

Digital Literacy in the English Classroom: A Common Core Standards-Based Unit Plan

Senior Honors Thesis

Submitted in Partial Fulfillment of the Requirements
for Graduation in the Honors College

By

Austin H Smith

English Literature and Education Major

The College at Brockport

December 17, 2015

Thesis Director: Dr. Thomas Giblin, Professor, Education and Human Development

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Austin H Smith
Conceptual Unit Day 1: Save the Tree Octopi!
Grade Level: 10th
Duration: 60 Minutes



Rationale:

The classroom today appears vastly different from classrooms even a decade ago. In place of blackboards and chalk, educators utilize SmartBoards and touch-screen technology. Projectors and transparencies have been replaced with top-down cameras. In some settings, students are even capable of submitting answers via infrared-based clickers. Despite this, many teachers still abhor personal use of technology. Cell phones are often banned, tablets and personal laptops are often kept in book bags or purses. Educators' fears are not without reason, as Froese et al., found that texting during class does in fact hinder learning, resulting in a 27% drop in quiz results when compared to the non-texting control group (Froese et al, 2012). Despite this, students have and will continue to use cell phones consistently. Particularly in high school, the need for socialization does not stop when students enter the classroom, and students will likely find a way to review social media, text messages, and/or the Internet at large at some point when the educator is not looking. Why not reframe the conception of cell-phone usage by integrating it into the learning process? Doing so positions a teacher further away from the draconian lecturer of old, as well as creating ripe learning opportunities in the form of personal research and synthesizing of information. By extension, students can also become more technologically literate, developing a critical eye in terms of the information they take in on a daily basis. With these ideas as a central theme, I hope to anchor them in Aldous Huxley's novel *Brave New World*. Huxley's text tackles many issues that plague society today: the endless stream of pleasure-based activities without a

great deal of substance, the lack of time for personal reflection, conceptions of nature versus nurture, social conditioning, the value of art and reading/writing in particular, and the danger of erasing history. For this first lesson, I will seek to introduce students to the text, providing them with suitable background knowledge before being asked to delve into a rather complex work. Additionally, due to the importance of the assigned reading, I will provide a reading log, most likely in blog format, for students to comment or share ideas on. Such a consistent formative assessment will allow me to monitor students' experience with the text, allowing me to modify or adjust lesson plans according to students' individual needs. Students will be working with a diverse array of texts, in the form of articles, short stories, music, videos, and of course the novel itself, developing their multiple literacies.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Given the website Zapatopia.com/treeoctopus, students will read and reflect on the importance of validity and reading with a critical eye, independently writing at least 2 strategies for detecting false information.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Given the comic “Amusing Ourselves to Death” by Stuart McMillen, students will draw connections to the Tree Octopus website regarding the affect of technology on culture by independently crafting a paragraph of 3 sentences or more that discusses positive and negative impacts of technology.

Goal:

Students will be introduced to the idea of a tech-centered classroom and will internalize a set of standards in order to make a tech-centered classroom work. Additionally, students will be introduced to the idea of false information in the Information Age, and will begin to develop a critical eye in regards to random articles on the Internet. Lastly, students will be introduced to Aldous Huxley's dystopian view of society, criticizing an overabundance of information and how popular culture can keep people sedated. With these concepts in mind, students will be equipped with necessary background knowledge and skills to make their first foray into *Brave New World* a productive one.

Anticipatory Set:

As students walk in, they will pick up the bell work, a worksheet on the Pacific Northwest Tree Octopus. As students settle, I will begin by discussing my plan to utilize technology in the classroom. Transparency builds trust with students, and I will use this time to discuss “Tech Etiquette.” I will create a poster board prior to the classroom setting that outlines cell phone use in the classroom. Cell phones will only be used for classroom purposes while class is in session. Cell phones and tablets are a privilege, especially in the learning environment, and they will be treated as such. If a student is

caught using their phones for non-educational purposes, they will be given a warning for the first two offenses. Following this, they will have their privileges revoked and will work with printed worksheets and workbooks for the duration of the unit. Upon completion of the final project, students may make an appeal for a second chance. Classrooms will be closely monitored during independent practice to make sure that students are on task. As students demonstrate a certain level of understanding or respect, privileges may increase.

(Possible to have students democratically decide some of the usage rules, this will enhance a sense of collaboration between student and teacher, teacher still has final say)

Duration: 10 Minutes

Direct Instruction:

Students will be asked to look at their worksheet and follow along as I pull up the website zapatopi.net/treeoctopus

Students will be asked to read aloud the main page of the website, filling in answers as they read/I read. Because the website will be projected on the board, students will be encouraged to read on their phones/tablets, additionally, the website can be zoomed in to make sure students with visual impairment can read along. After finishing the short reading, I will ask students to read back their answers to the questions on the worksheet. This will branch into a discussion about how fantastical the article sounded. I will ask students if they have ever heard of the Pacific Northwest Tree Octopus, to which, ideally, they will answer “no,” upon which I will make the grand reveal that the whole article was a farce.

Duration: 20 Minutes

Independent Practice:

The crux of this lesson! In the “Information Age” people are pulling in impossible amounts of text every single day. Between Facebook, Twitter, Instagram, blogs, text messages, youtube videos, music streaming, and so on, people are being bombarded constantly by different messages and different intentions. The Tree Octopus seemed credible enough, albeit a bit odd, and was readily accepted as fact. How many other false things have students read about and immediately assumed was factual? Students will take 5 minutes to write a short response (3-5 sentences) reflecting on how they think they can detect invalid information online. As an introduction to Huxley and Brave New World, students will independently read “Amusing Ourselves to Death” by Stuart McMillen, a comic that outlines Neil Postman’s foreword to “Amusing Ourselves to Death: Public Discourse in the Age of Show Business.” Students will respond to the comic by writing a paragraph in which they outline one positive impact of technology on their life and one negative impact.

