynes, reviewing live event *Verbose* (Manchester)
MRS. DALLOWAY said she would buy the flowers herself.

For Lucy had her work cut out for her. The doors would be taken off their hinges; Rumpelmayer's men were coming. And then, thought Clarissa Dalloway, what a morning—fresh as if issued to children on a beach.

What a lack! What a plunge! For so it had always seemed to her, when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning; like the flap of a wave; the kiss of a wave; chill and sharp and yet (for a girl of eighteen as she then was) solemn, feeling as she did, standing there at the open window, that something awful was about to happen; looking at the flowers, at the trees with the smoke winding off them and the tools rising, falling; standing and looking until Peter Walsh said, "Musing among the vegetables!"—"was that it?—"I prefer men to cauliflowers!"—was that it? He must have said it at breakfast one morning when she
About the Author

Math Monahan

Born in Phoenix, Arizona, Math moved to Wisconsin in his early teens. After growing up to walk across the Lower Michigan Lake, Math's passion for writing began with his high school English class. He later attended the University of Michigan, where he studied English and philosophy, which fueled his love for reading and understanding the complexities of human nature. In his free time, Math enjoys exploring the outdoors and is an avid hiker. He is currently working on his first novel, inspired by his experiences and his love for exploring the unknown.

Math believes that every story is a window into the human experience, and he hopes to share his insights and perspectives with the world through his writing.
Cover
Keep this information in mind...

• Today... you are about to use it!
Dystopia Literature Circles

& major project details for quarter 2!
DYSTOPIANS HAVE NO CHOICES...

But you do!
Quick Preview:

• We will read “Anthem” as a class to learn about dystopian novels and how to conduct lit circles.
• Then we will begin with Literature Circles
• You will get to choose the novel you read
• You will not get to choose your groups
• You will meet 8 times to discuss your novel while participating in a particular role
• The Circles will conclude with a presentation to the class
• This will take place mostly in class from now until beginning of December (check your calendar and/or my website)
PRE-Goals:

• Reading Anthem as a class
• Tomorrow= introduction
• Anthem is a Novella, so it is rather short
• We will use Anthem as our spring-board to talk about other dystopian texts and as a basis for comparison
• Anthem is as dystopian as it gets!
• Posterchild for dystopia= if you don’t know dystopia or haven’t read it, this book will help you and give you something to compare your lit circle book to.
• We will first read Anthem as a class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>15</td>
<td>UNIT 1 TEST</td>
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<td></td>
<td>- 4pm Tutoring PM</td>
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<tr>
<td>16</td>
<td>Introduction to Literature Circles</td>
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<tr>
<td>17</td>
<td>Anthem Ch 1</td>
<td>Introduction to Anthem</td>
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<td>- 8am **Tutoring AM</td>
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<td>18</td>
<td>Anthem Ch 2</td>
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<td>19</td>
<td>Anthem ch 3, 4</td>
<td>Turn in Signed Lit Circle Selection</td>
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<td>Anthem ch 5, 6</td>
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<td>23</td>
<td>Anthem ch 7</td>
<td>ENG 1 ONLY F451 ch 1 Quiz</td>
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<td></td>
<td>Grammar Test: Parts of Speech</td>
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<td>24</td>
<td>Assign Lit Circle Books/Roles</td>
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<td>25</td>
<td>Anthem Ch 8</td>
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<td>26</td>
<td>Anthem ch 9</td>
<td>Last day to turn in missing/late assignments</td>
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<td>- 8am ***Tutoring AM</td>
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<td>29</td>
<td>Anthem ch 10, 11</td>
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<td></td>
<td>Picture Day rescheduled</td>
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<td>- 4pm Tutoring PM</td>
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<td>30</td>
<td>Anthem ch 12</td>
<td></td>
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<td></td>
<td>ENG 1 ONLY F451 Ch 2 quiz</td>
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<tr>
<td>31</td>
<td>Ray Bradbury, Marionette Inc.</td>
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<td></td>
<td>Ray Bradbury, The Pedestrian</td>
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<td>Ray Bradbury: The Veldt</td>
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<td></td>
<td>Happy Halloween!</td>
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<td>Nov 1</td>
<td>Common Themes in Dystopias</td>
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<td>2</td>
<td>No School</td>
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<td>5 Propaganda</td>
<td>6 Lit Circle 1</td>
<td>7 Propaganda mini Project</td>
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<td>- 4pm Tutoring PM</td>
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<td>12 NO SCHOOL</td>
<td>13 Lit Circle 3</td>
<td>14 Propaganda Mini Project</td>
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<td></td>
<td>• Grammar Test: Sentences</td>
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<tr>
<td>19 Dystopia in Film</td>
<td>20 Lit Circle 5</td>
<td>21 Fall Break</td>
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<td>• 4pm Tutoring PM</td>
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<tr>
<td>26 Computer lab 32</td>
<td>27 Lit Circle 6</td>
<td>28 Computer lab 32</td>
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<td>• 4pm Tutoring PM</td>
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<tr>
<td>3 Computer lab 26</td>
<td>4 Lit Circle 8</td>
<td>5 Unit 2 Test</td>
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</tbody>
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Goal #1 Literature Circle: Unit Novel

