

## **Writing Comparative Essays:** Analyzing Social Structures in Dystopian Novels

### **Introduction**

This is a concluding unit for a semester long literature class that has just completed reading the novels: *The Giver*, *Lord of the Flies*, *Fahrenheit 451*, *The Hunger Games*, and *Gathering Blue*. The unit is designed to reinforce previous knowledge of the novels, instruct in essay writing skills, and prepare students for future projects. This unit will last for five weeks; four weeks with set content and one week for extra time for unexpected delays. While all students will create their own essays, students will work in groups to draft, develop, and present their writing collectively.

The goal of the unit is for students to produce quality essays and a project. These deliverables will challenge students to recall texts, relate texts to theory, and relate to each other's interpretations. The students have the challenge of creating a response to the themes involved.

Students will be assessed based on three rubrics. The first is essay writing. Students will present first and final drafts along with revision checklist completed by their groups. The second is based on completing group work assignments. The final is based on their presentation of material.

### **Objectives**

- Students will draft, edit, peer edit, and submit one comparative essay
- Students will complete their assignments using Webspiration, Google Docs, & Final Cut Pro App
- Students will create a video presentation to the class that culminates the major findings of each member of the group and explain differences

### **Assessments**

- Students will be assessed individually on deliverables: Outline, Rough Draft, Peer Editing, & Final Draft
- Students will be assessed on their collaboration with other students
- Students will be assessed on their presentation
- All assessments will be made based on rubrics or checklists provided to the students prior to the start of each step of the assignment

### **Technology & Resources**

- The class has open access to a computer lab with the latest Apple Mac computers with 17" screens. Each student has access to a computer, internet access, and storage space sufficient to accommodate large video files.
  - All students have reported having computers with internet access at home.
  - Most students do not have access to video editing software at home.
  - All students have video capture devices on their phones or cameras with video capture technology

- Google Docs and Final Cut will be used to promote collaborative and cooperative learning aspects
- Webspiration, with its ability to send completed work to Google Docs will be used to create visual representations of themes and text details

## Learners

- Students are twelfth grade students in an urban high school
- Students are racially, ethnically, and economically mixed
- Students range in ability levels and ten percent of the students have learning disabilities.
  - There is a special education teacher in the class.

## Unit Overview

### Essay Writing Instruction and Background Information

#### Recalling Previous Knowledge

- Instructor will work with students to review material.
  - Novel Guides and internet research.
- Instructor will review themes covered with each novel

#### Understanding Webspiration

- Instructor will review Webspiration Classroom basics
- Instructor will use Webspiration in class to create notes and design an outline
- Students will use Webspiration to create an outline

#### Essay writing basics

- Instructor will review tenants of essay writing
  - Instructor will draft basic essay in class using Google docs
- Instructor will review scoring rubric for essay
- Students will send their Webspiration outlines to their Google Docs account

### Essay writing and peer editing

#### Rubrics and Peer Editing

- Instructor will send and review editing checklists
  - Instructor will edit draft of essay with class using Google docs
- Students will create rough drafts
- Students will peer edit group members work using checklists
- Students will revise and submit final papers with rough draft and peer-editing checklists