Duration: 25 Minutes

Closure:

After reading the comic and giving students sufficient time to write, I will hand out copies of Brave New World. I will summarize our lesson by talking about the bombardment of information in 2015, and how Huxley feared that the overabundance of stimulation would keep the general public distracted and misinformed. Students will be asked to read Chapters 1-2. And students will be introduced to the Brave New Blog, in which I will upload daily assignments and projects for students to work and comment on.

Students will not have any assigned work on the blog, but time will be spent the following class creating profiles and working together on the first couple of questions.

Duration: 5 Minutes

Required Materials/Equipment:

- Worksheet for Tree Octopus Website
- Paper for response to comic
- Smartboard to show website
- Tech Etiquette Poster
- Pens, pencils, highlighters
- Brave New World* by Aldous Huxley

Sources:

- Common Core English Standards
- Zapatopia.com/treeoctopus
- <http://www.highexistence.com/amusing-ourselves-to-death-huxley-vs-orwell/>
- Froese, Arnold D., Christina N. Carpenter, Denyse A. Inman, Jessica R. Schooley, Rebecca B. Barnes, Paul W. Brecht, and Jasmin D. Chacon. "Effects of Classroom Cell Phone Use on Expected and Actual Learning." *College Student Journal* 46.2 (2012): 323-32. Web.

Name: _____
Mr. Smith

Date: _____
English 10: Day 1

“Plots have I laid, inductions dangerous, by drunk prophecies, libels, and dreams...”



Go to the website: zapatopi.com/treeoctopus

As you learn about this magnificent, elusive creature, answer the questions below:

1. What climate is the Pacific Northwest Tree Octopus most commonly found in?
2. What is the tree octopus' scientific name?
3. What does the tree octopus commonly eat?
4. List a couple of the reasons offered for why the tree octopus is endangered:
5. Explain how the article on the tree octopus made you feel? Will you spread awareness about its endangerment? Were you surprised that you'd never heard of it sooner?

Austin H Smith
Conceptual Unit Day 2: We May Experience Some Turbulence!
Grade Level: 10th
Duration: 60 Minutes

Rationale:

“To be an effective teacher, he or she must embrace the latest and most readily available technologies to ensure that the mode of delivery in the classroom reflects one of the core outcomes of contemporary education; *to prepare students for a rapidly changing and unpredictable future*” (Ward, 2015) This quote encapsulates the core philosophy behind this conceptual unit. By helping to build up students’ technological literacy (or as Ward also terms, digital literacy), educators are preparing students for a rapidly progressing world, one where the capability of using current technology is not enough. Students must develop problem solving strategies, learning how to “research and communicate, using existing and as-yet-unimagined digital technology,” with the ultimate goal of learning how to learn new applications (Ward, 2015). One key component reinforcing digital literacy in this unit plan is the application of a Wordpress blog. My blog, entitled “Brave New Blog” will act as a hub of information for students, from which they will receive daily assignments in tangent with their reading of Huxley’s novel. This implementation draws on all levels of Bloom’s taxonomy, or Andrew Churches’ revised Bloom’s Digital Taxonomy.

- Remembering: in the form of answering basic recall questions from Brave New World, but also in the form of searching for outside sources such as relevant images, articles, etc.
- Understanding: in the form of summarizing/paraphrasing/explaining, as students make journal entries on their blog, and comment on one another’s blogs and the main blog.
- Applying: through implementation/execution, in the form of uploading posts, and so on.
- Analyzing: through comparing/organizing/outlining, in the form of including various media on their blogs, as well as linking to relevant website and sources.
- Evaluating: through checking/hypothesizing/critiquing, in the form of blog commenting, making regular posts, and potentially collaborating with other students on blog posts.
- Creating: through designing/constructing/planning/making, as in their actual blog which they will have to keep up-to-date, regular posting and participating in conversation with me and their peers. Students will be creating throughout the entire unit!

The ultimate goal of the blog project being a comprehensive learning tool that builds up digital literacy as well as English literacy, as students will be making text posts fairly regularly that require proper grammar, spelling, and reflective thinking. Additionally, the blog is very flexible and responsive to student needs. If a student is not as textually minded, they can even create vlog posts, image-central posts, and so on as needed. This lesson seeks to introduce the blog to the class, spending ample time setting up student

accounts, as well as creating their first blog posts in anticipation of some interesting future activities.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Given access to Wordpress, students will create and maintain a blog, answering questions to assigned readings and updating with appropriate connections to outside sources, completing assignments by the dates assigned.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Given access to a computer, smartphone, or tablet, students will demonstrate a knowledge of the required reading by answering discussion questions for *Brave New World*, finishing all three questions with 1-3 sentence responses in the time allotted to them.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Given access to a computer, smartphone, or tablet, students will respond to two of their peers' blog posts, noting any agreements, disagreements, or simply expanding on a particular answer in no less than two sentences.

Goal:

Students will learn about and create their blog for the class, an element that will be revisited continually throughout the unit. Students will come to understand how the majority of the assignments will be delivered, and will be encouraged to use their platform independently for extra credit. Students will create their first few posts on the blog, answering questions about the previous night's reading, as well as being given the following day's assignment.

