

# GENRE STUDY OF DYSTOPIAN FICTION



**Name:**\_\_\_\_\_

**Teacher:**\_\_\_\_\_

**Period:**\_\_\_\_\_

# PURPOSE

**"Once students know that there are different genres, they need to find out how to navigate through each kind of text to find the information they seek. ... Learning about the features of different genres helps readers recognize what they are reading and quickly adjust their reading styles. ... As students become more skilled, they can use the features of different genres to help them learn information quickly and efficiently" – Emily Kissner, ASCD**

**Through this unit, you will learn the features of the Fiction genre in order to read in the RCF genre more strategically. You will also learn the purposeful steps an author takes to create his/her work. Finally, you will look at themes in text and determine how the author portrays the message of his or her text. This unit will also help to build stamina in reading.**

# TASK

**As a class, we will read *The House of the Scorpion* by Nancy Farmer looking for elements of Dystopian Fiction. At the same time, you will read approximately FOUR books of your own choosing in the Dystopian Fiction Genre. We will analyze all texts in regards to the setting, characters, and plot.**

# OUTCOME

**By the end of the unit, you will have read between 3-6 examples of Dystopian literature.**

**By the end of the unit, you will compose two pieces of writing:**

- 1. A five-paragraph Comparative Literary Analysis where you compare the themes of two pieces of Dystopian Fiction, specifically looking at literary elements.**
- 2. A piece of creative writing in the Dystopian Fiction genre, using the information we criteria we determine as a class.**

# DYSTOPIAN FICTION

## Dystopian Fiction: Nightmares and Illusions

Writers of dystopian fiction speculate about societies that are harsh and oppressive. Some are ruled mercilessly by powerful tyrants, while others may appear perfect on the surface but are nightmarish in reality. Heroes of dystopian fiction often find deep-rooted problems in their society that others ignore or simply do not see. Some wish to destroy the awful system in which they live, thereby restoring a healthy order to the world, while others merely want to escape. Choose a dystopian story to read. As you read, think about the world the author has created and the issues that characterize it.

### Setting

#### Setting as Antagonist

Society at large is often the primary antagonist in dystopian fiction. Think about this dystopian society as if it were a character. Answer the following:

Where and when is it located?

Describe its hierarchy/structure.

How is it harsh or oppressive?

Who benefits from this system? Who suffers?

What are its strengths?

Weaknesses?

How and why did it become a dystopia?

What was society like before?

Why do people tolerate the system?

### Character

#### Protagonist/Hero

Who is the main character?

How is he/she different from other people in this society?

How & why does he/she become a hero?

Describe his/her:

- Physical characteristics
- Place in society
- motivations
- strengths
- weaknesses

#### Antagonist/Villain

Who is in conflict with the hero? What stake does he/she have in maintaining the

oppressive system?

Why? Describe his/her:

- Physical characteristics
- Place in society
- Motivations
- Strengths
- Weaknesses

#### Supporting Characters

Does the hero have loyal friends or companions that help him/her? What role do they play? Why?

### Theme & Plot

#### Author's Purpose

Why do you think the author wrote this book? What was his/her theme, message, moral or lesson for you, the reader?

#### Basic Conflict: Individual vs. Society

What does this story say about freedom, individuality, conformity, and the "greater good"? Give pros and cons or each. Is everyone's idea of utopia the same? Why or why not?

#### Plot

Outline the key events in the story in chronological order. Identify the rising action, climax, and falling action in the story.

#### Current Issues

Does this story remind you of an issue in the real world? How might this issue lead to a dystopian society in our own future?

# DYSTOPIAN VOCABULARY

## Dystopian Themes & Motifs

- apathy
- blood Sports
- brutality
- cautionary tale
- class/caste system
- conformity
- constant surveillance
- dehumanization
- escape
- fear-based rhetoric
- fear of the natural world
- greater good
- illusion of utopia
- intuition of wrongness
- isolationism
- lack of due process of the law
- political figurehead
- propaganda
- outcast/outsider
- restricted information
- social conditioning
- social & cultural critique
- state control
- summary justices
- unquestioning acceptance of status quo

## Types of Dystopian Control

- bureaucratic control
- corporate control
- philosophical/religious control
- technological control

## Dystopian Political Terms

- authoritarian
- conspiracy
- despot
- dictatorship
- dissent
- due process
- dystopia
- egalitarianism
- freedom
- government
- ideology
- independent
- inequality
- injustice
- rebellion
- reform
- regime
- resistance
- revolt
- revolution
- theocracy
- totalitarian
- tyrant
- uprising

## Dystopian Social Terms

- coercion
- collusion
- contamination
- cultural values
- deprivation
- desensitized
- exploitation
- fanaticism
- fundamentalism
- hope
- individuality
- innocence
- manipulation
- oppression
- perception
- perspective
- privilege
- stability
- subversive
- uniformity

## Dystopian Causes

- climate change
- conquest/invasion
- environmental disaster
- infertility
- overpopulation
- scarcity of resources
- social decline
- technology
- the shifting baseline

**PREDICT:**  
**What is Dystopian Fiction?**

# VOCABULARY AWARENESS CHART – UNIT 1 – QUIZ DATE: \_\_\_\_\_

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
PHANTOM					
APPALLED					
VAST					
CLONE					
MALICIOUS					
CONVEY					
COWER					
VAIN					
SULLEN					
TRUNDLE					



# LITERARY ELEMENTS IN **DYSTOPIAN FICTION**

Essential Question:

	Core: <i>The House of The Scorpion</i> by Nancy Farmer	Independent: Title: Author:	Others: Examples of other texts in this genre (from group conversation)
<b>SETTING</b> <ul style="list-style-type: none"><li>• Physical</li><li>• Temporal</li><li>• Culture/Society</li></ul>			
<b>Generalization/Summary: What is true about SETTING in Dystopian Fiction?</b>			

# HOMEWORK: SETTING WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

**Prompt:** What element of the setting will be most important to your independent reading book? Why? Use evidence from the text to support your response.

## Rubric:

**3 points – Claim/Topic sentence –** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

**3 points – Evidence (Data) –** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim  
**YOU MUST USE PROPER CITATIONS –** “Direct Quote from your novel” (Author’s Last Name Page #).

**3 points – Reasoning (Warrants/Backing) –** Use valid reasoning to explain how the evidence leads to the claim.

## Example:

The social setting of the book *A President’s War* by Eric Goszyk is the most important literary element because it creates a society in which the poor are at a disadvantage and do not have basic necessities. When the main character, Joanne, goes to the outdoor market, she is told, “Get away from here you migrant!” (Goszyk 14). Joanne is unable to get food for her family which puts her at a disadvantage and leads her to a life of crime.

**REMEMBER:** You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.

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# LITERARY ELEMENTS IN **DYSTOPIAN FICTION**

Essential Question:

## CHARACTERS

- Protagonist
- Antagonist
- Supporting Characters (side-kick, mentor, minor characters, minions)

**Core:**  
*The House of the Scorpion*  
by Nancy Farmer

**Independent:**  
Title:  
Author:

**Others:**  
Examples of other texts in this genre  
(from group conversation)

**Generalization/Summary: What is true about CHARACTERS in Dystopian Fiction?**



# HOMEWORK: CHARACTER WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

**Prompt:** Who will be the most important character in your independent reading book? Why? Use evidence from the text to support your response.

## Rubric:

**3 points – Claim/Topic sentence –** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

**3 points – Evidence (Data) –** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim  
**YOU MUST USE PROPER CITATIONS –** “Direct Quote from your novel” (Author’s Last Name Page #).

**3 points – Reasoning (Warrants/Backing) –** Use valid reasoning to explain how the evidence leads to the claim.

## Sample:

The character Joanne in the book *A President’s War* by Eric Goszyk is the most important character because she is the protagonist and the other characters rely on her for guidance. When she is put into jail, the other characters feel “lost and dismayed by Joanne’s imprisonment. They didn’t have enough food to last them much longer” (Goszyk 28). Joanne’s family is dependent on her for food and also that they seem lost without her. Because she is in prison, they have difficulty moving forward and this leads to the conflict.

