



Marietta City Schools
2023-2024 District Unit Planner

Language and Literature Honors 8

Unit title	<i>Fairness and Development</i>	MYP year	3	Unit duration (hrs)	30 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Informational

I can identify two or more big ideas in the text, analyzing how the author introduces and develops them throughout the text, and summarizing the text with objectivity. (ELAGSE8RI2)

Reading Literary:

I can identify a main idea or theme, examine how the author develops it throughout, focusing on the connection between the main idea and the characters, setting, and plot, then summarize the text with objectivity.(ELAGSE8RL2)

I can examine specific events or lines of dialogue to determine how they advance the plot, uncover character details, or force characters to act (make decisions).(ELAGSE8RL3)

I can figure out what words and phrases mean in context, taking into consideration both their figurative and connotative meanings, and how the author's use of specific words, analogies, or textual allusions affects the meaning or tone of the text. (ELAGSE8RL4)

I can compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (ELAGSERL5)

Writing:

Write arguments to support claims with clear reasons and relevant evidence. (ELAGSE8W1)

I can use search terms strategically to find and collect valuable information - data, examples, quotations, even digital media from a range of sources, both print and digital, determining the quality of these sources and quoting or paraphrasing others' ideas, taking care not to plagiarism and citing each source. (ELAGSE8W8)

Speaking and Listening

I can present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume (ELAGSE8SL4).

Language:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (ELAGSE8L1)

MCS Gifted Standards:

Gifted Strand 1: Advanced Research Skills: Students will develop and utilize advanced research skills among various topics.

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.

MCS.Gifted.S1B. Devise and manage a research plan.

MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

Gifted Strand 2: Creative Thinking: Students will develop and utilize creative thinking through a variety of products and problem solving.

MCS.Gifted.S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2C. Develop and apply the affective components of creative thinking: risk-taking, curiosity, complexity, and imagination.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

Gifted Strand 3: Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem-solving skills in various situations.

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.

MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.

MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Gifted Strand 5: Emotional Development of Self: Students will develop understanding of self and how one's own unique abilities influence interactions with others.

MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.S5B. Recognize and build upon strengths and limitations.

MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

MCS.Gifted.S5D. Develop a shift in actions, feelings, and thoughts.

MCS.Gifted.S5E Advocate for self.

Gifted Strand 6: Self Directed Learner: Students will become self-directed, independent learners.

MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

MCS.Gifted.S6B. Establish and work toward short- and long-term goals.

MCS.Gifted.S6C. Persevere in the face of obstacles.

MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.

William and Mary Language Arts Goals:

Goal 1: To develop analytical and interpretive skills in literature and informational text. (RL2, RL5)

Goal 2: To develop persuasive writing skills. (W1)

Goal 3: To develop linguistic competency. (RL4)

Goal 4: To develop listening/oral communication skills. (SL4)

Goal 5: To develop reasoning skills in the language arts. (W1)

Goal 6: To understand the concept of change in the language arts. (RL3)

Key concept	Related concept(s)	Global context
Perspective	Governance & Power	Fairness and Development
Statement of inquiry		
Personal and social perspectives on governance and power affect fairness and development of societies.		
Inquiry questions		
<p>Factual—</p> <p>What is the audience?</p> <p>What is the purpose?</p> <p>What is the difference between summary (the text says) and analysis (the text does)?</p> <p>Conceptual—</p> <p>How does the author use personification?</p> <p>Whose role is it to provide citizens with fairness and development of a society?</p> <p>What are the stylistic choices and rhetorical devices authors use to communicate?</p> <p>Debatable-</p> <p>Do we treat people with fairness?</p>		
MYP Objectives	Assessment Tasks	
What specific MYP <u>objectives</u> will be addressed during this unit?	<i>Relationship</i> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>