• For this project, you and your classmates will be forming groups of six (one group of 4).

• Each group will be responsible for reading one dystopian novel together.

• Groups will meet in class on Tuesdays and Fridays over the next few weeks to read and discuss their novels together, for a total of eight meetings.

• The final Tuesday of our Literature Circle meetings will be designated for work on group presentations.

• I will give you additional time in class to design these presentations.
#dystopiansquadgoals

• The primary goal of your group will be to read and explore a dystopian novel.
• You will need to work together to make sure that everyone is reading and understanding the text.
• I will be facilitating your discussions, but it will be as if each group is teaching each other your book; I’m here to guide you.
Which books? Listed, but hang on...

• I will preview these texts with you in class in a little bit.
• Each of you will make a TOP 3 list of the texts according to your interest in reading them.
• Please choose a book you haven’t read before. It’s okay if you’ve seen the movie (if there’s one), but really try to stretch yourselves.
• I will collect your choices and assign texts and groups based upon them.
• Choosing books on your friend’s choices won’t guarantee that you’ll get to work with your friends. BE INDEPENDENT. You won’t have this opportunity very often to choose what you want to read in this class.
• I will try to assign you one of your top two choices.
• Keep in mind, some of these texts if you choose to do them, may require purchasing them or borrowing them from our library. (these have been noted)
Before you decide, let me explain more...

• You will have Roles in your groups
  • To help you stay on track in discussion (how do we begin talking about a book?)

• You will each take turns filling the roles on the next page in your meetings.

• These are the specific duties of each role, but remember that all members must participate in discussions and inquiries beyond these duties.

• If you do the reading, you will have plenty of exciting topics to discuss.
Meetings and Roles

• The week before meetings begin, we will spend some time in class to discuss the planning of reading and roles.

• Packet=list the dates of the meetings. You will get to decide how much reading you should do for each lit circle meeting; not your teacher!

• Keep in mind you must finish your book by the 7th meeting.

• Each group member must take on each role at least once over the course of your meetings and all six roles must be filled during each meeting. (unless a group of 4...)

<table>
<thead>
<tr>
<th>Meeting Dates Below:</th>
<th>Tuesday</th>
<th>Friday</th>
<th>Total pts</th>
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</thead>
<tbody>
<tr>
<td>1. Nov. 6th</td>
<td>8 Checks</td>
<td>2. Nov 9th</td>
<td>7 Checks</td>
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<tr>
<td>3. Nov. 13th</td>
<td>8 Checks</td>
<td>4. Nov 16th</td>
<td>7 Checks</td>
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<td>5. Nov 20th</td>
<td>8 Checks</td>
<td>Holiday</td>
<td>24</td>
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<tr>
<td>6. Nov. 27th</td>
<td>8 Checks</td>
<td>7. Thurs** Nov. 29th</td>
<td>7 Checks</td>
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<tr>
<td>8. Dec 4th</td>
<td>8 Checks</td>
<td>Dec 6th &amp; 7th Presentations</td>
<td>24</td>
</tr>
</tbody>
</table>
• Members should come prepared to fill their assigned role before meetings.

• All information **should be written down BEFORE class**.