**REMEMBER:** You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.



# LITERARY ELEMENTS IN **DYSTOPIAN FICTION**

Essential Question:

	Core: <i>The House of the Scorpion</i> by Nancy Farmer	Independent: Title: Author:	Others: Examples of other texts in this genre (from group conversation)
<b>PLOT</b> <ul style="list-style-type: none"> <li>• Central Conflict</li> <li>• Resolution</li> <li>• Rising Action</li> <li>• Falling Action</li> <li>• Subplot</li> </ul>			
<b>Generalization/Summary: What is true about PLOT in Dystopian Fiction?</b>			

# HOMEWORK: PLOT WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

**Prompt:** What is the most important episode/incident in your independent reading book? Why? Use evidence from the text to support your response.

## Rubric:

**3 points – Claim/Topic sentence –** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

**3 points – Evidence (Data) –** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim  
**YOU MUST USE PROPER CITATIONS –** “Direct Quote from your novel” (Author’s Last Name Page #).

**3 points – Reasoning (Warrants/Backing) –** Use valid reasoning to explain how the evidence leads to the claim.

## Example:

The most important event in the book *A President's War* by Eric Goszyk is when the main character, Joanne, meets Rachel in jail. When Joanne meets Rachel she is stunned by Rachel's plan to escape: "The plan was crazy, but Joanne was desperate" (Goszyk 36). Joanne is desperate to escape because she needs to feed her family but also that she is thinking differently about the justice system since she's willing to break the law to escape. This change in Joanne, combined with Rachel's influence, is what causes her later to start a revolution against the government, which is the central conflict in the story.

**REMEMBER:** You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can't, won't, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.

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# SO...WHAT IS DYSTOPIAN FICTION?

**Write a definition of this genre from your summaries on pages 6,8, and 10.**

[illegible]

# STATEMENT OF THEME

Essential Question:

Text: *The House of the Scorpion*

Author: Nancy Farmer

Character(s)			Plot
Protagonist(s)	Antagonist(s)	Other Characters(s)	Central Conflicts/Problems?
Setting			
Physical		Social/Cultural	

# STATEMENT OF THEME

**Theme(s)**  
**Using page 13,**  
**What lessons/messages/**  
**points/themes/morals can you**  
**infer from these literary**  
**elements?**

**Generalization/Summary: What is true about THEMES in Dystopian Fiction?**

# HOMEWORK: THEME WRITING PROMPT

Directions: Respond to the following prompt. Please use the example and rubric to guide your writing.

**Prompt:** What is the most important theme in your independent reading book, so far? Provide evidence from the text and reasoning to support your answer.

## Rubric:

3 points – Claim/Topic sentence – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.

3 points – Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – “Direct Quote from your novel” (Author’s Last Name Page #).

3 points – Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim.

## Example:

The theme of the book *A President’s War* by Eric Goszyk is when people feel controlled, they will rebel. When Joanne realizes that the government controls aspects of her life and she has no voice, she decides to rally those closest to her to begin a revolt. She tells her sister Rachel, “We have to do something bigger than they’d imagine. We have to get control back and stop them from taking over our lives. We have lost everything, including the will to live. We must take our lives back” (Goszyk 58). Joanne is desperate to gain control back; she is a character with talents, opinions, individual thought, and creativity who feels the basic need to express herself and not be controlled by others

**REMEMBER:** You may not use the pronouns “you” or “I” in this response unless it is part of your quote. Avoid using contractions (can’t, won’t, etc.) You must introduce your quotes with an introductory phrase or clause and punctuate properly.

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# VOCABULARY AWARENESS CHART – UNIT 2 – QUIZ DATE: \_\_\_\_\_

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
TRANQUIL					
DISMAY					
TRIUMPHANT					
GUILE					
VIGOROUS					
IMPLANT					
LAVISH					
SKULK					
SLUGGISH					
ENRAPTURED					



# CHARACTER STUDY: *THE HOUSE OF THE SCORPION*

**Essential Question:**

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☒ Protagonist ☐ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
<b>Vital Statistics</b> <ul style="list-style-type: none"> <li>▪ Age /Gender</li> <li>▪ Race/Ethnicity</li> <li>▪ Nationality</li> <li>▪ Class</li> </ul>			
<b>Background</b> <ul style="list-style-type: none"> <li>▪ Family</li> <li>▪ Personal History</li> <li>▪ Culture</li> <li>▪ Community</li> </ul>			
<b>Personality</b> <ul style="list-style-type: none"> <li>▪ Tastes</li> <li>▪ Way s/he talks/ Dialect</li> <li>▪ Thoughts/Feelings/Fears</li> </ul>			

<b>Physical Appearance</b>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Physical</li> </ul>			
<b>Motivations</b> <ul style="list-style-type: none"> <li>▪ What does the character fear? Want? Need? Why?</li> </ul>			



# CHARACTER STUDY: INDEPENDENT TEXT

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☒ Protagonist ☐ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
<b>Vital Statistics</b> <ul style="list-style-type: none"> <li>▪ Age / Gender</li> <li>▪ Race/Ethnicity</li> <li>▪ Nationality</li> <li>▪ Class</li> </ul>			
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<b>Physical Appearance</b>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Physical</li> </ul>			
<b>Motivations</b> <ul style="list-style-type: none"> <li>▪ What does the character fear? Want? Need? Why?</li> </ul>			
<b>Summary: What do you know about PROTAGONISTS in Dystopian Fiction?</b>			

# CHARACTER STUDY: *THE HOUSE OF THE SCORPION*

**Essential Question:**

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☐ Protagonist ☒ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
<b>Vital Statistics</b> <ul style="list-style-type: none"> <li>▪ Age /Gender</li> <li>▪ Race/Ethnicity</li> <li>▪ Nationality</li> <li>▪ Class</li> </ul>			
<b>Background</b> <ul style="list-style-type: none"> <li>▪ Family</li> <li>▪ Personal History</li> <li>▪ Culture</li> <li>▪ Community</li> </ul>			
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<b>Motivations</b> <ul style="list-style-type: none"> <li>▪ What does the character fear? Want? Need? Why?</li> </ul>			



# CHARACTER STUDY: INDEPENDENT TEXT

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☐ Protagonist ☒ Antagonist ☐ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
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<b>Physical Appearance</b>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Physical</li> </ul>			
<b>Motivations</b> <ul style="list-style-type: none"> <li>▪ What does the character fear? Want? Need? Why?</li> </ul>			
<b>Summary: What do you know about ANTAGONISTS in Dystopian Fiction?</b>			



# CHARACTER STUDY: *THE HOUSE OF THE SCORPION*

**Essential Question:**

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☐ Protagonist ☐ Antagonist ☒ Other

Why did the author choose/create this character?	Describe	Problem: How does this aspect of the character relate to the problems/conflicts s/he faces	Topic/Issue and Theme: How does this aspect of the character relate to the topic/issue and the themes of the text?
<b>Vital Statistics</b> <ul style="list-style-type: none"> <li>▪ Age /Gender</li> <li>▪ Race/Ethnicity</li> <li>▪ Nationality</li> <li>▪ Class</li> </ul>			
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<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Physical</li> </ul>			
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# CHARACTER STUDY: INDEPENDENT TEXT

Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☐ Protagonist ☐ Antagonist ☒ Other

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<b>Physical Appearance</b>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Physical</li> </ul>			
<b>Motivations</b> <ul style="list-style-type: none"> <li>▪ What does the character fear? Want? Need? Why?</li> </ul>			
<b>Summary: What do you know about SUPPORTING CHARACTERS in Dystopian Fiction?</b>			

# CONSTRUCTED RESPONSE ONE: **CHARACTER & THEME**

Prompt: What is a central theme in *The House of the Scorpion* by Nancy Farmer? How does the author use characters to develop this theme?

ONE SENTENCE: What is the theme of *The House of the Scorpion* by Nancy Farmer. Who is the character(s) that develop this theme? What type of character(s)? HOW do these characters develop this theme?

EXAMPLE #1: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)

EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE CHARACTER DEVELOPS THE THEME:

**EXAMPLE #2: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)**

**EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE CHARACTER DEVELOPS THE THEME:**

**CONCLUDING SENTENCE: (Should summarize the two examples and how characters develop the theme)**

Student Sample

Teacher name

English 9

29 October 2015

### Central Theme of *Romiette and Julio*

The central theme of the story *Romiette and Julio* by Sharon Draper is do not judge anyone by the color of their skin because the statements are incorrect and wrong. Draper uses the Antagonists The Family and Julio's dad to show a sense of prejudice and racism towards the protagonist Julio because The Family thinks he is in another gang because he is Mexican and his dad is racist towards African Americans.