Anticipatory Set:

As students enter, they will see a directive on the Smartboard telling them to visit the url: <http://mistersmith25.wordpress.com> Once there, they will read the introductory post "Instructions for Posting". After students have been briefed on the nature of the blog, I will ask them if they have any questions, taking time to clear up any confusion, as the blog is absolutely central to the unit plan.

Duration: 10 Minutes

Direct Instruction:

After students have been briefed, we will take time to work through establishing Wordpress accounts for every student. Students will independently go to Wordpress.com while I choose one student to work on the Smartboard, as an example for the other students. Students will choose the “twenty fifteen” theme for now, and will be free to choose a different theme on their own time. Students will create their domain name using their first initial and last name, with whatever number is available. Students will (obviously) choose the free .wordpress domain, because none of us have the money to afford a special domain name. Students will then sign up using their school email address, a username that matches their domain name, and a password of their choosing. Students will follow the Brave New Blog, as well as all of their classmates’ blogs. After taking time to make sure everyone is established, I will upload my second post, one with a few questions in response to the night’s reading.

Duration: 25 Minutes

Independent Practice:

Students will then work on the questions independently, making their premiere blog posts. Have them refer to the five rules outlined in “Instructions for Posting” as guidelines for the first post. Responses shouldn’t be longer than 1-3 sentences for each question. When students are finished, have them upload the post and if they have time, start the reading for the next class.

Duration: 15 Minutes

Closure:

After the allotted time has passed, I will read off a few answers provided by various students by pulling their blog posts up on the Smartboard. Students will be required to comment on at least two classmate’s posts, and I will be doing the same. Students will be given the reading for the following class, and I will upload the questions for the second reading right after class has ended. As an exit ticket, students are to make a blog post entitled “Exit Ticket for (insert date here)” with an interesting picture related to Brave New World that they found on google.

Duration: 10 minutes

Required Materials/Equipment:

- Smartboard for the Blog tutorial and closure activity.
- iPads/Laptops/Desktops/Phones for access to wordpress.com or the wordpress app
- Brave New World* by Aldous Huxley

Sources:

- Common Core English Standards
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Ward, Brandt. "Deconstructing Technological Literacy." *Technology and Engineering Teacher* (2015): 18-22. *Education Source*. Web. 18 Sept. 2015.

Excerpt from the Brave New Blog:

Instructions for Posting

Hello, comrades-in-learning, this is your captain speaking! My blog, affectionately and appropriately referred to as the “Brave New Blog” will be our base of operations from which you will receive direct instructions from yours truly. A blog in the modern age can be thought of as a modern day editorial (that’s a newspaper for you youngins), providing direct access into the mind of writers all across the world! As you are all writers, regardless of your varying vocabularies, or differing grasps on grammar and sentence structure, YOU ARE WRITERS NONETHELESS, and I will hold you to higher standards! I will be posting daily questions on the assigned reading which you will be expected to read and respond to on your own personal blogs. These responses will help me to see how you are all understanding the reading, and will allow you to voice your personal reflections on this mind-melting novel. With that in mind I expect a couple of things out of every response:

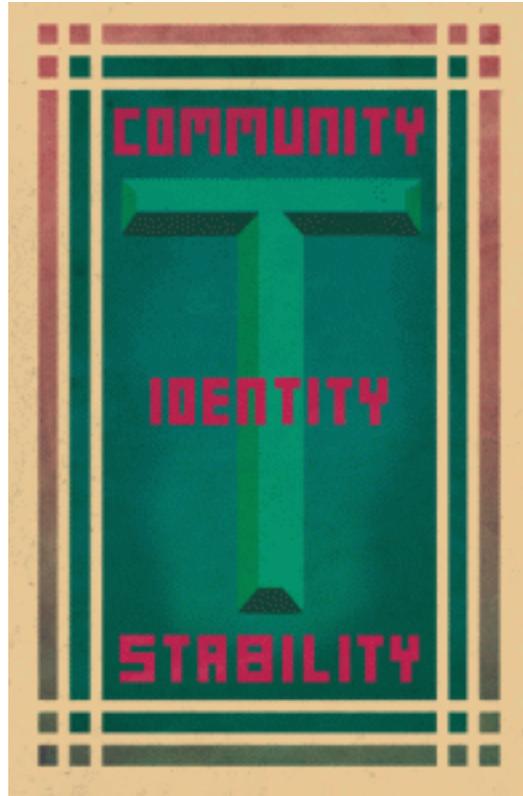
1. Responses will have proper grammar, spelling, and sentence structure.
2. Responses will not necessarily be long, but should be long enough to demonstrate that you have done the reading and have thought about it at least a little.
3. Responses can (can, not will, you dig?) contain relevant graphics/videos, crazy fonts, colors, and so on. Bottom line, so long as the response is appropriate, it’s your blog, get creative with it!
4. Responses will quote relevant text, including page numbers, to bolster any claims that you may have. Quotations must include proper citation, placing author’s last name and the page number after the close quote in parentheses. For example, when Henry Foster says: “‘Which brings us at last,’ continued Mr. Foster, ‘out of the realm of mere slavish imitation of nature into the much more interesting world of human invention.’” (Huxley, 13).
5. Responses will NOT cut and paste analyses from websites such as SparkNotes or Shmoop. Plagiarism is a high offense, particularly on the Internet. If I find that a response is stealing credit from someone else, blog privileges may be revoked or

modified. As we have discussed, there is an etiquette associated with our technology use, make it a positive experience, not a negative one!