• Come to your meetings prepared to discuss the book, the information you’ve gathered, and any insights you have for the group.
<table>
<thead>
<tr>
<th>Role Name</th>
<th>Role Duties</th>
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<tbody>
<tr>
<td>Artful Annotator:</td>
<td>will keep record of the discussion. This may include creating an artistic representation of key ideas your group tapped into and will include written summary/notes from your meeting. You will also hold your group accountable for completing the readings and the meeting.</td>
</tr>
<tr>
<td>Bridge Builder:</td>
<td>will make connections between the reading and event of one’s own life, society, or world from the past or present. You will offer your observations and connections and lead others in sharing theirs. You may choose to look up information on the web.</td>
</tr>
<tr>
<td>Character Connector</td>
<td>will chart the growth of the main characters in the story. Your goal is to keep record of character changes as well as make connections to how the author uses the character to advance the plot, interact with other characters, and develop the theme. You will offer your findings to the group, as well as chart any added information gathered from group discussions on character growth.</td>
</tr>
<tr>
<td>Discussion Director:</td>
<td>will be responsible for generating at least 3 questions or observations from the reading to generate discussion, keep it going, and keep everyone on task. You will ask the questions, but will receive the input and comments of other group members before giving your own commentary.</td>
</tr>
<tr>
<td>English-lit Explorer:</td>
<td>will identify important passages from the reading and will lead discussion surrounding them. You will respond to the passage and lead other group members in responding to your response and to the text.</td>
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<tr>
<td>Fact Finder:</td>
<td>will research a particular piece of background information on any topic related to your book. This could include author, historical setting, meaning of character names, etc. Students will also compose a list of 5 vocabulary words from this section and provide definitions to the group.</td>
</tr>
</tbody>
</table>
Goal # 2 Literature Circles: Group Presentations
(yes I know this is a lot of information...hold on!)

• During the last week of meetings your literature circle group will **design a visual presentation of your dystopian novel** together. These presentations will “**teach**” the novel to your classmates. Your presentations may be done in **PowerPoint** or some other visual medium your group designs together, such as a **virtual newspaper, comic book version of the novel, or web site.**

• **Presentation format must be approved by me.**

• Presentations should give your classmates a good idea of what the book is about, what its qualities are, and what you think about its meanings. You will want to summarize the novel as well as explore its themes.
• Remember, “some questions for you to think about” are meant to be suggestions to get your project going and to help give you some ways to direct your thinking.

• You need not answer each question explicitly (directly).

• You will, however, need to provide evidence in your projects that you have explored each category above thoroughly.

• You are teaching your novel to an audience and it is up to you to give your audience a good understanding of the novel you read, without spoiling the ending.

• More info later! (we’re talking about presenting in DEC)
Grading:

- Your total checks will be calculated weekly for **weekly grades**.
- I will observe groups during your reading and discussion.
- You will receive a check from me when I observe your constructive participation in group meetings.
- You will receive up to 5 checks from your group members for each meeting.
- You will receive two checks from me if your documentation provides proof that you thoughtfully participated and fulfilled your given role.
- You will receive one check for completing your self-evaluation each Tuesday.
- This means that you have the opportunity to earn up to 8 checks for each meeting (5 other members, two from completing documentation, one from me).
- An additional check each Tuesday (Self Eval.) means you have up to 9 checks on Tuesdays.

I know I did the math wrong when I printed this... I’m sorry... and obviously a group of 4 will look different, and then this would be correct for a group of 5... I made some changes from last year and forgot to fix it!
Whew! That’s a lot. Quick Review:

- We will read “Anthem” as a class to learn about dystopian novels and how to conduct lit circles.
- Then we will begin with Literature Circles
- You will get to choose the novel you read, not your groups
- You will meet 8 times to discuss your novel while participating in a particular role
- You will be graded on actively participating in your group and completing your assigned role.
- The Circles will conclude with a presentation to the class in Dec.
- This will take place mostly in class from now until beginning of December (check your calendar and/or my website)

- Remember, only on Tuesdays and Fridays you will meet for lit circles
- On the other days (MWTh) you will be reading and discussing information to aid you in this unit
Choose your Faction!!!!!
I mean novel!
We’re Previewing:

• Think back to the beginning when we talked about how we choose books.
• Use this to help you as we preview all of the books.
• Each book has a book trailer we will watch.
• There are 10 books to choose from;
• only 6 will be used in each class (based on popular demand)
  • Honors classes all have 34 students: 6 students x5 groups =30 + 4 students
  • = five groups of 6, one group of 4 for a total of six groups, so six books.
Some housekeeping...