For example, when Julio goes into the bathroom and is suddenly surrounded by The Family, they explain to Julio that they think he is a part of a Mexican Gang and that they do not want him there. The Family says, "We know you are apart of the Texas Tejano gang" (Draper 56). Julio is not a part of that gang and The Family thinks he is because he is Mexican. That show racism and inaccurate statements about Julio.

In addition, another way the central theme relates to a minor antagonist is Julio's dad when he shows a sense of racism towards African Americans. Julio's dad does not like the fact that Julio likes and is talking to a black girl. Julio's dad says, "I will never sanction a relationship between you and a black girl" (Draper 151). Julio's dad is afraid that Romiette is a part of a gang and he is racist towards black women: however, Romiette is not apart of a gang and she is actually a very nice person.

The way the antagonists, The Family and Julio's dad, act in the book shows that people should not be judged by the color of their skin because statements like that are rude and not right.

# CONSTRUCTED RESPONSE ONE: CHARACTER & THEME- RUBRIC

Prompt: What is a central theme in *The House of the Scorpion* by Nancy Farmer? How does she use characters to develop this theme?

3 points – **Claim (Topic Sentence):** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. **CLAIM SHOULD BE ONE SENTENCE!**

3 points – **Background information to set up your example:** “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points – **Evidence– FROM *The House of the Scorpion*.** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

3 points – **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the character develops the theme)

3 points – **Background information to set up your example:** “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

3 points – **Evidence– FROM *The House of the Scorpion*.** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

3 points – **Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the character develops the theme)

3 points – **Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented. (This is how \_\_\_ develops the theme **DOES NOT COUNT**).

3 points – Use correct grammar, spelling, and punctuation. Introduce quotes, provide transitions where necessary, and use appropriate pronouns (no “I,” “me,” “my,” “you”, contractions, etc.)

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# TRANSIENT TRANSITIONS (from MyAccess.com)

<b>Goal/Task</b>	<b>Quarter</b>	<b>Dollar</b>	<b>Five Dollar</b>	<b>Fifty Dollar</b>
<b>Compare</b>	like	as	similar to	akin to
	like	In comparison	Likewise	Similarly*
	like	also	More or less	In like manner
<b>Contrast</b>	But	In contrast	On the other hand	Whereas...
	But	Instead	Meanwhile	Alternatively
<b>Contradict</b>	But	However	On the contrary	Contrarily*
	But	Rather	Conversely	Contradictorily*
	But	Even though	Although	Despite
	Still	Yet	Nevertheless	Notwithstanding
	Still	Besides	In spite of	Even so
	Still	Anyways	In any case	In any event
<b>Cause/Effect</b>	Because	Since	As a result of	On account of....
	Because	Where	Due to...	Owing to...
	So	It follows [that]...	Hence	Subsequently*
	Then	Thus	Therefore	Consequently*
<b>Summarize</b>	In summary	In short	In brief	Briefly
	To sum up	To summarize	To review	In other words
<b>Conclude</b>	In conclusion	On the whole	All in all	By and large
	In conclusion	After all	Above all	Ultimately
	In conclusion	Wrapping up	Overall	All things considered

<b>Goal/Task</b>	<b>Quarter</b>	<b>Dollar</b>	<b>Five Dollar</b>	<b>Fifty Dollar</b>
<b>Order/Sequence</b>	<b>Also</b>	<b>Plus</b>	<b>In addition</b>	<b>Additionally</b>
	<b>After</b>	<b>Afterwards</b>	<b>Thereafter</b>	<b>Subsequently*</b>
	<b>Also</b>	<b>Besides</b>	<b>Beyond</b>	<b>Apart from</b>
	<b>At the same time</b>	<b>Meanwhile</b>	<b>Simultaneously</b>	<b>Concurrently*</b>
	<b>Before</b>	<b>Earlier</b>	<b>Previously</b>	<b>Formerly</b>
	<b>Before</b>	<b>In advance of</b>	<b>Prior to</b>	<b>Preceding</b>
	<b>First</b>	<b>In the beginning</b>	<b>Originally</b>	<b>To begin</b>
	<b>In the first place</b>	<b>First of all</b>	<b>Primarily</b>	<b>Initially</b>
	<b>Last</b>	<b>Finally</b>	<b>In the end</b>	<b>Ultimately*</b>
	<b>Later</b>	<b>In time</b>	<b>Eventually</b>	<b>Thereafter</b>
	<b>Later</b>	<b>Someday</b>	<b>After all</b>	<b>Yet</b>
	<b>Now</b>	<b>At the present</b>	<b>Presently</b>	<b>For the time being</b>
	<b>Then</b>	<b>Next</b>	<b>Immediately</b>	<b>In turn</b>
<b>Emphasize</b>	<b>Absolutely</b>	<b>Certainly</b>	<b>Definitely</b>	<b>Unconditionally</b>
	<b>Absolutely</b>	<b>Positively</b>	<b>Unquestionably</b>	<b>Without reservation</b>
	<b>Always</b>	<b>Constantly</b>	<b>Invariably</b>	<b>Unceasingly</b>
	<b>Always</b>	<b>Traditionally</b>	<b>Habitually</b>	<b>Customarily</b>
	<b>Always</b>	<b>Regularly</b>	<b>Routinely</b>	<b>Perennially*</b>
	<b>Basically</b>	<b>Practically</b>	<b>In effect</b>	<b>Essentially</b>
	<b>For real</b>	<b>In fact</b>	<b>Actually</b>	<b>Veritably*</b>
	<b>Importantly</b>	<b>Significantly</b>	<b>Critically</b>	<b>Principally</b>
	<b>In particular</b>	<b>Particularly</b>	<b>Specifically</b>	<b>Singularly</b>
	<b>More importantly</b>	<b>Further</b>	<b>Moreover</b>	<b>Furthermore</b>
	<b>Most importantly</b>	<b>Most significantly</b>	<b>fundamentally</b>	<b>Cardinally</b>
	<b>Obviously</b>	<b>Clearly</b>	<b>Explicitly</b>	<b>Blatantly*</b>
	<b>Obviously</b>	<b>Of course</b>	<b>Naturally</b>	<b>Inevitably*</b>
	<b>Often</b>	<b>Usually</b>	<b>Frequently</b>	<b>Often times</b>
	<b>Rarely</b>	<b>Scarcely</b>	<b>Occasionally</b>	<b>Infrequently</b>
	<b>Without a doubt</b>	<b>Doubtlessly</b>	<b>Undeniably</b>	<b>Indubitably*</b>

# dystopian fiction - creative writing assignment

**CC.1.4.9-10.M** - Write narratives to develop real or imagined experiences or events.

**CC.1.4.9-10.N** - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

**CC.1.4.9-10.O** - Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

**CC.1.4.9-10.P** - Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CC.1.4.9-10.Q** - Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

**CC.1.4.9-10.R** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.9-10.T** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

As a culminating writing activity, you will need to write a short piece of Dystopian Fiction of your own. We will begin to put the pieces together as we work through the different units of the Genre. So far, we have defined Dystopian Fiction, talked about THEME, and discussed CHARACTERS in relation to THEME. Your job now is to decide what lesson you will want to teach YOUR audience.