<p><u>MYP Criterion A: Analyzing</u></p> <ol style="list-style-type: none"> 1. Analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts. 2. Analyze the effects of the creator's choices on an audience. <p><u>MYP Criterion B: Analyzing</u></p> <ol style="list-style-type: none"> 1. Students will use organizational structures that serve the context and intention. 2. Students will organize opinions and ideas in a coherent and logical manner. 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention <p><u>MYP Criterion C: Producing Text</u></p> <ol style="list-style-type: none"> 1. Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process 2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 3. Select relevant details and examples to develop ideas. <p><u>MYP Criterion D: Using Language</u></p> <ol style="list-style-type: none"> 1. Students will use appropriate and varied vocabulary, sentence structure and forms of expression. 3. Students will use correct grammar, syntax, and punctuation. 	<p>Students will make connections between the core text and major themes. Through writing and in-class debates, students will be able to determine how personal and social perspectives affect fairness and development in society</p>	<p><u>Formative Assessment(s):</u></p> <p>Standards Based Assessment (Mid Unit Assessment for <i>Lord of the Flies</i>, and <i>Animal Farm</i>)</p> <p><u>Summative Assessment(s):</u></p> <p>Standards Based Unit Assessment using <i>Lord of the Flies</i> and <i>Animal Farm</i></p> <p><u>MYP Task</u></p> <p>Introduction: Provide an overview of the two novels and their significance as socio political allegories. State the research questions and objectives.</p> <p>Literature Review: Summarize the critical reception and existing scholarly work on "Animal Farm" and "Lord of the Flies."</p> <p>Analysis of "Animal Farm": Discuss the allegorical elements, characters, and themes in "Animal Farm" with a focus on how George Orwell critiques totalitarianism and corruption.</p> <p>Analysis of "Lord of the Flies": Discuss the allegorical elements, characters, and themes in "Lord of the Flies" with an emphasis on the breakdown of order and civilization.</p> <p>Comparative Analysis: Compare and contrast the allegorical elements, themes, and characters in both novels, highlighting their similarities and differences.</p> <p>Historical and Sociopolitical Context: Explore the historical and sociopolitical contexts in which both novels were written and discuss their influence on the authors' allegorical messages.</p> <p>Conclusion: Summarize the key findings of the comparative analysis and address the research</p>
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		<p>questions. Draw conclusions about the authors' views on power, society, and human nature.</p> <p>Bibliography: List all the sources used in the research.</p> <p>Creative Component:</p> <ul style="list-style-type: none"> • Create a propaganda poster or song that represents one of the leaders from Animal Farm or Lord of the Flies and what they stood for • Create an infographic that symbolizes real-life socio political concepts or historical events • Create a 3D map of the island or the farm using descriptions from the book. Use textual evidence from the text to support your creation. • If you were in charge of a Utopian society, how would you govern your citizens? Create the following: <ol style="list-style-type: none"> 1. A set of laws and consequences when they are broken 2. Leader of the governing body? How would you choose this leader? 3. Important jobs: Who assigns these jobs? How is the need determined? 3. Currency/ Economy: How will people pay/ receive goods and services needed to survive? 4. Why are you choosing to govern this way?
Approaches to learning (ATL)		
<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p>		

Use appropriate forms of writing for different purposes and audiences

<p style="text-align: center;"><u>Learning Experiences</u></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Building Background Knowledge	Pre-reading/Building Background Knowledge <ul style="list-style-type: none"> • Deserted Island Survival Game • Notes Sheet • Island Map 	Guided Notes Prefill Notes
We Wear Masks	Make a <u>mask</u> like Jack and the Hunters and write a brief paragraph describing the reasoning behind the colors/shapes/other decorative choices you made. Discuss: What does the mask symbolize? Do humans “wear masks”? Read “We Wear the Masks” Paul Laurence Dunbar Reflect on whether or not your answer changed after reading the poem. Would you change your mask after reading the poem? How does this connect to “Lord of the Flies”?	Provide sentence starters for paragraph Provide a paragraph exemplar
William and Mary Models	Complete the models with the anchor text to increase understanding and reinforce critical thinking skills. <ul style="list-style-type: none"> • Taba Model of Concept Development • The Reasoning Model 	Prefill some aspects of the model Model the completion of the web and release students with a cold text
<i>Lord of the Flies</i> Core Text Analysis	Building Background Knowledge: <ul style="list-style-type: none"> • "William Golding" - Nobel Prize This article provides a biography of William Golding, the author of "Lord of the Flies," and gives insight into his life and influences. • "The Real Lord of the Flies: What Happened When 6 Boys were Shipwrecked for 15 Months" -This article explores the real-life events and experiences that may have inspired Golding's novel. 	Guided reading and guided writing Exemplars and models Collaborative Conversations Provide opportunities for divergent and convergent thinking

