

ESOL 2 Unit #3: Dystopia

[Unit Overview]

Tools for Planning

PLC Process Resources • Unit Internalization Protocol • Unpacking Standards DOCUMENTS • Unpacking Standards PROTOCOL	Year-At-A-Glance	Additional Planning Resources • Specially Designed Instruction (SDI) Strategies (Add Website to all boxes) • Language Supports (Add Website to all boxes) • Multi-Tiered System of Supports (MTSS) (Add Website to all boxes)
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Unit Description

Description: Students will synthesize their exploration of dystopian literature with an analysis of the Bill of Rights to write an argument for whether we currently live in a dystopian society.

Suggested Unit Pacing: 9 weeks (4 weeks on Bundle 1, 3 weeks on Bundle 2, 2 weeks on Bundle 3)

Number of Bundles: 3

PLC Q1 - Unit 1 Planning Guidance

Essential Questions	Enduring Understandings
→ What causes people to go against the crowd, despite the costs? → How do dictators seize power and how do people fight back? → What are essential rights?	→ Fictional dystopias explore what happens in societies without essential human rights.

TEKS

Essential TEKS

- [8A] analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures
- [10A] analyze author's purpose, audience, and message within a text

Supporting TEKS

- [6F] make inferences and use evidence to support understanding
- [6H] synthesize information from multiple texts to create new understanding
- [8D] analyze how historical and cultural settings influence characterization, plot, and theme across texts
- [10B] identify and analyze use of text structure to achieve author's purpose
- [10D] identify and analyze how the author's use of language achieves specific purposes

Response TEKS

- [1E] participate collaboratively, building on the ideas of others, contributing to the ideas of others, contributing relevant information
- [7C] use text evidence and original commentary to support an interpretive response
- [7D] paraphrase and summarize texts in ways that maintain meaning and logical order

Writing TEKS

- [11A] plan a piece of writing appropriate for various purposes and audiences by generating ideas through brainstorming
- [11Bii] develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary
- [12C] compose argumentative texts using genre characteristics and craft

Vocabulary TEKS

- [3A] use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary

PLC Q2 - Unit 1 Assessment Guidance

Unit Assessment Resources	Other Assessment Resources
→ District-Recommended End-of-Unit Assessment → Blueprint → Answer Key (blueprint and answer key may be the same document)	→ ESOL 1 TEKS Frequency Chart → ESOL 1 STAAR Stems → TELPAS Analysis
Performance Task Resources	
→ SCR Rubric → ESOL SCR Points to Remember → ESOL CFA FAQs → STAAR Resources (including ECR Rubrics)	

[Unit Guide]

Tools for Instruction

Teacher Resources	Student Resources
→ Real Book Level B Workshop 3 Teacher Edition → Real Book Level C Workshop 12 Teacher Edition → Class Materials	→ Real Book Level B Workshop 3 → Real Book Level C Workshop 12 → The Bill of Rights Depicted in Dystopian Tales: Exploring the Impact (excerpt) → Are We Living in a Dystopia? (excerpt)

Bundle 1: Foundation of Freedom

Description: Students will read a text and watch a video about the Bill of Rights. Then, individually or in pairs, they will explain one amendment to the class.

- Students will learn vocabulary related to the Bill of Rights
- Students will read and comprehend the transcription of a 1-minute video about the Bill of Rights.
- Students will understand the 10 amendments
- Students will orally express their learning to the class.

Pacing: [2 day](#)

TEKS/Learning Targets (Q1)		Check for Understanding (Q2)	
I can... → [7F,H] respond orally or in writing about the Bill of Rights		→ Warm up → Exit Ticket	
ELPS		Activities	
I can... → Speak [3D] Use grade-level academic vocabulary in oral explanations. → Read [4D] Use pre reading supports like vocabulary previews		→ Vocabulary → Prediction → Text → Video → Activity → Speaking Activity	→
Additional Tools		Academic Vocabulary	
→ Unit Overview → Think-Pair-Share → Structured Conversation Protocols		→ Constitution → Amendments → Bill of Rights → First Amendment → Freedom of Speech	

Bundle 2: The Hunger Games

Description: Students will read two portions of the *Hunger Games* stories and participate in a Socratic Seminar about each.

- Students will read and understand the novel excerpt.
- Students will make inferences about characterization, plot, setting, and theme based on text evidence.
- Students will find text evidence to support their assertions.
- Students will connect the text to themselves and society.
- Students will orally express their learning in a Socratic seminar.