**Your Theme: What is the overarching message you would like to send to your audience?**

**Possible Characters: Protagonists, Antagonists, Supporting Characters**

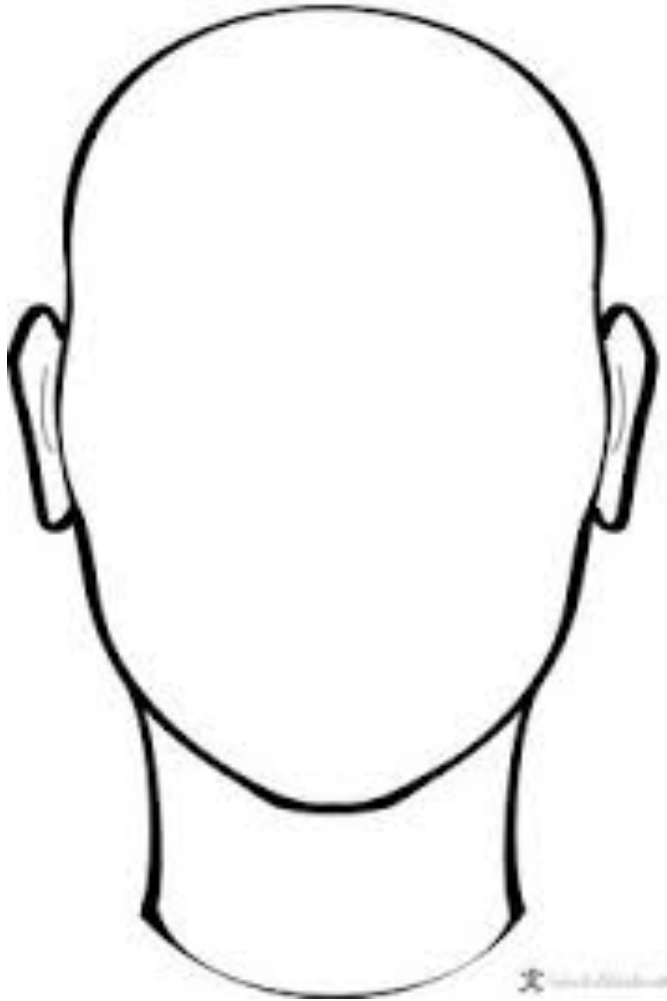
**Possible Settings: Physical Setting, Social Setting - Culture, Social Setting - Power**

**Possible Plot: Conflicts/Dialogue/Important Episodes**

# CHARACTER STUDY: CREATIVE WRITING

## Essential Question:

In the figure below, write your character's thoughts/feelings/fears/motivations.



Character: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

Role: ☐ Protagonist ☐ Antagonist ☐ Other

Next, decide his/her personality:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is his/her family background?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe his/her vital statistics: (age, gender, race, class, ethnicity, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## CHARACTER STUDY: CREATIVE WRITING

**Draw a sketch of what your characters look like. label anything of importance.**

# VOCABULARY AWARENESS CHART – UNIT 3 – QUIZ DATE: \_\_\_\_\_

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
WEARY					
SCORN					
ANGUISH					
PRIVILEGE					
PERSPECTIVE					
BLEAK					
UNIFORMITY					
ABOMINATION					
MALEVOLENT					
DAFT					

# PHYSICAL SETTING - CORE TEXT

## Essential Question:

Pick the specific settings in which the key scenes take place.	Describe this setting: •Location (world, continent, country, biome) •Natural elements (animals, plants, mountains, etc.) •Human elements (buildings, cities, people, farms, etc.)	How does this setting contribute to (or mirror) the conflicts in this story?	How does this setting shape (or reflect) the characters?	How does the way the author describes (or shows in pictures) this setting create a feeling (mood) or suggest a theme?
Core Text: <i>The House of the Scorpion</i> by Nancy Farmer				

# PHYSICAL SETTING - INDEPENDENT TEXT

Pick the specific settings in which the key scenes take place.	Describe this setting: •Location (world, continent, country, biome) •Natural elements (animals, plants, mountains, etc.) •Human elements (buildings, cities, people, farms, etc.)	How does this setting contribute to (or mirror) the conflicts in this story?	How does this setting shape (or reflect) the characters?	How does the way the author describes (or shows in pictures) this setting create a feeling (mood) or suggest a theme?
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Text:		Author:		

**Summary:** What do you know about PHYSICAL SETTINGS in Dystopian Fiction?



# SOCIAL SETTING: CULTURE – CORE TEXT

**Essential Question:**

*The House of the Scorpion*  
Nancy Farmer

	<b>Describe</b> What is this aspect of culture like? What are the	<b>Quote</b> Best description of this aspect.	<b>Analysis</b> How does this aspect shape the characters or convey a theme?
<b>Material Culture</b> <ul style="list-style-type: none"> <li>• Clothes/jewelry</li> <li>• Food</li> <li>• Homes</li> </ul>			
<b>Social Culture</b> <ul style="list-style-type: none"> <li>• Daily life</li> <li>• Family structure(s)</li> <li>• Genders/gender roles</li> <li>• Issues of race/ethnicity/age/classes</li> <li>• Spiritual (religions and rituals)</li> </ul>			
<b>What are the rules that matter most?</b>			

# SOCIAL SETTING: CULTURE - INDEPENDENT

Title: Author:	<b>Describe</b> What is this aspect of culture like?	<b>Quote</b> Best description of this aspect.	<b>Analysis</b> How does this aspect shape the characters or convey a theme?
<b>Material Culture</b> <ul style="list-style-type: none"> <li>• Clothes/jewelry</li> <li>• Food</li> <li>• Homes</li> </ul>			
<b>Social Culture</b> <ul style="list-style-type: none"> <li>• Daily life</li> <li>• Family structure(s)</li> <li>• Genders/gender roles</li> <li>• Issues of race/ethnicity/age/class</li> </ul> Spiritual (religions and rituals)			
<b>What are the rules that matter most?</b>			
<b>Summary: What do you know about SOCIAL SETTING in regard to CULTURE in Dystopian Fiction?</b>			

# SOCIAL SETTING: POWER

Essential Question:

	<b>Who is officially in charge? How is this determined?</b> <ul style="list-style-type: none"> <li>• age</li> <li>• money</li> <li>• process</li> <li>• gender</li> <li>• birth</li> <li>• race</li> <li>• ethnicity</li> <li>• religion</li> <li>• political</li> </ul>	<b>Who actually has power and who doesn't? How is this determined?</b> <ul style="list-style-type: none"> <li>• age</li> <li>• money</li> <li>• process</li> <li>• gender</li> <li>• birth</li> <li>• race</li> <li>• ethnicity</li> <li>• religion</li> <li>• political</li> </ul>	<b>Why does this matter to the text/ theme?</b>
<i>The House of the Scorpion by Nancy Farmer</i>			

# SOCIAL SETTING: POWER - INDEPENDENT

	Who is officially in charge? How is this determined?	Who actually has power and who doesn't? How is this determined?	Why does this matter to the text/theme?
Author:	<ul style="list-style-type: none"> <li>• age</li> <li>• money process</li> <li>• gender</li> </ul>	<ul style="list-style-type: none"> <li>• birth</li> <li>• race</li> <li>• ethnicity</li> </ul>	
Text:			
Summary: What do you know about SOCIAL SETTING in regard to POWER in Dystopian Fiction?			

## CONSTRUCTED RESPONSE TWO: SETTING & THEME

**Prompt:** What is a central theme in *The House of the Scorpion* by Nancy Farmer? How does the author use setting to develop this theme?

**CLAIM/TOPIC SENTENCE:** Theme of *The House of the Scorpion* by Nancy Farmer. **ASPECT OF SETTING THAT DEVELOPS THIS THEME:** (PHYSICAL SETTING, MATERIAL CULTURE, FAMILY STRUCTURE, GENDER ROLES, POWER DYNAMICS). How does this aspect of setting develop the theme? **ONE SENTENCE>**

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**EXAMPLE #1: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)**

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**EXPLANATION: HOW THIS EXAMPLE SUPPORTS THE FACT THAT THE SETTING DEVELOPS THE THEME:**

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**EXAMPLE #2: (INTRODUCE QUOTE WITH BACKGROUND. Then, BLEND QUOTE AND PROVIDE A CITATION AT THE END)**

**EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT THE SETTING DEVELOPS THE THEME:**

**CONCLUDING SENTENCE: (Should summarize the two examples and how the setting develops the theme)**

Student Sample

Teacher name

English 9

15 November 2015

### Setting and Theme

The central theme of the short story “The Adventure of the Speckled Band” by Sir Arthur Conan Doyle is that when people have too much power, they abuse it. Doyle uses the social setting, where the stepfather, a smart doctor, has power over his two stepdaughters, to develop this theme.

While attempting to solve a mystery for Helen Stoner, whose twin sister died in bed one night after hearing a whistle, Sherlock Holmes learns that the two girls resided with their stepfather, Dr. Grimesby Roylott. Dr. Roylott cared for his two stepdaughters after their mother died in a train accident. Due to their inheritance, Dr. Roylott was able to quit his job and move the girls back to his childhood home: Stoke Moran. Dr. Roylott has complete power over the girls and was solely in charge of their upbringing but was not kind: “‘You’ve been cruelly used,’ said Holmes. The lady coloured deeply and covered her injured wrist. ‘He is a hard man,’ she said, ‘and perhaps he hardly knows his own strength’ ” (Doyle 15). Based on the physical appearance of Helen Stoner, it is obvious that Dr. Roylott takes advantage of his position of power over his stepdaughters to the point that he physically abuses them.

