**Subject area/course**: English/Language Arts; History/Social Studies

**Grade level/band**: 10

**Task source**: Summit Public Schools

**Dystopian Narrative**

**TEACHER'S GUIDE**

1. **Task overview**:

Students write a short story set in a dystopian future.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-LITERACY.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.9-10.7](http://www.corestandards.org/ELA-Literacy/RL/9-10/7/) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

[CCSS.ELA-LITERACY.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) 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.

[CCSS.ELA-LITERACY.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

1. **Critical Abilities**

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

Interpersonal Interaction and Collaboration:Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Time/schedule requirements:**

This task will take approximately 3 weeks to complete depending on your class schedule and the amount of in-class and outside of class time allotted to this assignment.

1. **Materials/resources:**
* Item A. Dystopian Intro PPT
* Item B. 1984 Chapter Summaries and Question Bank (for teacher only)
* Item C. Dystopian Narrative Organizer
* Item D. Dystopia Brainstorm
* Item E. Prewriting Plot Graph
* Item F. Prewriting Graphic Organizer
1. **Prior knowledge:**

Students should be prepared to read complex literature, discuss the ideas in the literature, and write creatively.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

Launch Activity

* Item A. Dystopian Intro PPT: Using the Entry PowerPoint, guide students in a discussion of dystopian societies. Show film clips as indicated in the PowerPoint (or other film clips that show dystopian societies); have students identify characteristics of a dystopian society.
* Introduce task and have students choose a novel. The task includes three possibilities: Brave New World, The Handmaid's Tale, and 1984. Chapter summaries are included for these novels. However, any novel or short story depicting a dystopian society may be used. Teachers can adjust the reading to accommodate varying student reading abilities.

Step 1 – Reading Checkpoints: Using chapter summaries as necessary, create checkpoints to make sure that students are both staying on task and reading with understanding.

Step 2 – Research Organizer: Review the process of research and identifying quality sources. Caution students about the possibility of biased sources when researching social issues.

* Item C. Dystopian Narrative Organizer: Follow the steps in the Dystopian Narrative organizer, adjusting dates as appropriate for your class. The organizer has embedded links to useful information; however, you may want to print these documents for your class.

Step 3 – Plot/character/setting Graphic Organizer: Using items D, E and F, guide students through the process of writing a dystopian narrative.

* Item D. Dystopia Brainstorm
* Item E. Prewriting Plot Graph
* Item F. Prewriting Graphic Organizer

Step 4 – Rough Draft of Dystopian Narrative: Using the rubric included, have students peer review rough drafts.

Step 5 – Final Draft of Dystopian Narrative

1. **Student support:**

Depending on the skill level of the class, teachers may reduce or increase scaffolding activities (benchmark reading checks, writing checks, etc.).

1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Summit Public Schools Dystopian Narrative Rubric.