In addition, I ask that you all have fun with this! If you happen to read a cool article, blog post, comic, see an interesting youtube video, or even hear a song that you'd like to share, feel free! However, just make sure that the connection ties back to your reading of Brave New World, and try to accompany your visual/article/video/music with a short write-up on how you found it relevant. These posts will likely qualify you for extra credit, particularly if you properly link your source and provides some insightful thoughts for your fellow comrades-in-learning. With that, you're off! Look back up at me in the real world to let me know you've finished reading!

Questions for Day 2 Reading

As Huxley tells us on the very first page, the motto of the World State is:



In your opinion, how was the motto upheld in the first two chapters? Use examples from the text to support your answer.

Huxley also heavily emphasizes the World State's caste system (think of a social pyramid). Describe the caste system, and how it is set in place.

Lastly, the first two chapters are admittedly a bit technical in their language. What might be the purpose of starting a novel off with a tour of a medical facility? Who speaks most often throughout the first few chapters, to whom are they speaking, and how does that affect the start of the book?

Austin H Smith
Conceptual Unit Day 3: Welcome to the World State
Grade Level: 10th
Duration: 60 Minutes

Rationale:

Joy Myers, in her article “Digital Conversations: Taking Reader Response Into the 21st Century” found that the proper implementation of digital literacy into her English class led to increased student confidence, varied interpretations of the same text, as well as the cultivation of a critical mind in reading and writing. By restructuring typical ways of handling texts, replacing worksheets and quizzes with blog posts and comments, students engaged with the text closer, “developing ownership of what they read, making personal connections, gaining an appreciation for multiple interactions, and becoming more reflective,” in short, the promotion of Digital Literacy resulted in promoting traditional literacy as well (Myers, 2014). One of the benefits of a tech-central classroom is the ease of access for all students, regardless of their primary language, reading level, or even natural shyness in a large group setting. Students are asked to work independently on their own blogs, taking as much time as needed to craft a response. Additionally, the supposed casual nature of a blog reduces stress to perform that often hinders students in other contexts. For additional support in blog responses/comments, I intend to make two days a week “Blog Workshops” wherein my classroom will be open for additional help for approximately an hour after the school day ends. Students can work on their blog posts and will have access to me for help in making sure their posts are up to rubric standards. This particular lesson focuses on thematic concerns of *Brave New World*, tying it in to the first lesson, students will be asked to draw comparisons between Keith Parson’s article and Stuart McMillen’s comic from Lesson 1. Additionally, students will continue discussing the system of the World State, the main focus of the first four chapters. Students will be engaged in a diversified lecture, and will be given a choice of three different prompts to write on before class ends.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Given Keith Parsons’ article, students will work in groups of 3-4 to analyze Parsons’ argument in relation to *Brave New World* and “Amusing Ourselves to Death”. Students will then individually support or refute Parsons’ argument in a response 3 sentences or longer.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Working as a class, and in small groups, students will participate in a lecture, demonstrating their knowledge of the reading by orally contributing to the class discussion at least once throughout the class session.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Working individually, students will choose one of three prompts and write 4-6 sentences, citing specific examples from the text to support their answer.

Goal:

Students will engage with an opinion piece that links contemporary issues with Huxley's novel. Students will analyze the piece, make connections to *Brave New World* and McMillen's comic from Lesson 1, and will form their own opinion supporting or refuting Parson's article. Students will also think critically about the introduction to the novel, culminating in a short written work of their choice.

Anticipatory Set:

Students will be directed to the link: http://www.huffingtonpost.com/keith-m-parsons/in-defense-of-reality_b_6423418.html to read Keith Parsons' article "In Defense of Reality" an opinion piece that outlines one central problem in *Brave New World*. Students will read the article independently and then meet in groups of three or four to work on discussion questions associated with the article. Students will classify the key problem that Parson discusses; connect that issue to the text, utilizing page numbers and quotes. Additionally, students will be asked to bring back the Stuart McMillen comic from the first day to make connections between the two. Lastly, students will be asked to agree or disagree with Parson's stance.

Duration: 10 Minutes

Direct Instruction:

The first four chapters largely act as an introduction to the World State, outlining the caste system, social and emotional conditioning, the use of soma, Fordism, and so on. In addition, a few key characters are introduced as well: Bernard Marx and Lenina Crowne. The direct instruction portion of the class will be lecture-based, as I posit questions to the students about how the World State is established. I will ask students to reflect on how Community, Identity, and Stability are maintained in the *Brave New World*. Additionally, I will ask them to recognize what makes Bernard and Lenina troublesome in the face of this system. How does each character (Bernard more so than Lenina) stand out physically or behaviorally, and what implications might this have for each character in the future? While it will largely be a lecture, I will at times have students discuss amongst small groups the different questions I offer (focusing specifically on the blog post questions), and have students regroup to discuss their answers. Additionally, I will make use of the smartboard and have students participate by writing their ideas up on the board. While not wholly original or innovative, this at least gets students up and moving, and shifting between lecture and small groups breaks up the flow of discussion.

Duration: 30 Minutes

Independent Practice:

Students will be given three different prompts for blog posts to work on for the duration of class. Students will either: A) Write one paragraph predicting Lenina and Bernard's stories going forward, using their limited knowledge of them and their extensive knowledge about the World State to create an informed response supported by evidence from the text. B) Write one paragraph creating a set of rules for their personal Brave New World. Students will create their three guidelines, similar to "Community, Identity, and Stability" as well as the tools by which their guidelines will be supported. Students will use evidence from the text to compare their society to the World State, outlining the ways in which it is superior. Or C) students will focus on one aspect of the World State: conditioning, soma, Alpha-Epsilons, consumerism, and so on and make a real-world connection that is supported by evidence from the text.