After discovering that Dr. Roylott was the murderer of Helen’s sister, it becomes even more clear that he abused his power over the two girls by cashing in on his role as their guardian. Dr. Roylott used this power as a guardian and his knowledge as a doctor, to cruelly kill his stepdaughter with a poisonous snake: “(t)he idea of using a form of poison which could not possibly be discovered by any chemical test was just such a one as would occur to a clever and ruthless man who had Eastern training” (Doyle 38). Since Dr. Roylott was a wealthy, educated man with access to poisonous snakes, he was able to kill his stepdaughter in a manner that could not be traced back to him initially. In addition, Roylott uses his role as a guardian to his advantage by ordering the girls to occupy the bedroom that is connected to his my air vent, which is how he lets the snake loose in the room, thus killing her.

Doyle’s use of a social setting which establishes Dr. Roylott as a powerful man, both as a guardian and as a rich, smart doctor, contributes to the theme that when people have too much power, they abuse it.

## CONSTRUCTED RESPONSE TWO: SETTING & THEME - RUBRIC

**Prompt: What is a central theme in *The House of the Scorpion* by Nancy Farmer? How does she use setting to develop this theme?**

**3 points – Claim (Topic Sentence):** Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim. **CLAIM SHOULD BE ONE SENTENCE!**

**3 points – Background information to set up your example:** “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

**3 points – Evidence– FROM *The House of the Scorpion*.** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

**3 points – Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the setting develops the theme)

**3 points – Background information to set up your example:** “For example,” (or other transition – see pages 33-34) provide a brief summary of events leading up to the example, etc.

**3 points – Evidence– FROM *The House of the Scorpion*.** Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. **YOU MUST USE PROPER CITATIONS** – Annette says, “Direct quote from the short story goes here” (Draper 11).

**3 points – Reasoning:** Use valid reasoning to explain how the evidence leads to the claim. (How does your example **PROVE** that the setting develops the theme)

**3 points – Conclusion:** Provide a concluding statement or section that follows from and supports the argument presented. (This is how \_\_\_ develops the theme **DOES NOT COUNT**).

**3 points – Use correct grammar, spelling, and punctuation.** Introduce quotes, provide transitions where necessary, and use appropriate pronouns (no “I,” “me,” “my,” “you”, contractions, etc.)

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# CREATIVE WRITING: SETTING

What is your theme? (See p. 35-37 to refresh yourself on your creative writing, thus far)

## Physical Setting:

### 1. Choose a place: (Ideas listed below)

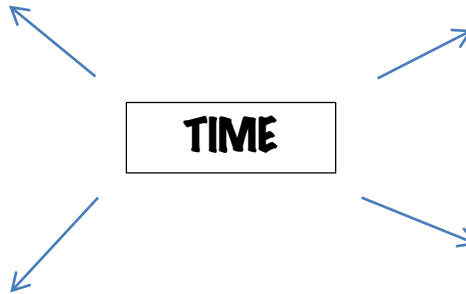
Airport	Alley	Art Gallery	Auto Junkyard	Airport	Aquarium	Barber Shop	Baseball stadium	Basement
Beach	Beauty salon	Bookstore	Bridge	Cabin	Cemetery	Church	Circus	Classroom
City street	Coffee house	Corporate boardroom		Fairground	Fishing boat	Football stadium	Garden	
Highway rest-stop		Hospital	Lighthouse	Locker-bank	Mansion	Nursing home	Park	Pet store
Prison	Police station	Principal's office		School lab	Secret hideaway	Shopping mall	Small town	Synagogue
Temple	Theater	Movie theater	Train station	Treehouse	Wax museum	Woods	Zoo	

Place(s) Where Your Story Will Take Place:

## 2. Choose a temporal setting:

**Year**

**Time of Day:**



**ERA: (Describe)**

**Season:**

## Social Setting: Culture

### 1. Describe the clothes people wear, the food they eat, the homes in which they live:

### 2. What are the three most important "rules" the culture says one must follow?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Social Setting: Power

### 1. "Official Power"

Who has official power? What is his/her position?

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### 2. "Actual Power"

Who has actual power? How?

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## Other Elements of Setting:

### 1. What atmosphere would you like to create in your setting (dread, fear, happiness, excitement)?

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### 2. Create an example of imagery that describes your physical setting for each sense listed below:

<b>Sight</b>	
<b>Hearing</b>	
<b>Smell</b>	
<b>Touch</b>	
<b>Taste</b>	

# VOCABULARY AWARENESS CHART — UNIT 4 — QUIZ DATE: \_\_\_\_\_

Word	Part of Speech	Know it Well	Have Heard or Seen It	No Clue	Definitions as Needed
DEPRIVATION					
DEFIANCE					
APATHY					
IDEOLOGY					
COERCION					
RHETORIC					
OPPRESSION					
EXPLOITED					
SUBVERSIVE					
DESENSITIZED					

# FACTUAL BASIS FOR LITERARY ELEMENTS

Essential Question:

Literary Element Based On Fact	What is based on fact? (Find evidence from the text, cite properly)	What facts did I find to support my thinking? (Find evidence from the non-fiction pieces to support your thinking)
<b>Setting</b>  <i>The House of the Scorpion</i> by Nancy Farmer	US/Mexico Geography	
<b>Plot</b>	Cloning	

# FACTUAL BASIS FOR LITERARY ELEMENTS

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Directions: Choose two literary elements - determine what is based on fact (from the text) and then provide information from your research to support your thinking.

Literary Element Based On Fact	What is based on fact? (Find evidence from the text, cite properly)	What facts did I find to support my thinking? (Find evidence from the non-fiction pieces to support your thinking)

Summary: What has to be **BASED ON FACT** in Dystopian Fiction?

# PLOT: CONFLICT/RESOLUTION - CORE TEXT

Essential Question:

Conflict ( ____ vs. ____ )	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think that?
<i>The House of the Scorpion by Nancy Farmer</i>					

# PLOT: CONFLICT/RESOLUTION – INDEPENDENT TEXT

Conflict ( ____ vs. ____ )	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think that?
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Title:

Author:

--	--	--	--	--	--

**Summary: What is true about CONFLICT and RESOLUTION in Dystopian Fiction?**



# PLOT: ESSENTIAL EPISODES - CORE TEXT

Essential Question:

Describe		Analyze This is an essential episode because...		
Episode (the scene in the... where/when ...)	Beginning/Middle/End Describe the scene - what happens? How does it start? End?	Plot How does this episode propel the action? How is it important to the conflict(s)?	Characters What does this episode reveal about the characters (what they say/do, how they respond)?	Theme How does this epi explore a key issue or re the author's position/ le related to this issue?
<i>The House of the Scorpion by Nancy Farmer</i>				

# PLOT: ESSENTIAL EPISODES — INDEPENDENT TEXT

Describe		Analyze This is an essential episode because...		
Episode (the scene in the... where/when...)	Beginning/Middle/End Describe the scene - what happens? How does it start? End?	Plot How does this episode propel the action? How is it important to the conflict(s)?	Characters What does this episode reveal about the characters (what they say/do, how they respond)?	Theme How does this episode explore a key issue or reveal the author's position/le related to this issue?
Title:		Author:		
Summary: What is true about ESSENTIAL EPISODES in Dystopian Fiction?				

# PLOT: DIALOGUE ANALYSIS – CORE TEXT

## Essential Question:

<i>The House of the Scorpion</i> by Nancy Farmer	The Actual Text Write (copy) down the dialogue (verbal and non-verbal, as included in the text).	Analysis
<b>Mark Up the Text</b> Write on the text, using different colors, different codes, etc., to indicate where: <ul style="list-style-type: none"> <li>• a character says what he means</li> <li>• says one thing while inferring something else</li> <li>• says one thing out loud while his/her body language says something else</li> <li>• lies by omission</li> <li>• lies</li> </ul>		<b>Inferences</b> What was really “said”? What can you infer that was communicated but not directly stated? How? Why does this matter?
		<b>Plot</b> Locate this scene in time and space - what came before and what happens next? How does what is said here advance the plot?
		<b>Characters</b> What does this dialogue show about each character? What do you learn about their thoughts, feelings, motivations, or background?
		<b>Theme</b> How does this dialogue explore a key issue or reveal the author’s position/lesson related to this issue?
		<b>Effect on the Reader</b> How does this dialogue create tension or another tone/mood?