	<ul style="list-style-type: none"> • "Allegory and Symbols in William Golding's 'Lord of the Flies'" - Literary Devices This article explores the allegorical nature of the novel and discusses its symbols and their meanings. <p>Visual Text To Support</p> <ul style="list-style-type: none"> • Artwork: "Lord of the Flies" Illustrations There are various artistic interpretations and illustrations of scenes from the novel. These can help students visualize key moments and characters. Websites like DeviantArt and Behance often showcase fan art related to literary works. • Maps and Island Illustrations: Providing visual representations of the island's layout and key locations can help students understand the geography of the story. You can find maps and island illustrations online or create your own based on textual descriptions. • Political Cartoons and Satirical Art: Look for political cartoons or satirical artworks that draw parallels between the themes of "Lord of the Flies" and real-world situations. This can spark discussions about human nature, societal structures, and power dynamics. • Symbols and Allegory Infographics: Create or find infographics that explain the symbolism and allegorical aspects of the novel. Visualizing these concepts can aid students in grasping the deeper meanings of the story. • Character Collages: Encourage students to create collages featuring images and quotes that represent different characters in the novel. This can help them explore the personalities and development of each character. • Storyboarding: Have students create storyboards for specific chapters or scenes. This activity can help them break down the narrative visually and think critically about the sequence of events. • Nature and Wilderness Photography: Collect nature and wilderness photographs that evoke the atmosphere of the island. These images can be used to set the mood and help students connect with the environment described in the novel. 	
<i>Animal Farm</i>	<p>"Animal Farm" is a novella written by George Orwell and first published in 1945. It is a classic work of political satire and allegory that uses a group of farm animals to depict the events leading up to the Russian Revolution of 1917 and the subsequent development of the Soviet Union.</p> <p>Allegory:</p> <p>"Animal Farm" is a powerful allegory that represents historical events through a fictional story. The farm animals symbolize different social and political classes and figures: Old Major represents Karl Marx and Vladimir Lenin, who inspired the idea of revolution. Napoleon symbolizes Joseph Stalin, the leader of the Soviet Union.</p>	

	<p>Snowball represents Leon Trotsky, a revolutionary who opposed Stalin. Boxer and Clover represent the loyal, hardworking proletariat. The humans symbolize the capitalist ruling class.</p> <p>Satire: Orwell uses satire to criticize totalitarian regimes and the corruption of power. The pigs, who initially promote equality and revolution, gradually become tyrannical and adopt the oppressive tactics of the humans they overthrew.</p> <p>Propaganda: The novel highlights the role of propaganda in manipulating the masses. Slogans like "All animals are equal" and "Four legs good, two legs bad" are used to control and deceive the animals.</p> <p>Corruption of Ideals: "Animal Farm" shows how revolutionary ideals can be corrupted as those in power prioritize their own interests over the welfare of the common people. The pigs gradually betray the original principles of Animalism.</p> <p>Class Struggle: The novel explores the dynamics of class struggle, with the animals representing the working class and the pigs representing the ruling class. The working class is exploited and manipulated by the ruling class.</p> <p>Loss of Freedom: The animals initially rebel against human oppression to gain freedom, but they end up losing their freedom to the pigs. The farm transforms into a dictatorship under Napoleon's rule.</p> <p>Irony: Irony is prevalent throughout the story, as the animals' hopes for a better life are repeatedly dashed. The final scene, where the pigs are indistinguishable from the humans, underscores the irony of the revolution's outcome.</p> <p>Historical Parallels: "Animal Farm" draws direct parallels to the Russian Revolution and the early years of the Soviet Union. Orwell uses these historical events to comment on the broader human tendency to abuse power.</p>	
Content Resources		
<p>Anchor Texts:</p> <ol style="list-style-type: none"> 1. <i>Animal Farm</i> 1170L 2. <i>Lord of the Flies</i> 770L <p>Supplementary Texts:</p> <ol style="list-style-type: none"> 3. "What Makes Good People Do Bad Things" by Melissa Dittmann (1360L) 4. "Online Identity" (1370L) 		

5. "The Stanford Prison Experiment" by Saul McLeod (1130L)
6. "Stalin: A Brutal Legacy Uncovered" Mike Kubic (1380L)
7. "Conformity" by Charlotte Harrison (1190L)
8. "Herd Behavior" (1310L)
9. "The Third Wave" (1260L)
10. "The Russian Revolution" (1320L)
11. "The Second Coming" by WB Yeats
12. "I Wandered Lonely as a Cloud" by William Wordsworth
13. "We Wear the Masks" Paul Laurence Dunbar