Duration: 15 Minutes

Closure:

Students will be given an opportunity to share their response if they have finished it and are willing. These blog posts will act as exit tickets, so all students will present their posts to me, either as finished and uploaded posts, or as drafts that they will finish in addition to the reading questions before the next class period.

Duration: 5 Minutes

Required Materials/Equipment:

- Smartboard for the Direct Instruction interactive lecture.
- iPads/Laptops/Desktops/Phones for access to wordpress.com or the wordpress app as well as Keith Parson's article
- Brave New World* by Aldous Huxley

Sources:

- Common Core English Standards
- Myers, Joy. "Digital Conversations: Taking Reader Response Into the 21st Century." *English in Texas* 44.1 (2014): 59-65. Web. 26 Sept. 2015.
- http://www.huffingtonpost.com/keith-m-parsons/in-defense-of-reality_b_6423418.html

Questions for Day 3 Reading



What is unique about how these chapters are written in terms of perspective? What do you think the purpose of this might be, and how did you personally respond to it?

Why do you think Mustapha Mond the World Controller means when he quotes Henry Ford in saying that “History is bunk” (Huxley, 34)? Why does the World State place no value on remembering the past?

Describe, using evidence from the text, three flaws the Mustapha Mond finds in the old world (or our current world). Do you agree or disagree with his critiques? Explain your position.

In-Class Writing for Day 3

by BraveNewBlog



I know, I know, you all love writing so much! That's why I've given you another short assignment. You'll get a bit more say in what you write about this time around though. I want you to write ONE paragraph (that's 3-5 sentences) on ONE of the topics below. The post will act as your exit ticket, but if it's unfinished, you can always show me the draft, and then we can finish it in a Blog Workshop, or you can do it in your free time! Choose from the prompts below:

1. Bernard and Lenina stand out a bit in the World State. Bernard, due to his inferiority complex, rejects society and is often isolated and contemplative. Lenina, less isolated than Bernard, still harbors romantic feelings for different men (GASP!), which goes against the World State's conditioning for emotionless, promiscuous relationships between people. With this in mind, write a paragraph in which you predict Bernard and Lenina's fate throughout the novel.
2. We've also spent a good deal of time talking about how the World State is set up, the first fifty pages of the book are dedicated largely to it! With this in mind, write a paragraph in which you outline your own Brave New World. Like the World State's motto: "Community, Identity, Stability" you must create your own motto, and outline the ways in which you would create a perfect society, one that's even superior to the World State!
3. Focus on one aspect of the World State: hypnopaedic conditioning, soma, the caste system of Alphas through Epsilons, the promotion of consumerism (encouraging people to buy, buy, buy), or any other aspect (pass your ideas by me first, however). Make a real-world connection to this aspect that is supported by the text and by your own background knowledge.

Austin H Smith
Conceptual Unit Day 4: “This One is Juuuust Right”
Grade Level: 10th
Duration: 60 Minutes

Rationale:

While blogs are the central tool throughout this unit plan, I felt it would be beneficial to diversify how blog posts will come into fruition. Students also need experience reading and finding information online, tying in to the first lesson on the Tree Octopi. With this in mind, the Day 4 lesson will be entirely composed of a Web Quest in which students investigate the history of Utopias. Starting with their finding the origin of the term, and researching various real life utopian societies, concluding with a tie in to the novel. Cindy Gunn, in her article “Promoting Learner Autonomy in the ESL Classroom Using Web 2.0,” discusses the use of Web-based activities to promote autonomy in student learning. Students use the Internet to discover answers themselves, they are more involved in the process of finding relevant information, and ultimately are asked to reflect on said information through blog posting. It is interesting to note that Gunn’s article focuses on the use of Web 2.0 (a term used to describe individuals abilities to write and post online) in English as a Second Language (ESL) classrooms. The use of blogs, wikis, and webquests is highly accessible for both native English speakers and English Language Learners (ELL) (Gunn, 2011). Such a lesson also emphasizes the students burgeoning digital literacy skills, touching on many of Andrew Churches’ adapted Bloom’s Digital Taxonomy levels. Students will Remember by searching the websites for relevant information, Understand through blog journaling and responding to the assigned questions, Apply by uploading and editing their posts, Evaluate by reviewing their and their partner’s posts, as well as making sure that the sources provided are valid, and have been Creating all the while as they have blogged. In addition, providing background knowledge about conceptual and historical utopias creates real-world connections to the text, making the reading all the more relevant.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze 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.

Given access to the computer lab, students will visit and close read various informative websites, working in pairs to answer all questions in a web quest by the end of class.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Given access to the internet, students will work in pairs to determine the validity of three websites, utilizing the information provided to make connections to the text. Students will complete the ten questions by the end of class.

Goal:

Students will utilize a predetermined set of online sources to build knowledge around the concept of Utopia. Working with a partner, students will be able to pull out relevant knowledge regarding the origin of the term Utopia, as well as several historical attempts at creating utopian societies, which they will compare and contrast with the World State, Aldous Huxley's utopian society in *Brave New World*.

Anticipatory Set:

Students will meet at the computer lab and will be paired with predetermined partners that will ensure minimized distractions, and that all students will have success in finding the information required.