# PLOT: DIALOGUE ANALYSIS – CORE TEXT

<b>Title:</b> <b>Author:</b>	<b>The Actual Text</b> Write (copy) down the dialogue (verbal and non-verbal, as included in the text).	<b>Analysis</b>
<b>Mark Up the Text</b> Write on the text, using different colors, different codes, etc., to indicate where: <ul style="list-style-type: none"> <li>• a character says what's/he means</li> <li>• says one thing while inferring something else</li> <li>• says one thing out loud while his/her body language says something else</li> <li>• lies by omission</li> <li>• lies</li> </ul>		<b>Inferences</b> What was really "said"? What can you infer that was communicated but not directly stated? How? Why does this matter?
		<b>Plot</b> Locate this scene in time and space - what came before and what happens next? How does what is said here advance the plot?
		<b>Characters</b> What does this dialogue show about each character? What do you learn about their thoughts, feelings, motivations, or background?
		<b>Theme</b> How does this dialogue explore a key issue or reveal the author's position/lesson related to this issue?
		<b>Effect on the Reader</b> How does this dialogue create tension or another tone/mood?




**Summary: What is true about DIALOGUE in Dystopian Fiction?**

# CONSTRUCTED RESPONSE THREE: GENRE DEFINITION





Prompt: What is the MOST ESSENTIAL literary element of the Dystopian Fiction GENRE? Use an example from a core text and an independent text you have read through this unit.

**REMEMBER:** This must be SPECIFIC to the DYSTOPIAN FICTION GENRE. Protagonist because he solves the conflict is not going to work because that is true of most genres. What makes DYSTOPIAN FICTION unique? What MUST BE TRUE of a text for it to fall under the RCF genre?






## Characters

-  Protagonist because he \_\_\_\_\_.
-  Antagonist because he \_\_\_\_\_.
-  Supporting Characters because they \_\_\_\_\_.

## Setting

-  Physical setting because it \_\_\_\_\_.
-  Temporal setting because it \_\_\_\_\_.
-  Social setting culture because it \_\_\_\_\_.
-  Social setting power because \_\_\_\_\_.

## Plot

-  Exposition because \_\_\_\_\_.
-  Rising action because \_\_\_\_\_.
-  Climax because it \_\_\_\_\_.
-  Resolution because it \_\_\_\_\_.
-  Plot because \_\_\_\_\_.

Are there any others you can think of?

## CONSTRUCTED RESPONSE THREE: GENRE DEFINITION

**Prompt:** What is the **MOST ESSENTIAL** literary element of the **DYSTOPIAN FICTION GENRE**? Use an example *The House of the Scorpion* by Nancy Farmer and an independent text you have read through this unit.

**Literary Element** that is most essential and **Why:**

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**Topic Sentence 1:** (INTRODUCE Text and how the literary element is most defining in Dystopian Fiction – One Sentence)

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**EXAMPLE #1:** (INTRODUCE QUOTE AND PROVIDE A CITATION AT THE END.)

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**Reasoning:** EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT \_\_\_\_\_ is most important to the Dystopian Fiction Genre

--

**Topic Sentence 2:** (Transition, introduce second text and how the literary element is the most defining to Dystopian Fiction – One Sentence)

**EXAMPLE #2:** (INTRODUCE QUOTE AND PROVIDE A CITATION AT THE END)

**Reasoning:** EXPLANATION WHY THIS EXAMPLE SUPPORTS THE FACT THAT \_\_\_\_\_ is most important to the Dystopian Fiction Genre

**CONCLUDING SENTENCE:**

## Characters in Mystery

The most defining literary element in mystery is the characters because the protagonist tries to solve the mystery. In the story “The Adventure of the Speckled Band” by Arthur Conan Doyle the protagonist, Sherlock Holmes, tries to solve the mystery. Sherlock says, “With the result of driving it through the ventilator” (Doyle 18). Sherlock Holmes solves the mystery, he discovers that Julia Stoner was bitten by a snake, which makes him the protagonist.

In addition, in the book *The Greek Who Stole Christmas* by Anthony Horowitz, the main character, Jake Hammill, tries to solve the mystery. Jake says, “He was lucky he had me. I solved the crimes, Tim got the credit” about his brother Tim (Horowitz 4). Jake Hammill is actually the one who solves the crimes, but his brother is just covering up for him because he is not old enough. Tim was working on a case and the woman he was helping received a note that says, “Dear Minerva, You are a monster. I cannot forgive you for what you did in Tropoje last summer. How could you do that? I will never forget it and very soon I am going to kill you”(Horowitz 22). Tim had no idea who wrote the letter or how to help Minerva. Jake asked her questions and figured out that one of her fans wrote this letter in revenge of canceling one of her shows in Europe.

The protagonists, Sherlock Holmes and Jake Hammill, both try to solve the mystery proving that characters are the most important literary element.

*\*don't forget works  
cited entries on a  
separate page*



# CONSTRUCTED RESPONSE ONE: GENRE DEFINITION -- 30 POINTS

**What is the most defining literary element in the Dystopian Fiction? Why? Use evidence from multiple texts to support your answer.**

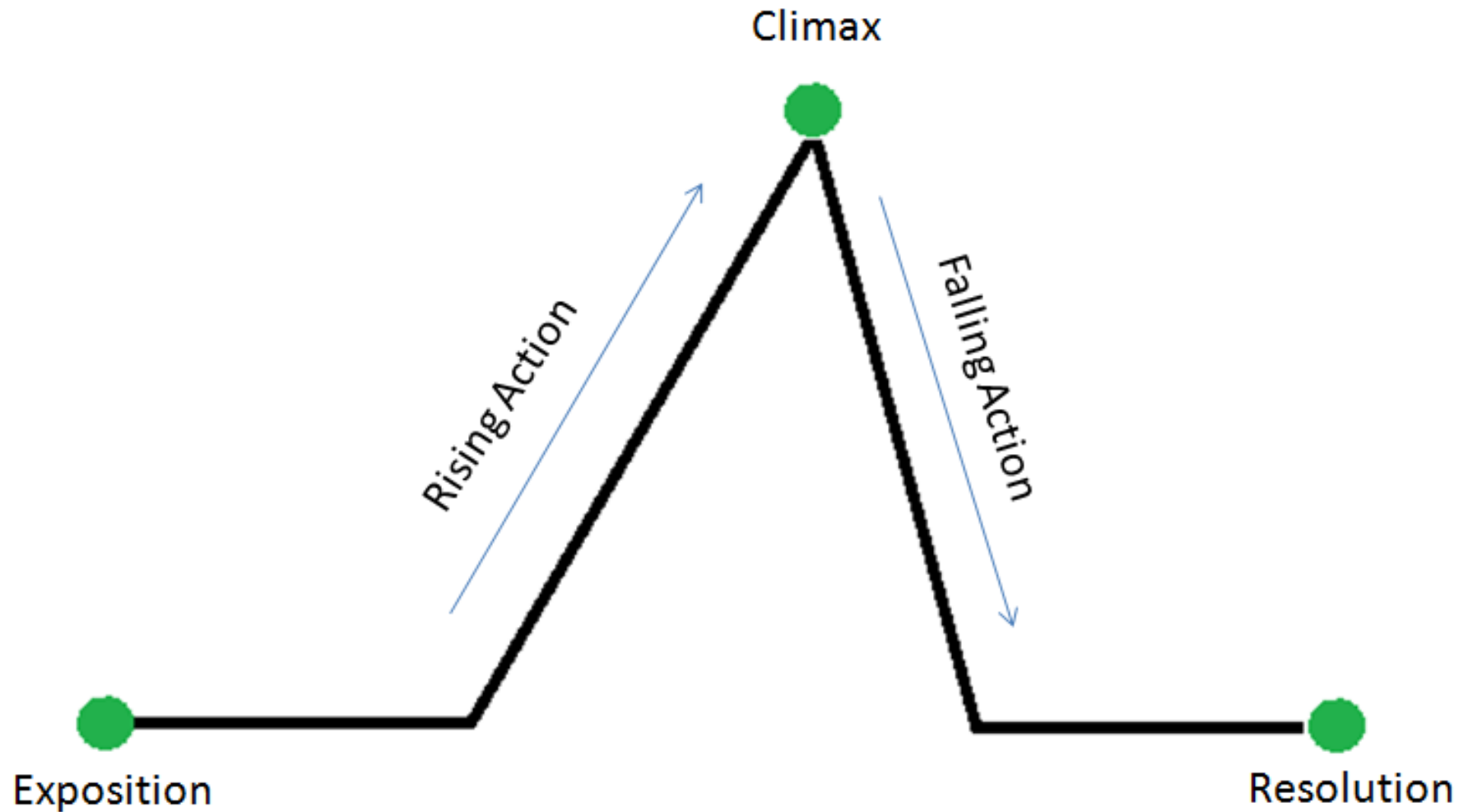
3 points - Claim- Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.
3 points - Topic Sentence - Includes the title of the core text, author, and the most defining literary element you chose.
3 points - Evidence (Data) - <b>FROM <i>The House of the Scorpion</i>:</b> Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS - "Direct Quote from your novel" (Last Name Page #).</b>
3 points - Reasoning- Use valid reasoning to explain how the evidence leads to the claim. How does your evidence show that your choice is the most defining literary element in mystery?
3 points - Topic Sentence - Includes the title of the independent text, author, and the most defining literary element you chose.
3 points - Evidence (Data) - <b>FROM <i>Self-Selected Novel</i></b> - Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS - "Direct Quote from your novel" (Last Name Page #).</b>
3 points - Reasoning- Use valid reasoning to explain how the evidence leads to the claim. How does your evidence show that your choice is the most defining literary element in mystery?
3 points - Conclusion - Provide a concluding statement or section that follows from and supports the argument presented (This is why ___ is the most defining element <b>DOES NOT COUNT</b> ).
3 points - Use correct grammar, spelling, and punctuation.
3 points - Works Cited - Please include the works cited entry for each of your texts. This should be cited correctly. Works Cited should be centered and not underlined or bold.

