

# AGENDA –HONORS ENGLISH 9

## Essential Question: **WHAT MAKES A TEXT PART OF THE DYSTOPIAN GENRE?**

[www.missaubrey.weebly.com](http://www.missaubrey.weebly.com)

October 23 - November 3<sup>rd</sup>

### Monday, October 23<sup>rd</sup>, 2017 -- Setting

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the setting to make a text dystopian?

**Learning Targets:** We will practice identifying, describing, and analyzing settings in a variety of texts in this Dystopian Fiction. We will also begin to generalize about settings in Dystopian Fiction.

**Please Do Now:** Look at your **GENRE CARD** (p.3-4 of your packet) – what elements of this card did you see in *The House of the Scorpion* on Thursday? In your independent book over the weekend?

#### Agenda:

- ☐ Shared Reading – *The House of the Scorpion* (p. 18-26)
- ☐ Discussion Groups: What is the setting of the book so far? Why do you think it will matter to the story? What evidence from the text best supports your answer?
- ☐ Levels and Dimension of Setting:
  - Physical (place, locality, country, political situation)
  - Temporal (era, duration)
  - Culture/Society
- ☐ Come back to Group Discussion – Key Characteristics Chart: What generalizations can we make about settings in this genre? How might setting be important to Dystopian Fiction as a whole? What can we fill out on our Key Characteristics Chart? (p. 6 of your packet)

#### Homework:

- ☐ Read from independent novel
- ☐ Vocabulary – p. 5 – checked on 10/25
- ☐ Vocabulary Quiz 1 – 11/3

### Tuesday, October 24<sup>th</sup>, 2017 -- Setting

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the setting to make a text dystopian?

**Learning Targets:** We will practice identifying, describing, and analyzing settings in a variety of texts in this Dystopian Fiction. We will also begin to generalize about settings in Dystopian Fiction.

**Please Do Now:** Come in and get started reading from your Independent Novel – if there is an issue with your independent reading book, it should be taken care of before school, after school, lunch time, study hall, etc. If it is a true emergency, the VERY beginning of class would be the time to address it.

#### Agenda:

- ☐ Independent Reading from Self-Selected Book
- ☐ Accountable Talk: Think-Pair-Share: Take one minute to share about the setting of your book. What is the setting of the book so far and why do you think it will matter to the story? What evidence from the text best supports your answer? What generalizations can you make about settings in Dystopian Fiction after reading your own book? Come up with one generalization you would like to share with the whole class about setting in Dystopian Fiction.

- ☐ Introduce Writing Rubric/ Tonight's Writing Prompt: Making a claim: What about the setting in your self-selected novel will be most important to the book as a whole? Why? Use evidence from the text to support your answer. (add to page 6)
  - Making a claim: The most important part of the setting this book will be \_\_\_\_\_ because
  - MUST CITE FROM THE TEXT - DIRECT QUOTES (Author's Last Name Page#).
  - Reasoning: How does your example prove that this aspect of your setting is most important?

#### Homework:

- ☐ Read from your independent reading book
- ☐ Complete setting prompt in your packet (p. 7)
- ☐ Vocabulary Homework - p. 5 - due tomorrow
- ☐ Vocabulary Quiz - 11/3

#### Wednesday, October 25<sup>th</sup> 2017 - Characters - Vocab due

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the characters to make a text dystopian?

**Learning Targets:** We will practice identify, describing, and analyzing the characters in a variety of texts in Dystopian Fiction. We will also begin to generalize about characters in this genre.

**Please Do Now:** Share your setting prompt with someone at your table - peer edit - does your partner's paper include a claim, evidence from the text, and reasoning? Why or why not? What would you score it?