## Essay Review and Presentation Preparation

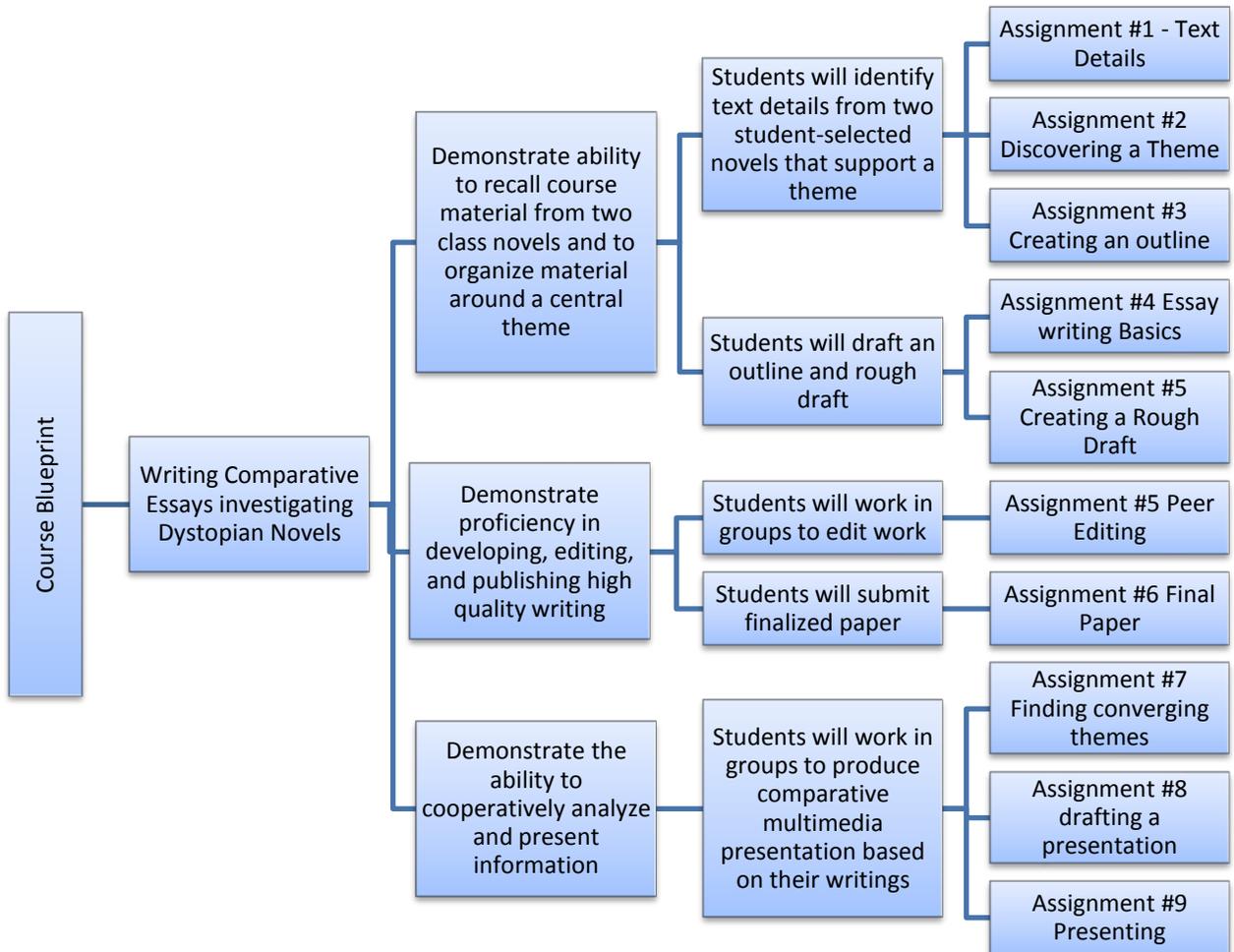
- Students will review essays in their groups
- Groups will draft outline of presentation
- Groups will record presentation for classmates
- Groups will present presentation to class
- Students in class will review presentations

## Protocols

- Students will complete all work assigned within the timeframe specified
- Students will work collaboratively and cooperatively
- The instructor will provide the resources and tools to complete the task
- The Instructor will provide instruction in all instructional technology tools
- The instructor will be available and open to communication regarding any topic related to the work
- The instructor will provide individual review of essays prior to submission if requested and time allows
  - The instructor expects that students will communicate any problems related to the group work portion of the unit!

## Post-Unit Activities

- Remediation will be provided through after school tutoring. Students will be allowed to resubmit written materials.



Name: Fred Buglione	Unit Name: Writing Comparative Essays
<b>Learning Objectives:</b>	<b>Common Core Standard Alignment:</b>
1 – Students will research multiple sources of information to develop an argument	College and Career Readiness Anchor Skills 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
2 – Students will draft, edit, and submit one comparative essay	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3 – Students will peer edit essay drafts	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
<b>Digital Literacy Objectives:</b>	<b>Common Core Standard Alignment:</b>
1 - Students will complete graphic organizers using Webspiration	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
2 – Students will collaborate using Google Docs and produce a multimedia presentation using Final Cut Pro	Integrate and evaluate Multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
3 - Students will create a video presentation to the class that culminates the major findings of each member of the group and explain differences	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Unit Description: This is a concluding unit for a semester long literature class that has just completed reading the novels: <i>The Giver</i> , <i>Lord of the Flies</i> , <i>Fahrenheit 451</i> , <i>The Hunger Games</i> , and <i>Gathering Blue</i> . The unit is designed to reinforce previous knowledge of the novels, instruct in essay writing skills, and prepare students for future digital projects. The goal of the unit is for students to produce quality essays and a project. These deliverables will challenge students to recall texts, relate texts to theory, and relate to each other’s interpretations. The students have the challenge of creating a response to the themes involved.	