\_\_\_\_/30

# PLOT: CONFLICT/RESOLUTION – CREATIVE WRITING

Conflict ( ____ vs. ____ )	Side/Position 1 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Side/Position 2 Describe the position of the character(s) on this side of this conflict. What do they want? Why?	Resolution Is this conflict resolved? How and why?	Result/Impact How is this conflict important to the plot? To the central characters?	Analysis What issues might the author be exploring through this conflict? What themes might s/he be teaching? What makes you think that?

# PLOT TRIANGLE — CREATIVE WRITING



# CREATIVE WRITING - HOW DO WE BEGIN?

**Using your brainstorming from pages 35-37, 49-51, and 62-63, along with the examples on pages 65-67, write two possible story starters for your Dystopian Fiction creative writing.**

[illegible]

## Writing Hooks

You can begin your writing with:  
**description of the character**

Examples:

Her long, golden hair followed as her lean body leaped through the air. Her white smile and big, brown eyes twinkled as she returned to the ground.

A tall, muscular man walked in the doorway; his red hair, freckles and thick mustache stood out for sure.

## Writing Hooks

You can begin your writing with:  
**descriptive words (adjectives)**

Examples:

Dark clouds, rain and rumbling noises fill the night sky... all signs of a storm.

Salty sweat dripped down my red face as I darted across the soccer field.

The loud, blaring music definitely meant there was a celebration nearby!

## Writing Hooks

You can begin your writing with:  
**a question to ponder/wonder**

Examples:

What would our school be like if we did not have a principal or rules?

Have you ever wondered what life would be like if we did not have light?

Have you ever been to a sleepover before? I have!

## Writing Hooks

You can begin your writing with:  
**internal monologue (thinking)**

Examples:

*We drove along a long, winding road. Where are we going?, I wondered.*

*I sat in my chair and thought, when is this boring movie going to end?!?*

*It's so cold in here!* I shivered and went looking for my blanket.

## Writing Hooks

You can begin your writing with:  
**dialogue (speaking)**

Examples:

"Ready, set, go!" we heard, and we all took off running as fast as we could!

My mom yelled, "Turn off the lights; it's time for bed!" "Awww man," I replied.

"I can't believe the spelling bee is finally here," I whispered anxiously to Lee.

## Writing Hooks

You can begin your writing with:  
**description of the setting**

Examples:

Powerful waves crashed along the shore as the sunset showed its orange face.

Rows and rows of unoccupied seats filled the dark movie theater.

The cool, blue-green water glistened in the sun. It is the perfect day to swim.

## Writing Hooks

You can begin your writing with:  
**intense moments**  
(suspense)

Examples:

The roller coaster slowly inched up the tracks to the top... soon we will drop!

I crept slowly down the dark hallway following the strange sound...

With only one minute remaining in the game, the score was now tied!

## Writing Hooks

You can begin your writing with:  
**action words**  
(verbs)

Examples:

I quickly jumped out of bed, ran down the stairs and looked for my gifts!

Up and down- I bounced on the diving board until I finally took a dive.

Bees swarmed around my head! I kept swatting at them to leave me alone!

## Writing Hooks

You can begin your writing with:  
**strong feelings or emotions**

Examples:

It is heartbreaking to know there are so many homeless people in the world.

I could barely sleep last night! I am thrilled that my birthday is finally here!

Our world is very polluted and we should do our part to keep it clean.

## Writing Hooks

You can begin your writing with:  
**an onomatopoeia**  
(sound words)

Examples:

Ding-dong! I ran to open the door and greet my grandma and grandpa!

Buzz-buzz-buzz! I could hear the pesky fly but catching it was another story!

Gulp, gulp, gulp! A tall glass of water or milk is very good for your body!

## Writing Hooks

You can begin your writing with:  
**repetitive words or phrases**

Examples:

Yes, yes, yes! I finally came in first at my track meet!

"Please mom, please mom, please mom, I really want to go home!" I begged.

La, la, la, la, la. I did not want to hear anything my brother was telling me.

## Writing Hooks

You can begin your writing with:  
**a list**

Examples:

Eggs, milk, sugar, flour... I was ready for my baking day with grandma.

Dog, cat, fish? I entered the pet store wondering what we would take home!

Math, reading, history, writing and science... school is a place to learn.



## Writing Hooks

You can begin your writing with:  
**a flashback  
(memory)**

Examples:

I've only been fishing once, but it was one of the best times of my life!

Last spring, I planted seeds and now they are fruits! Gardening is my hobby.

When I was six, I learned how to ride a bike. Now, I ride it almost every day!

## Writing Hooks

You can begin your writing with:  
**an opinion or  
advice**

Examples:

Florida, by far, has the best beaches!

It is better to give than to receive.

I would say the greatest season, out of all seasons, is spring!

To stay healthy, you should exercise more and play video games less.

## Writing Hooks

You can begin your writing with:  
**a personal  
experience**

Examples:

As a child, I loved playing with bugs. That sparked my interest in science!

I read every day for one month, and now reading is my favorite thing to do!

I never learned how to play the piano, so I started teaching myself last year!

## Writing Hooks

You can begin your writing with:  
**a definition**

Examples:

Termites are very small, yet powerful, insects that feast on wood.

Africa, the world's second-largest continent, is home to the Nile River.

A piccolo is a half-size flute and a member of the woodwind family.

## Writing Hooks

You can begin your writing with:  
**a dilemma  
(problem)**

Examples:

My choices: go to my friend's party or go to the zoo. I didn't know what to do.

Play football or play basketball... I had to make a decision soon.

More and more of our resources are being wasted by human beings.

## Writing Hooks

You can begin your writing with:  
**figurative  
language**

Examples:

I was so hungry I could eat a cow! I wondered when the picnic would begin.

I tip-toed as quiet as a mouse... on the count of three, we will yell "surprise"!

My sister said ice skating was a piece of cake- boy was she wrong!

# THEMES FOR TWO TEXTS - AESOP'S FABLES

**Essential Question:**

		Text 1 Title: "The Lion and the Mouse" Author: Aesop	Text 2 Title: "The Hare and the Tortoise" Author: Aesop	Commonalities/ Differences
List the key details of the story	Characters			
	Setting			
	Plot			
	Theme			
Claim: What statement can you make about the themes of these two stories? (The same, the same except, different because...)				



# THEMES FOR TWO TEXTS

Essential Question:

		Text 1 Title: <i>The House of the Scorpion</i> Author: Nancy Farmer	Text 2 Title: Author	Commonalities/ Differences
List the key details of the story	Characters			
	Setting			
	Plot			
	Theme			
Summary: What similar themes do you find in your texts? Circle the literary elements/ Add to your notes as to what develops the theme.				