#### Agenda:

- ☐ Take out your Literary Elements chart. Discuss with your group the characters in The House of the Scorpion and your own text. Together we will review the specifics of characters in Dystopian Fiction (see genre card/genre chart).
- ☐ Shared Reading: The House of the Scorpion (27-35)/ Writer's Notebook
- ☐ Discussion Groups: Read what you wrote as you listened. Who are the characters in the story so far? Have we been introduced to a protagonist and an antagonist? What other character types have we met so far? What are these characters like? (\*think four types of characterization) -- add to p. 8 of your packet
  - What can you learn about each of these characters through his/her thoughts? Actions? Body language? Reactions to other characters
  - How does the author use events and/or dialogue to tell you about this character?
  - How/why do you think these characters will matter to the story? What evidence from the text best supports your answer?
- ☐ Group Discussion- Key Characteristics Chart: What generalizations can you suggest might be true about characters in this genre? What types of characters might be important to this genre as a whole? What makes you think that? Add to Chart and Graphic Organizer.
- ☐ Review VOCABULARY

#### Homework:

- ☐ Read from your independent novel
- ☐ Vocabulary Quiz - words on p. 5 of your packet - 11/3

#### Thursday, October 26<sup>th</sup>, 2017 - Characters

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the characters to make a text dystopian?

**Learning Targets:** We will practice identify, describing, and analyzing the characters in a variety of texts in Dystopian Fiction. We will also begin to generalize about characters in this genre.

**Please Do Now:** Start reading from your independent novel, keeping in mind the discussion we had about Characters on Friday.

#### Agenda:

- ☐ Independent Reading: As you read, be prepared to share a brief summary the characters in your book, about one character in particular, including a phrase you've read that best represents that character and why. What generalizations can you suggest might be true about characters in this genre? What types of

characters might be important to this genre as a whole? What makes you think that? Add to page 8 of your packet.

- ☐ **Accountable Talk: Think-Pair-Share:** Select a character. What is he/she like? Why do you think she/he will matter in the story? What evidence supports your answer? What generalizations can you make about characters in this genre? What types of characters might be important to Dystopian Fiction as a whole? Share one generalization with the class. Add to chart.
- ☐ **Introduce homework: Writing Prompt:** Who will be the most important character in your independent reading book? Why? Use evidence from the text to support your answer. Look at the examples in your packet (p. 9). How would you score them using the rubric?

**Homework:**

- ☐ Read from your independent reading book
- ☐ Complete character prompt in your Dystopian Packet - using rubric/ example provided (page 9).
- ☐ Vocabulary Quiz - 11/3

**Friday, October 27<sup>th</sup>, 2017 - Plot**

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the plot to make a text dystopian?

**Learning Targets:** We will practice identifying, describing, and analyzing plot in a variety of texts in the Dystopian Fiction genre. We will also begin to generalize about plot in Dystopian Fiction.

**Please Do Now:** Take out your prompt from last night. Find a partner not at your table and peer edit each other's paper's based on the prompt. If your partner has a really great response that hits on all three aspects of our rubric, put it on the back board!

**Agenda:**

- ☐ **Shared Reading** - The House of the Scorpion (p. 39-49)/ **Writer's Notebook**
- ☐ **Discussion Groups:** Read what you wrote as you listened. Describe the plot in the story so far. Add to page 10.
  - What is the central conflict in this story? How is it resolved?
  - What are the most important episodes or incidents in the plot of The House of the Scorpion? Why?
  - How is the plot of this book shaped by the setting? By the characters?
- ☐ **Group Discussion - Key Characteristics Chart:** What generalizations can you make about plots in Dystopian Fiction? What types of conflicts might be important to this genre as a whole? What makes you think that? Add to chart.

**Homework:**

- ☐ Read from independent novel
- ☐ Vocabulary Quiz - 11/3

*"Feeling gratitude and not expressing it is like wrapping a present and not giving it."*

1.

2.

3.

4.

5.

...more?

## Monday, October 30<sup>th</sup>, 2017 - Plot

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the plot to make a text dystopian?

**Learning Targets:** We will practice identifying, describing, and analyzing plot in a variety of texts in the Dystopian Fiction genre. We will also begin to generalize about plot in Dystopian Fiction.

**Please Do Now:** Take out your independent reading novel and begin reading, keeping in mind the discussion we had about PLOT yesterday.

### Agenda:

- ☐ Independent Reading: As you read, continue to think about plot and characteristics of plot in Dystopian Fiction. Be prepared to share a brief summary of the plot of your book: central conflict and resolution; one specific episode or incident in the plot and why this moment is so important to the rest of the story; what generalizations can you make about plots in this genre? What types of conflicts might be important to this genre as a whole? What makes you think that?
- ☐ Accountable Talk: With a partner, share information from above. Be ready to share one generalization about plot in Dystopian Fiction. Add to chart.
- ☐ Introduce homework: What is the most important episode/incident in your independent reading story so far? Why? Use evidence from the text to support your answer.