<p>Instructional Strategies: This unit will last for five weeks; four weeks with set content and one week for extra time for unexpected delays. While all students will create their own essays, students will work in groups to draft, develop, and present their writing collectively. Instruction will be blended, collaborative, and cooperative. Strategies in this unit include: Lecture, Presentation, Informational Video, Cooperative learning, Collaborative learning, Discussion (large and small group), other as needed</p>	
<p>Digital Tools:</p> <p>Google Docs <input type="checkbox"/>      Powerpoint <input type="checkbox"/></p> <p>Webspiration <input type="checkbox"/>      bookrags <input type="checkbox"/></p> <p>Powerpoint <input type="checkbox"/>      Final Cut Pro <input type="checkbox"/></p>	<p>Assessments: Students will be assessed based on three rubrics. The first is essay writing. Students will present first and final drafts along with revision checklist completed by their groups. The second is based on completing group work assignments. The final is based on their presentation of material.</p>

Performance Task: Week 1 - Recalling previous knowledge and drafting an essay

Performance Objectives

Common Core Learning Standards

<p>1 - Students will identify primary documents and text details that support their position</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively</p>
<p>2 – Students will determine a theme for the essay</p>	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole</p>
<p>3 – Students will create a graphical organizer and outline around that theme</p>	<p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
<p>Materials: Quick guide to bookrags Job aid for Google Docs and Webspiration Concept map and outline exemplars</p>	<p>Digital Tools: Webspiration <input checked="" type="checkbox"/>      Word <input checked="" type="checkbox"/> Powerpoint <input type="checkbox"/>      bookrags <input checked="" type="checkbox"/> Google Docs <input checked="" type="checkbox"/>      Final Cut Pro <input type="checkbox"/></p>
<p>Essential Question: What factors/situations combine to create dystopia? What happens to the individual/the group in a dystopia? Think of our current society what aspects of utopia/dystopia do we have? What problems does conformity create?</p>	
<p>Content Presentation (Absorb)</p>	<p>Learner Activities (Connect, Do)</p>
<p>Review with students the main themes and important text based passages in the novels Review how to use novel notes online: bookrags, etc. Provide students instruction and job aid for Webspiration &amp; Google Docs Instruct students in the use of Webspiration and Google Docs Provide students with an exemplar of a concept map and outline Create a concept map with the students</p>	<p>Review notes, previous work, and bookrags on the novels Identify themes to use for their essay Students select two novels to compare Identify text details in those novels that support the theme chosen Create a concept map/graphic organizer using webspiration</p>
<p>Assessment: Formative – utilizing a checklist, review students themes and graphic organizer; utilizing note making ability in Google Docs to offer advice and suggestions to student rough drafts.</p>	

Performance Task: Week 2 - Writing and Reviewing

Performance Objectives

Common Core Learning Standards

1 - Students will transfer their graphical organizer and outlines to Google Docs.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories
2 – Students will write first draft of their essay	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3 –	
Materials: Essay outline & rough draft exemplar Peer Editing Checklist	Digital Tools: Webspiration <input type="checkbox"/> Word <input checked="" type="checkbox"/> Powerpoint <input type="checkbox"/> bookrags <input type="checkbox"/> Google Docs <input checked="" type="checkbox"/> Final Cut Pro <input type="checkbox"/>
Essential Question: What factors/situations combine to create dystopia? What happens to the individual/the group in a dystopia? Think of our current society what aspects of utopia/dystopia do we have? What problems does conformity create?	
Content Presentation (Absorb)	Learner Activities (Connect, Do)
Present how to turn a graphical organizer into an outline and an outline into a rough draft Using an exemplar outline, write a rough draft with the students using Word or Google Docs on an overhead projector	Transfer graphical organizers(GO) to Google Docs Transform GO into an Outline Use outline to write rough draft Share rough draft with group members
Assessment: Formative – utilizing a checklist, review students rough drafts and outlines. Utilizing note making ability in Google Docs to offer advice and suggestions to student rough drafts.	

