

CURRICULUM MAP

SUBJECT: 1984 by George Orwell GRADE: 12

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
2 to 3 weeks	How is Orwell’s fictional view of 1984 reflected in our reality of today?	<p>Part I of novel-terminology, vocabulary, background info. on author and time period. Connotation, denotation, and shades of meaning</p> <p>Part II-literary terms of symbolism, irony, paradox, allusion, imagery, characterization, setting, atmosphere</p> <p>Part III-resolution. Orwell’s place in the literary canon</p> <p>Ongoing group and paired activities regarding dystopia, totalitarianism, application of literary terms</p>	<p>8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood</p> <p>9.7 Relate a literary work to seminal ideas of its time</p> <p>11.6 Apply knowledge of a concept that a text can contain more than one theme</p> <p>12.6 Analyze, evaluate, and Apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes</p>	<p>The novel <u>1984</u></p> <p>Various handouts regarding historical and current events, literary terms, and government structure</p> <p>Clips of the film <u>1984</u></p>	<p>Quiz on each of the sections of the novel—quiz to include vocabulary and literary terms</p> <p>Journal prompts connecting themes in the novel to historical, literary, or current events</p> <p>Culminating essay question—“Has Orwell’s view of the future come to fruition in the current year?”</p> <p>Research paper options for further study</p>

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1 1/2 weeks	<p>What constitutes Anglo-Saxon culture?</p> <p>What makes one a hero?</p> <p>How do transitions in history affect literature?</p>	<p>Introduce background history of Anglo-Saxon era</p> <p>Introduce archetypal characters in literature</p> <p>Identify terms: scop; kenning; epic; caesura; alliteration; comitatus relationship; wyrd; contemptus mundi; ubi sunt</p> <p>Compare/contrast translations of text</p> <p>Close reading of poetry to find figures of speech</p> <p>“Dredge” for perceptions of Beowulf, Grendel</p> <p>Identify Christian vs. pagan elements in text</p>	<p>12.6: Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes</p> <p>14.6: Analyze and evaluate the appropriateness of diction and imagery</p> <p>16.12: Analyze the influence of mythic, traditional, or classical literature on later literature and film.</p> <p>19.30: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs and logical argumentation</p>	<p><i>Choose from the following options:</i></p> <p>“The Seafarer”</p> <p>“The Wanderer”</p> <p>John Gardner’s <i>Grendel</i></p> <p><i>Beowulf</i> movie (2007)</p> <p>Seamus Heaney’s <i>Beowulf</i> text &amp; audio recording</p> <p>Analogues of <i>Beowulf</i>: Battle of Finnesburg; Genesis Cain and Able</p>	<p><i>Choose from the following options:</i></p> <p>Round table discussion</p> <p>Quizzes/Tests</p> <p>Essays</p> <p>Compare/contrast of 2+ translations</p> <p>Role of women in text?</p> <p>Beo as traditional/non traditional hero?</p> <p>How digressions “fit” into rest of text?</p> <p>Christian vs. pagan elements in poem?</p> <p>Close reading of poetry to find figures of speech</p> <p>Write epic poem</p> <p>Create a video</p>

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2 weeks	<p>If free, unregulated scientific research is allowed, will BNW occur?</p> <p>How much does society dictate “acceptable” behavior?</p>	<p>Activate prior knowledge: students create own utopia and/or fill in KWL chart about Ford or cloning</p> <p>Introduce background on Huxley, Henry Ford, cloning history</p> <p>Identify and discuss terms: dystopia; satire</p> <p>Discuss themes: propaganda; oppression of individuality; reproduction; personal freedom; obsession with perfection; cloning; mind control/brainwashing; the price of progress; family unit; hierarchical society; inhibition of emotions/feelings; contrast of environments; science’s responsibility to society; dehumanization; inter-personal relationships</p> <p>Read and relate non-fiction articles on cloning</p>	<p>Lang. Strand, Stand 2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge</p> <p>Lit. Strand, Stand 9: Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background</p> <p>Lit. Strand, Stand 11: Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding</p>	<p><i>Choose from the following options:</i></p> <p>Supplementary cloning articles</p> <p>“Those who walk away”</p> <p>BNW Revisited</p>	<p><i>Choose from the following options:</i></p> <p>Create own dystopia</p> <p>Round table discussion</p> <p>Quizzes/Tests</p> <p>Essays: How dangerous is a totalitarian society?</p> <p>Compare/contrast <i>BNW</i> to modern society</p> <p>What is the role of Shakespeare in <i>BNW</i>?</p> <p>Compare/contrast to <i>1984</i></p> <p>Discuss the theme of civil vs. savage in <i>BNW</i>?</p> <p>What is the role of happiness for stability in <i>BNW</i> and in our society?</p> <p>What is the role of an environment on</p>

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