Duration: 5 Minutes

Direct Instruction:

I will introduce the concept of a Utopia, and how Huxley's World State is a supposed Utopia. Following this I will direct students towards my WebQuest blog post, which will outline the entire activity.

Duration: 10 Minutes

Independent Practice:

In short, students will work in their pairs, going from link to link to answer the questions that I have written in the blog post. Students will start by investigating the origin of the term, who coined it, and in what context. Moving from there I will have students read up on two different attempted utopias, transitioning into a comparison to the World State. As a final activity, I will have the pairs find another historical or fictional utopia and write a short description of it, where it was based, who founded it and where, what their guidelines were, and how successful they were overall. In addition, students must provide the source of their information, and must try to the best of their ability to find credible sources, keeping in mind the tree octopus lesson. Students will move from one utopia to the next, like Goldilocks and the Three Bears, trying to find one that has all the right elements for longevity (spoiler alert: Huxley's World State is juuuust right). Additionally, students will be asked to assess the validity of the websites they have visited, emphasizing digital literacy skills of finding proper, cited information on the Internet. Students who have finished early can start reading ahead for *Brave New World*, or catch up on any past blog posts they may not have finished. The Web Quest will require a great deal of scaffolding in order to make the lesson effective. I will emphasize the importance of our research initially, and when wrapping up the lesson. Also, I will outline the importance of students keeping on task, and I will monitor the computer lab throughout the lesson to help students that may need aid, as well as making sure that students are using their work time appropriately.

Duration: 40 Minutes

Closure:

Students will come together after they have finished and we will discuss the common theme amongst the utopian societies: none of them lasted. With this in mind, I will ask

them why they believe this happened, and from there I will ask them why they think the World State has managed to create such a long-lasting utopian society.

Duration: 5 Minutes

Required Materials/Equipment:

-Computers for WebQuest (provided by computer lab)

-*Brave New World* by Aldous Huxley

Sources:

- Common Core English Standards
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Gunn, C. (2011). Promoting Learner Autonomy in the ESL Classroom Using Web 2.0. *Teachers of English to Speakers of Other Languages(TESOL): Arabia Perspectives*, 18(2), 20-23.

Questions for Day 4 Reading



In this section we are introduced to another very important character: Helmholtz Watson. Like Bernard and Lenina, Helmholtz appears to be isolated from the World State. Compare and contrast Bernard and Helmholtz: in what regards are they the same, how does Bernard's isolation compare to Helmholtz's?

Analyze Henry and Lenina's date: did anything stand out to you as you read? Additionally, why do you think Aldous Huxley chose to place the conversation between Bernard and Helmholtz before his description of Henry and Lenina's date?

Speculate as to the purpose of the Solidarity Group meeting. What do you think its purpose is in the context of the World State?

What was Bernard's main focus throughout the Solidarity Group meeting? What do you think this says about his character?

Utopia Web Quest

by BraveNewBlog

The World State in Aldous Huxley's *Brave New World* is described as a utopian society. But did you know what Utopia means, who invented the concept, and that people have tried to create real-life utopias? Maybe, but probably not, that's why you'll be **QUESTING THE WEB** for information! Work with your partner from earlier to find the information to my questions. Then upload your individual responses to your blog! It's okay if your answers are similar to your partners'; just make sure you use your own words!

To start, check out this link about the original fictional *Utopia*, written by Thomas More:

<http://www.britannica.com/biography/Thomas-More-English-humanist-and-statesman#ref18286>



Thomas More's Island of Utopia

What does Utopia translate to?

What did Thomas More create his Utopia in response to?

It's important to note that Thomas More wanted to mitigate, or prevent, evil in mankind, rather than cure it, as he believed that mankind could never cure it's bad tendencies such as selfishness, greed, anger, and so on. Keep that in mind as you keep reading, and think about that in response to Brave New World.

Next, read up on one of the most successful utopian societies ever founded:

<http://xroads.virginia.edu/~hyper/HNS/Cities/shakers.html>



A traditional Shaker dance, creepy...

Who founded the Shaker community?

What were the basic rules of the Shakers?

Were the Shakers successful in establishing a Utopian society?

Following that, a less successful utopian community in the form of the Brook Farm:

<http://www.britannica.com/topic/Brook-Farm>



A portrait of Brook Farm

Who founded Brook Farm and why?

What were some key features of the utopia, such as education, workforce, how it was financed, etc?

Would you consider Brook Farm a successful utopia? Why or why not?

Working individually, consider this final question:

Can you draw any parallels between the Shakers, Brook Farm, and the World State? Would you agree with Utopia's formal translation meaning "no place"? Write a paragraph (3-5 sentences) in response.

Were the sources provided valid, meaning the information was correct? Why or why not? (remember the tree octopi!)

Austin H Smith
Conceptual Unit Day 5: Catch Up Day #1
Grade Level: 10th
Duration: 60 Minutes

Rationale:

Due to the brisk pace at which the students have been reading, as well as the significant number of writing assignments, this day will largely act as a catch up. The first half of the class will be spent listening to a CBS radio broadcast of *Brave New World* that parallels where the students should be in the reading. Students that are primarily auditory learners may benefit from having plot summary in the form of a radio broadcast, and I feel it will generally act as a good cap to the first half of the novel. While students are listening, they are required to individually describe three key differences between the radio broadcast and the novel, such an activity will ensure that students are actually listening and not falling asleep at their desks. The second half of the class will be a catch-up workshop, in which students can catch up with any missed reading or blog posts, refer to me for any questions or confusion they may have, and/or work on extra credit blog posts in which they have found interesting articles or websites that tie in to *Brave New World*

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Given the CBS Radio adaptation of *Brave New World*, students will work individually to assess the creative interpretation of the text, addressing any similarities, differences, or observations they have to demonstrate participation and listening. Students will write 2-3 sentences for three observations they have.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Given access to Wordpress, students maintain a blog, answering questions to assigned readings and updating with appropriate connections to outside sources, completing assignments by the dates assigned.