Performance Task Outline: Week 3

Performance Objectives	Common Core Learning Standards
1 - Students will peer edit essays	With some guidance and support from peers and adults, develop and strengthen writing as needed
2 – Students will modify essays and seek help with items of concern	With some guidance and support from peers and adults, develop and strengthen writing as needed
3 – Students will write final essays and submit	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Materials:</b> User aid for Google Docs Peer Editing Checklist Rough Draft exemplar Grading Rubric for Essay	<b>Digital Tools:</b> Webspiration <input type="checkbox"/> Word <input type="checkbox"/> Powerpoint <input type="checkbox"/> bookrags <input type="checkbox"/> Google Docs <input checked="" type="checkbox"/> Final Cut Pro <input type="checkbox"/>
Essential Question: What factors/situations combine to create dystopia? What happens to the individual/the group in a dystopia? Think of our current society what aspects of utopia/dystopia do we have? What problems does conformity create?	
Content Presentation (Absorb)	Learner Activities (Connect, Do)
Teach students how to use note making features in Google Docs Review the peer editing checklist and peer edit a rough draft exemplar Group students for peer review and project Instructor will review peer editing Instructor will review essay writing and editing Edit the exemplar rough draft to create an exemplar final draft Share the essay grading rubric with students and review	Students will peer edit the class exemplar in Google Docs Peer edit group member’s drafts using checklist Submit completed checklist to Google Docs Rewrite essay Evaluate essay Submit final essay for grading
<b>Assessment:</b> Formative – Utilizing a rubric, instructor will grade essays. Using a rubric, instructor will grade group participation to this point	

Performance Task: Week 4 – Multimedia Project

Performance Objectives	Common Core Learning Standards
1 - Students will identify themes in writing and compare or contrast their perspectives	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2 – Students will create a storyboard with a central unifying theme that combines or contrasts their themes	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
3 – Students will create and edit video	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Materials: User aid for Final Cut Pro Storyboard exemplar Video exemplar Grading rubric	Digital Tools: Webspiration <input type="checkbox"/> Word <input type="checkbox"/> Powerpoint <input type="checkbox"/> bookrags <input type="checkbox"/> Google Docs <input checked="" type="checkbox"/> Final Cut Pro <input checked="" type="checkbox"/>
Essential Question: What factors/situations combine to create dystopia? What happens to the individual/the group in a dystopia? Think of our current society what aspects of utopia/dystopia do we have? What problems does conformity create?	
Content Presentation (Absorb)	Learner Activities (Connect, Do)
Instructor will present multimedia presentation of how to use Final Cut Provide students with an exemplar storyboard and review use Provide an exemplar video of presentation Provide grading rubric for presentation	Students will compare group member’s essay Choose common themes or ideas Complete a storyboard Record individual segments Edit segments
Assessment: Formative – Utilizing group collaboration rubric, continue to evaluate student participation in group activities	

Performance Task: Week 5 – Multimedia Presentations

Performance Objectives

Common Core Learning Standards

1 - Students will present their multimedia projects	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
2 – Students will review group participation rates	
Materials: Computer, speakers, and large screen display	Digital Tools: Webspiration <input type="checkbox"/> Word <input type="checkbox"/> Powerpoint <input type="checkbox"/> bookrags <input type="checkbox"/> Google Docs <input type="checkbox"/> Final Cut Pro <input checked="" type="checkbox"/>
Essential Question: What factors/situations combine to create dystopia? What happens to the individual/the group in a dystopia? Think of our current society what aspects of utopia/dystopia do we have? What problems does conformity create?	
Content Presentation (Absorb)	Learner Activities (Connect, Do)
Instructor will lead discussion reviewing the project and participation Instructor will provide students rubric-based grades and clearly explain areas of success and in need of enhancement	Students will present projects Students will review the projects and group presentation rates
Assessment: Summative – Instructor will complete and distribute grading rubrics for presentation and group work.	