Pacing: 18 days

TEKS/Learning Targets (Q1)	Check for Understanding (Q2)	
I can... → [8A,6F] make inferences about the characters, setting, or theme based on the story → [6E] connect what happens in dystopian stories to the real world	→ Text evidence accurately supports answer in Socratic Seminar Prep → Socratic Seminar Participant Rubric [8A,6F]	
ELPS	Activities	Resources
I can... → Speak [3G] express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions. → Read [4J] demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	→ Teaching Story Elements: Theme → Viewing with a Purpose (stop at 1:16) → Concept organizer → Close Reading → Make Inferences GO → Theme GQ [8A] → Directed Discourse (Ellevation) or Socratic Seminar How-To Video → Socratic Seminar Prep [8A,6F] → Concept organizer → Literary Elements → Close Reading → Socratic Seminar Prep [8A,6F]	→ The Hunger Games → Catching Fire
	Additional Practice (Q3)	Challenge (Q4)
	→ Inference Mini-Lesson Folder → Theme Mini-Lesson Folder	→ Research the Panem's creation of jabberjays and the resulting mockingjay species. Why do you think it becomes a symbol of rebellion?
Additional Tools	Academic Vocabulary	
→ Select evidence → Socratic Seminar Sentence Starters → Academic Conversation Moves (Ellevation)	→ Theme, message, moral, central idea / key idea / main idea, excerpt / selection → Content-area vocabulary → Content-area vocabulary	

Bundle 3: Essential Rights

Description: Students will study the Bill of Rights and apply it to their understanding of dystopia.

- Students will closely read an informative and an argumentative text.
- Students will generate and answer questions about the main idea and details in a text.
- Students will identify the audience and purpose of texts.
- Students will explain how the author's choices convey the author's purpose.
- Students will connect the ideas in two texts.

Pacing: 3 weeks

TEKS/Learning Targets (Q1)	Check for Understanding (Q2)	
I can... → [10A] identify the author's purpose in a text → [10A, 10B, 10D] explain how the author's choices convey the author's purpose. → [10A] infer the audience for a text. → [6F,7C] make and confirm predictions about a text. → [6F] make connections between texts.	→ "Possible Sentences" activity → Citizen Rights match table grid & SCR [6F] → Author's purpose graphic organizer (x2) [10A,10B,10D]	
ELPS	Activities	Resources
I can... → Listen [2E] use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language → Listen [2I] demonstrates listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	→ Possible Sentences Activity (also) and Phrases Slides → Rights in the World of THG → Author's Purpose graphic organizer (teacher-choice which rows students fill) [10A,10B,10D] → Reciprocal Teaching (Ellevation) → Make Your Mark (Ellevation) → "Bill of Rights" Video → "Bill of Rights" Scavenger Hunt	→ "Bill of Rights" Dystopian Lens → Are We Living in a Dystopia?
	Additional Practice (Q3)	Challenge (Q4)
	→ Author's Purpose Mini-Lesson Folder (Children at Work)	→ Use the Randomized Dystopia Generator and sketch out what that fictional society would look like

Additional Tools	Academic Vocabulary
→ "Bill of Rights" (leveled down) → "Bill of Rights" (leveled up) → Teaching Author's Purpose	→ Author's purpose, text evidence, genre, title, subtitle, headings, text structure, opinions

Bundle 4: Are We in a Dystopia?

Description: Students will craft an argumentative constructed response for whether we currently live in a dystopian society.

- Students will write a strong, clear thesis in response to a prompt.
- Students will select evidence from more than one text to support their thesis.
- Students will choose a structure and use diction appropriate to their audience.
- Students will attempt to make rhetorical moves in their argument.

Pacing: 2 weeks

TEKS/Learning Targets (Q1)	Check for Understanding (Q2)	
I can... → [9Ei, 10A, 12C] use a structure and choose words that persuade my audience. → [11A, 11Bii] write a thesis that responds to a prompt. → [6H, 7C, 7D] select relevant evidence to support my thesis.	→ Argumentative Writing Prompt [6H,7C,7D,10A,11A,11Bii,12C] ◆ Argumentative Writing Rubric or STAAR Argumentative/Opinion Writing ECR Rubric [6H,7C,7D,10A,11A,11Bii,12C]	
ELPS	Activities	Resources
I can... → Speak [3G] express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics → Write [5E] employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophes) correctly; and (iii) using negatives and contractions correctly;	→ Analyze model essay → Tell MORE GO → Plan Argumentative Writing GO → Writer's Checklist	→ "Bill of Rights" Dystopian Lens → Are We Living in a Dystopia?
	Additional Practice (Q3)	Challenge (Q4)
	→ Argument Essay Mini-Lesson folder (choose a different model text lesson)	→ Use the Randomized Dystopia Generator, then compare/contrast with US or home country
Additional Tools	Academic Vocabulary	
→ Lesson folder → Practice materials → Debate texts	Genre, craft / compose, claim / thesis, which / whether, prompt, position, structure	