Goal:

Students will listen to the CBS radio play version of *Brave New World*, detailing how it differs in presentation from the novel. Additionally, students will be brought up to date on whatever reading or blog posts they may have not yet finished. Lastly, students that are up to date will be given time to find interesting websites or articles that they will connect to their reading of the novel through comprehensive blog posts that will award them extra credit.

Anticipatory Set:

Students will be handed a small worksheet on which they will record their observations from the radio play version of *Brave New World*.

Duration: 2.5 Minutes

Direct Instruction:

Students will listen to the CBS Radio Broadcast of Brave New World. As students listen to the 30 minute broadcast, they will make note of three interesting aspects of the broadcast. Observations can take the form of: variations from the text, the use of sound effects to convey certain parts of the story, and/or how the voice actors characterize Bernard, Lenina, Helmholtz, and so on. As students are listening, lights will remain on (no need for extra temptation to nap), and I will be monitoring the room closely to make sure students are paying attention. At the conclusion of the broadcast, I will collect students sheets as a formative assessment of their listening.

Duration: 30 Minutes

Independent Practice:

After the conclusion of the broadcast, I will give students access to a laptop cart and allow them the duration of the class period to catch up on any missing work. Students that are behind on the reading (and thus behind on the blog posts) will be given time to read. Students that have read but have not completed certain blog posts will be given time to complete said posts, and will be able to ask me for clarification of certain questions, approval of blog posts, and so on. Lastly, students that are up-to-date will be given time to either read ahead for their next blog post, or can use the time to upload Extra Credit Blog Posts that link their reading of the novel to interesting websites, images, videos, articles, or even other blogs. Connections must be grounded in the text however.

Duration: 25 Minutes

Closure:

I will ask students to save what they have worked on and to put the laptops away. I will congratulate students on making it more than halfway through the novel, and to keep pushing through to the end.

Duration: 2.5 Minutes

Required Materials/Equipment:

- Radio broadcast observation handout
- Smartboard/Speakers for CBS Radio Broadcast of Brave New World
- Laptop cart for catch-up work
- Brave New World* by Aldous Huxley

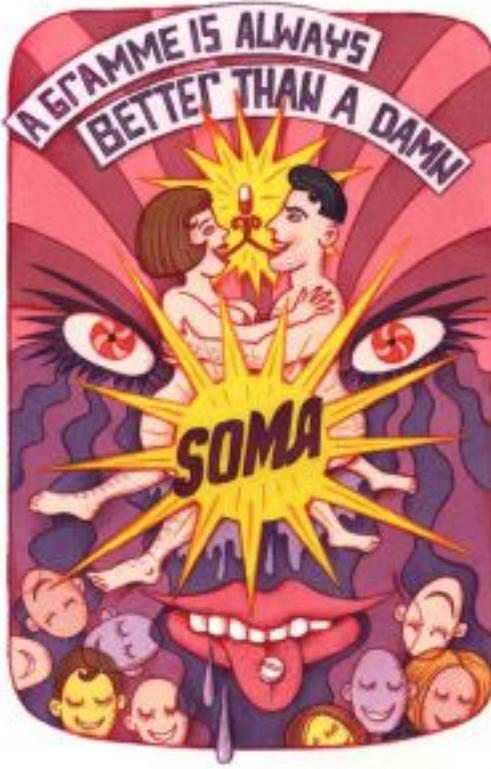
Sources:

- Common Core English Standards
- http://www.openculture.com/2010/05/vintage_radio_huxley_narrates_brave_new_world.html

Questions for Day 5 Reading

by BraveNewBlog

This section was a big one, but you're finally past the half way point, now lets dig in!



- Describe the conversation between Lenina and Bernard on their date. How does Lenina respond to Bernard's thoughts, and how does this reflect how Bernard is viewed by society at large?
- In what ways does Lenina find Malpais "queer"? How do the "savages" way of living contrast with Lenina and Bernard's, or in other words, why do members of the World State view those living on the reservations as savages?
- In this section, we have been introduced to two very interesting characters: John and Linda. Like the other main characters thus introduced, how are John and Linda outcasts in their society?
- What effect does reading Shakespeare have on John? Consider the way he speaks and acts around others, as well as the thoughts he discloses to Bernard.

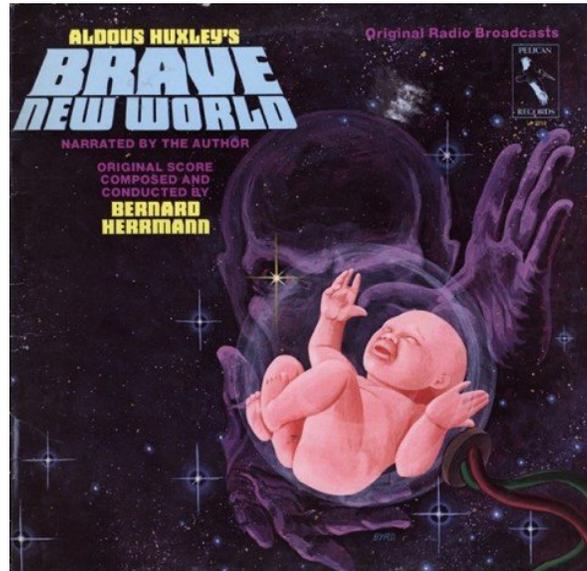
- From where does the novel *Brave New World* derive its name? After answering where the title originated from, read this link:

<http://www.huxley.net/miranda/shakespeare.html>

- With this brief description in mind, why do you think Aldous Huxley chose the title *Brave New World*? In other words, what is significant about John quoting Miranda from *The Tempest*?