### Homework:

- ☐ Read from your independent reading book
- ☐ Complete plot prompt in your packet - p. 7
- ☐ Vocabulary quiz 10/11

## Tuesday, October 31<sup>st</sup>, 2017 - report to classroom then we'll go to library

**Essential Question:** What services does the local library offer me?

**Learning Target:** Listen to presentation from Bucks County Free Library

## Wednesday, November 1<sup>st</sup>, 2017 - Genre Definition

**Essential Question:** What makes a text part of the dystopian genre? Which literary element is MOST important?

**Learning Objectives:** We will synthesize what we've learned about literary elements in Dystopian Fiction to develop a working definition of the genre.

**Please Do Now:** Discussion Groups - Genre Definition: Share your writer's notebook with a partner and with your group, use the generalizations we have created about setting, characters, and plot to develop a working definition of Dystopian Fiction. What do you think about the setting is the most important - Characters? Plot?

### Agenda:

- ☐ Class Poll: Which element do you think - setting, characters, and plot - is the most important in defining RCF?
- ☐ Write to text - Claim: What is the most defining literary element in Dystopian Fiction? Why? Use evidence from multiple texts to support your answer. In your groups, collect evidence from The House of the Scorpion to support your opinion. Use the rubric to review criteria if necessary.
- ☐ If time, read from independent reading book
- ☐ Ticket out the Door: What is one piece of evidence you can use to support your claim from your independent reading book?

### Homework:

- ☐ Read from your independent reading book
- ☐ Complete your example from The House of the Scorpion for tomorrow
- ☐ Vocabulary Quiz - 11/3

## Thursday, November 2<sup>nd</sup>, 2017 - Theme

**Essential Question:** What makes a text part of the dystopian genre? What has to be true of the theme to make a text dystopian?

**Learning Targets:** We will practice identifying, describing, and analyzing themes in a variety of texts in this Dystopian Fiction. We will also begin to generalize about themes in Dystopian Fiction.

**Please Do Now:** What the difference between a topic and a theme? How might an author use literary elements to help establish a theme? (Pull out your genre card for today.)

### Agenda:

- ☐ Shared Reading – *The House of the Scorpion* (p. 56-60)
  - As you listen, use a post-it note to mark the place in the text that is the best clue to one of the author's themes.
- ☐ Partner work.: Using the theme handout (p.13), analyze the literary elements of The House of the Scorpion and determine a theme.
- ☐ Class discussion: What did you come up with on your thinking map?
- ☐ Discussion group: Work with a partner to compose a three-point answer to the question: What is a central theme of this text? How does the author use literary elements to develop this theme? What is the author's position?

### Homework:

- ☐ You should be finishing book ONE by now!
- ☐ Vocabulary quiz TOMORROW

## Friday, November 3<sup>rd</sup>, 2017 - Vocabulary Quiz # 1 and Theme

**Learning Targets:** We will practice identifying, describing, and analyzing themes in a variety of texts in this Dystopian Fiction. We will also begin to generalize about themes in Dystopian Fiction.

**Please Do Now:** Vocabulary Quiz for List 1 (p. 5)

### Agenda:

- ☐ Independent reading (20 minutes). Use a sticky note to mark any places in the text that address theme.
- ☐ Accountable Talk (Think-pair-share) Take one minute to share with a partner about the themes: of your book.
  - What are some themes in this text? Which one is central/most important? Why?
  - What is a central theme of this text? How does the author use literary elements to develop this theme?
- ☐ Introduce Writing Prompt: What is a central theme of this text? How does the author use literary elements to develop this theme?
- ☐ Modeling writing: As a class, let's try this together for The House of the Scorpion. Don't forget to use the rubric in your Writer's Notebook to guide your writing.
- ☐ Ticket out the door: start your theme graphic organizer for your independent book (p. 12)

### Homework:

- ☐ Read from your independent reading book
- ☐ Complete THEME prompt (p. 13)
- ☐ Vocabulary List 2 due Wednesday, 11/8 (p. 16)

*Enjoy the little things for one day you might look back and find they were the big things.*

1.

2.

3.

4.

5.

...more?