• I have some books available for checkout from my personal library (aka, I bought these from my own money or were donated to me last year so pretty please, if you get one, take very, very good care of it!).

• I don’t have enough copies of every book for everyone. On the next slides, I’ll list how much and what I have.
  • You are **not required to have a hard copy of the book**, but it would be beneficial in group discussions for **at least ONE person to have a copy**.
  • For books that I can find an online version for free, I have noted this as well.
  • You each are expected **to gain access to the required reading material** for each lit circle meeting. Please be responsible.
Good news!

• I just found out that I get 25.00$ to buy new books.
• I am planning on this weekend to purchase a few more books for you all.
• I’ll let you know next week which book you’ve been assigned and how many more books I got.
• I’m looking at purchasing the two books I don’t have a lot of.
• Feel free to donate your gently used books! Any of these listed and any high-school level and appropriate texts!
Connor, Risa, and Lev are running for their lives. The Second Civil War was fought over reproductive rights. The chilling resolution: Life in inviolable from the moment of conception until age thirteen. Between the ages of thirteen and eighteen, however, parents can have their child “unwound,” whereby all of the child’s organs are transplanted into different recipients, so life doesn’t technically end.

Connor is too difficult for his parents to control. Risa, a ward of the state, is not talented enough to be kept alive. And Lev is a tithe, a child conceived and raised to be unwound. Together, they may have a chance to escape, and survive.

Given the content of this book, it may not be the best choice for some students.

https://www.youtube.com/watch?v=9IOwAYUt63w
Legend by Marie Lu
(2 copies) $8.50 Amazon, glib: 1 copy & ebook

- What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem.

- This books flips between two characters perspectives, which makes it compelling for both male and female audiences.

- [https://www.youtube.com/watch?v=l6adyUHwUjw](https://www.youtube.com/watch?v=l6adyUHwUjw)
Cinder by Marissa Meyer

(8 Copies) 9.99 on Amazon, glib- 1 copy

- Humans and androids crowd the raucous streets of New Beijing. A deadly plague ravages the population. From space, a ruthless lunar people watch, waiting to make their move. No one knows that Earth's fate hinges on one girl.

- Cinder, a gifted mechanic, is a cyborg. She's a second-class citizen with a mysterious past, reviled by her stepmother and blamed for her stepsister's illness. But when her life becomes intertwined with the handsome Prince Kai's, she suddenly finds herself at the center of an intergalactic struggle, and a forbidden attraction. Caught between duty and freedom, loyalty and betrayal, she must uncover secrets about her past in order to protect her world's future.

- This book is geared towards female audiences.
- One of Ms. B.'s Favorite YA Series
- https://www.youtube.com/watch?v=pXrMAFGWyuE
A hundred years in the future, New York is a city of innovation and dreams. But people never change: everyone here wants something...and everyone has something to lose.

Leda Cole's flawless exterior belies a secret addiction—to a drug she never should have tried and a boy she never should have touched.

Eris Dodd-Radson’s beautiful, carefree life falls to pieces when a heartbreaking betrayal tears her family apart.

Rylin Myers’s job on one of the highest floors sweeps her into a world—and a romance—she never imagined...but will her new life cost Rylin her old one?

Watt Bakradi is a tech genius with a secret: he knows everything about everyone. But when he’s hired to spy by an upper-floor girl, he finds himself caught up in a complicated web of lies.

And living above everyone else on the thousandth floor is Avery Fuller, the girl genetically designed to be perfect. The girl who seems to have it all—yet is tormented by the one thing she can never have.

Perfect for fans of One of Us Is Lying and Big Little Lies, debut author Katharine McGee has created a breathtakingly original series filled with high-tech luxury and futuristic glamour, where the impossible feels just within reach. But in this world, the higher you go, the farther there is to fall....