# COMPARATIVE ANALYSIS ESSAY PREWRITE

**Prompt:** Make a claim based on a central theme you have discovered between *The House of the Scorpion* by Nancy Farmer and another Dystopian Fiction novel you have read independently.

Your claim (use the notes from page 73 to write a one sentence answer to the above prompt):

**Please Do Now:** Switch your claim with a partner. Have your partner check:

- ☐ What theme is being addressed?
- ☐ Is the title of each text included? Is it italicized?
- ☐ Is the author of each text included?
- ☐ What literary element is used from the core text?
- ☐ What literary element is used from the independent novel?
- ☐ What literary element do both novels use successfully?

Topic sentence – Body Paragraph 1 – Address core text, theme, and literary element

Evidence to back up topic sentence 1 (blended and cited properly)

**Reasoning – How does this example back up your topic sentence?**

**Topic sentence – Body Paragraph 2 – Address independent text, theme, and literary element**

**Evidence to back up topic sentence 2 (blended and cited properly)**

**Reasoning – How does this example back up your topic sentence?**

**Topic Sentence – Body Paragraph 3 – Address both texts, theme, and literary element**

**Evidence to back up topic sentence 3 – Core text (blended and cited properly)**

**Reasoning – How does this example back up your topic sentence?**

**Evidence to back up topic sentence 3 – Independent text (blended and cited properly)**

**Reasoning – How does this example back up your topic sentence?**

## INTRODUCTIONS =HOOK, BACKGROUND INFORMATION, THESIS

### Writing a Developed and Detailed Introduction

You know your introduction needs a clear claim/thesis statement. But what else do you put in the paragraph? To answer that question, think about the purpose of an introduction:

- Introduce your topic
- Create interest
- Provide necessary background information
- Identify your main idea
- Preview the rest of your essay

Your thesis statement will identify your main idea and preview the rest of your essay. Remember that this should be one sentence. You will place your thesis at the end of your introduction paragraph. You can use the other sentences in your introduction to introduce your topic, create interest, and provide necessary background information.

### Types of Hooks:

- **ANECDOTE** An anecdote is a short story. It can be a story about your own experience or someone else's experience. Use an anecdote to make a point.
  - Example: The other morning, Danny—who just got his license last month—was driving to school. Danny's cell phone started beeping and he checked the incoming text message, dropping the toast he was eating and nearly driving off the road in the process.
- **QUOTE** A quote, or quotation, is a passage that you use in your own writing that was originally written or spoken by someone else. You indicate a quote by putting quotation marks around it and acknowledging its source.
  - Example: "We were always together, but not as much after she got her license," Gayle Bell says. "If I could bring her back I'd lasso the moon." Bell's 16-year-old daughter, Jessie, rolled her car into a ditch and died in 2003.
- **DROP YOUR READER INTO A SCENE** Use sensory details to describe a scene, giving your reader an immediate sense of time and place.
  - Example: A video about defensive driving drones from the TV at the front of the darkened classroom. It's warm, and several of the teenagers have drifted off to sleep. Others quietly text their friends, their cell phones glowing between their cupped hands.
- **SURPRISING FACT** A surprising fact is an interesting piece of information that your readers aren't likely to know. It's a statement that will make your readers say, "Really?"
  - Example: The rate of crashes for 16-year-old drivers is almost 10 times the rate for older drivers.
- **RHETORICAL QUESTION** A rhetorical question is a statement in the form of a question. You ask a rhetorical question to make a point, not to get an answer. **THIS QUESTION SHOULD NOT BE IN SECOND PERSON – AKA: Do NOT use YOU!!**
  - Example: What's more important: Driving at the age of sixteen or saving lives?

The background information should connect your hook to the thesis/claim. This might mean further explanation on terminology, an introduction to the genre in this case, or maybe come background information on the texts you will discuss.

Now you try:

Hook:

**Background Information/ Bridge: Connect the hook to the thesis statement.**

## **Conclusions**

**Your conclusion should consist of three pieces**

- 1. Restate the thesis in new words**
- 2. Connect back to the hook (brings your paper full circle)**
- 3. Answer the SO WHAT? Question - why is this topic beneficial to all people?**

**Restate the thesis in new words:**

**Relate back to the hook:**

**So what? Why is this topic important?**

# COMPARATIVE ANALYSIS ESSAY RUBRIC/SELF EDIT

**Prompt:** Make a claim based on a central theme you have discovered between the core text we have read in class and another Mystery novel you have read independently.

Possible points:	Criteria:	Your point
6	Hook and Topic Sentences – Writer provides an interesting way to open the essay and includes a little background knowledge on both texts addressed/literary elements.	
3	Claim – Introduce a precise, knowledgeable claim that is debatable, defensible, narrow, and specific. Establish the significance of the claim.	
3	Organization – Create an organization that logically sequences claim, reasons, and evidence.	
3	Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.	
3	Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS</b> – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly.	
3	Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme?	
3	Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.	
3	Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS</b> – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly.	
3	Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme?	
3	Topic Sentence – Uses a transition word, contains the title of text and author, literary element, and theme.	
3	Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS</b> – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly.	
3	Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme?	
3	Evidence (Data) – Supply sufficient relevant evidence from credible sources to fairly and thoroughly develop the claim. <b>YOU MUST USE PROPER CITATIONS</b> – “Direct Quote from your novel” (Author’s Last Name Page #). Be sure your evidence is blended properly.	
3	Reasoning (Warrants/Backing) – Use valid reasoning to explain how the evidence leads to the claim. How does the evidence you have provided prove that your literary element develops the theme?	
6	Conclusion – Your conclusion restates the claim in new words, relates back to the hook, and answers the “So What” question	
3	Conventions – Use correct grammar, spelling, and punctuation.	
6	MLA FORMAT: Paper has proper heading, running header, parenthetical citations, and Works Cited Page.	

**Total points: \_\_\_\_\_/ 60**

# DYSTOPIAN FICTION UNIT: CREATIVE WRITING

## Essential Question:

Throughout the unit, you have made generalizations about what makes a text Dystopian Fiction. Go back through your packet and use your Constructed Response 3 – Genre Definition – to determine three elements of Dystopian Fiction you will use in your creative writing.

Then, use your brainstorming on pages 35-37, 49-51, and 66-68, to write a two-page excerpt that would fit into the Dystopian Fiction genre.

Choose from one of the following options (or create one of your own):

- Write an exposition for your story that uses descriptive language to describe setting and establish at least one character.
- Write a narrative from the point of view of your protagonist describing their internal conflict
- Write a narrative from the point of view of your antagonist describing the conflict with the protagonist
- Write a two pages of your story that highlighting the climax of your plot and uses dialogue between two characters

Include no fewer than three of the following elements in your writing: (highlight these)

- |                   |                |             |
|-------------------|----------------|-------------|
| • Simile          | • Allusion     | • Hyperbole |
| • Metaphor        | • Onomatopoeia | • Imagery   |
| • Personification | • Alliteration |             |

The theme must be clear in your story (written at the end of the story) and reflected in your title.

## RUBRIC:

Three elements of Dystopian Fiction – 15 points

Two pages – 5 points

Figurative Language – 6 points

Grammar and Mechanics – 5 points

Story reflects theme, it is written at the bottom of story, and title conveys theme – 4 points

Total: \_\_\_\_\_/31



# CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

# CITATION TRACKER: INDEPENDENT TEXT

<b>Title and Author:</b>	<b>ISBN Number:</b>	
<b>Theme</b>		
<b>Evidence to support the theme</b>	<b>Page #</b>	<b>What literary element is this?</b>

# CITATION TRACKER: INDEPENDENT TEXT

<b>Title and Author:</b>	<b>ISBN Number:</b>	
<b>Theme</b>		
<b>Evidence to support the theme</b>	<b>Page #</b>	<b>What literary element is this?</b>

# CITATION TRACKER: INDEPENDENT TEXT

Title and Author:	ISBN Number:	
Theme		
Evidence to support the theme	Page #	What literary element is this?

# CITATION TRACKER: INDEPENDENT TEXT

<b>Title and Author:</b>	<b>ISBN Number:</b>	
<b>Theme</b>		
<b>Evidence to support the theme</b>	<b>Page #</b>	<b>What literary element is this?</b>