This book is geared toward female audiences.

Currently Ms. B’s Favorite YA Dystopian Novel.

https://www.youtube.com/watch?v=0hsqg7gT_F4
The Maze Runner by James Dashner

(7 copies) $9.00 Amazon; glib ebook

- When Thomas wakes up in the lift, the only thing he can remember is his name. He’s surrounded by strangers—boys whose memories are also gone. Outside the towering stone walls that surround them is a limitless, ever-changing maze. It’s the only way out—and no one’s ever made it through alive.

  Then a girl arrives. The first girl ever. And the message she delivers is terrifying: Remember. Survive. Run.

- This book is geared towards male audiences.
- There’s a movie!
- Ms. B. currently rereading because <3
- [https://www.youtube.com/watch?v=v325lMtgEi](https://www.youtube.com/watch?v=v325lMtgEi)
Ray Bradbury’s internationally acclaimed novel Fahrenheit 451 is a masterwork of twentieth-century literature set in a bleak, dystopian future.

Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden.

Montag never questions the destruction and ruin his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television “family.” But then he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people didn’t live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television.

This book is a classic dystopian-shorter, but deeper.

There’s a movie!

https://www.youtube.com/watch?v=FNeewJVDUeQ&t=1s
Animal Farm by George Orwell

(18 copies= Enough for all 3 groups)

- “All animals are equal, but some animals are more equal than others.”

A farm is taken over by its overworked, mistreated animals. With flaming idealism and stirring slogans, they set out to create a paradise of progress, justice, and equality. Thus the stage is set for one of the most telling satiric fables ever penned—a razor-edged fairy tale for grown-ups that records the evolution from revolution against tyranny to a totalitarianism just as terrible.

When Animal Farm was first published, Stalinist Russia was seen as its target. Today it is devastatingly clear that wherever and whenever freedom is attacked, under whatever banner, the cutting clarity and savage comedy of George Orwell’s masterpiece have a meaning and message still ferociously fresh.

- This books is a satire, which may be harder for some students to conceptualize.
- There’s a movie!
- [https://www.youtube.com/watch?v=m7fvs48AGGg](https://www.youtube.com/watch?v=m7fvs48AGGg)
The Hunger Games by Suzanne Collins
(18 copies Enough for all 3 groups)

• In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.

• This book is good for students looking to read a lengthier novel if they’ve been too scared to in the past.

• There’s a movie!

• https://www.youtube.com/watch?v=LwnGBRPxmEk
In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut--young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training.

Is Ender the general Earth needs? But Ender is not the only result of the genetic experiments. The war with the Buggers has been raging for a hundred years, and the quest for the perfect general has been underway for almost as long. Ender's two older siblings are every bit as unusual as he is, but in very different ways. Between the three of them lie the abilities to remake a world. If the world survives, that is.

This book is mostly Sci-Fi, so readers need to dig deep to uncover the dystopian aspects.

There’s a movie!

https://www.youtube.com/watch?v=4bs9IOA76uQ
Three hundred years in the future, the government provides for everything, including plastic surgery operations. Everyone on their sixteenth birthday receives the “pretty” operation which transforms them into the society's standard of beautiful. After the operation, new Pretties cross the river that divides the city and lead a new life with no responsibilities or obligations. There are two other operations available, one to transform Pretties into “Middle-Pretties” (adults with a job), and another to transform Middle-Pretties into "Crumblies".

Former cities have decayed after bacteria infected the world's petroleum, making it unstable. The old society, so dependent on oil, fell apart when cars and oil fields exploded and food could no longer be transported. People who lived before this catastrophe are called "Rusties." Tally Youngblood is almost sixteen. Like every other Ugly, she awaits the operation with great anticipation. Her best friend, Peris, has already had the operation and, motivated by her desire to see him, Tally sneaks across the river to New Pretty Town. From there, Tally begins her journey of learning the price that is payed to be a Pretty.

This book is suited for 9th grade level readers.

The author just released another book series set in this world! (Also, one of Ms. B’s favorite YA authors.)

https://www.youtube.com/watch?v=zt3L2GnPchY
sources

• Amazon.com
• Goodreads
• Katie Davis’s conceptual Unit plan