Name: _____

Date: _____



Congratulations on getting past the half-mark! As a way of celebrating, sit back and listen to this 1956 CBS Radio Broadcast of Brave New World.

Well, don't get too relaxed... As you listen, make note of three audible observations you have, each observation will be 2-3 sentences. Consider how the plot differs from the book, how sound effects are used to help the plot, and/or how the voice actors characterize Bernard, Helmholtz, Lenina, and so on. And no napping, either! Mr. Smith is always watching...

1)

2)

3)

Austin H Smith
Conceptual Unit Day 6: Oscar Season
Grade Level: 10th
Duration: 60 Minutes

Rationale:

Similar to the lesson revolving around the concept of utopias, this lesson will focus primarily on the various forms of entertainment in *Brave New World*, specifically the feelies. Huxley presents entertainment in this novel as being a tool of the World Controllers to keep the public distracted and deprived of time to reflect on anything. John the Savage sees the entertainment as being “base” or devoid of meaning, relying on sex and violence to keep audiences titillated without challenging any of their views of values. Huxley’s discussion of the feelies, various sporting events, and a number of bars and lounges, appear to criticize modern entertainment. In looking at Huxley’s perspective, students will also engage in a short study of satire, and its use in questioning the problems in a society. Students will go on to create a satirical piece of their own that questions the problems present in a modern source of entertainment such as movies, television, and so on. In this way, students will be once again developing a critical eye in response to the information they take in, by having them question the “base” forms of entertainment that are broadcasted to them on a daily basis. In addition, students will be encouraged (but not forced) to make use of online presentation technology in order to discuss their satire with their peers in the following class period. Practicing using PowerPoint/Prezi, as well as graphic design via Canva/PosterLabs will further aid students in their digital literacy. The practice of creating a digital presentation will further a student’s ability to “locate, evaluate, use, and document” information found online, in doing so, students will further their pursuit of “learning how to learn,” a central concept in digital literacy studies that has been touched on previously (Ellis and Pillai).

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Given the novel *Brave New World*, as well as the trailer for the film “The Other Guys” students will explore the function of entertainment in Huxley’s World State as well as our own society, and the ways in which satire combats its failings. Students will demonstrate their comprehension by active participation in class, contributing at least once to class discussion.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Students will work in groups of 3 or 4 creating a satirical piece in response to a modern form of entertainment, connecting the novel *Brave New World* to real-world experiences. Students will self-assign roles that facilitate the writing of a satirical

piece, an accompanying visual representation in the form of a poster, as well as developing a brief (5 minute) presentation.

Goal:

Through a close analysis of chapter 11 of *Brave New World*, as well as an investigation on the purpose of satire, students will come to understand Aldous Huxley's view on entertainment in society. Through close reading, as well as developing their own satirical piece, students will develop a critical eye towards entertainment/media as distractions and tools to manipulate.

Anticipatory Set:

Students will watch the trailer to "The Other Guys" film. The trailer presents a key message in the film, which seeks to deconstruct and satirize elements of the action-cop subgenre, or the action genre as a whole. Satire will be defined, and explained as a response to a problem: namely the baseness and shallow nature of many films or television shows. After the problem has been identified, students will draw a connection to the "feelies" presented in chapter 11, expanding outward to other function of entertainment in *Brave New World*.

Duration: 10 Minutes

Direct Instruction:

Using the previous night's reading as a base, students will examine John the Savage's response to the feely "Three Weeks in a Helicopter." I will ask the students to offer up descriptions of the feely, which will be listed on the board, as well as John's observations of the film. John describes the feely as "horrible, base, and ignoble" in comparison to his usual form of entertainment: Shakespeare (Huxley, 170). What other forms of entertainment in the World State might John also view as horrible, and why does he feel this way? By extension, the students will be asked to infer what Aldous Huxley's viewpoint might have been. After discussing the section via close-reading and intentional questioning, I will ask the students to form connections to the real world, offering up examples of entertainment that Huxley might have viewed as valueless or shallow (think 50 Shades of Grey, NFL football, action movies, etc). In response to this, students will be called to create a short parody or satire in response to a form of entertainment of their choosing.

Duration: 20 Minutes

Independent Practice:

Working in groups of 3 or 4, students will choose a specific form of entertainment to satirize. The form could be a tv show, movie, book, magazine, and so on, one that the group is able to identify social problems in, in the vein of Huxley's feelies. One member of the group will act as the Scribe, writing the explanation of the satire in 8-10 sentences, the second will act as the Visualizer, creating a poster to accompany the satirical piece using poster paper, markers, crayons, and so on. Students will be encouraged to utilize online poster-generators if they'd like, either canva.com, or through the downloadable app PosterLabs, both are free services that only require a brief sign-up process. The final member will be the Presenter, discussing and showing the rest of the class the satire that they have created. If there is a fourth member, one role will be doubled up on. The written piece must contain at least three critiques of the work being satirized, the poster must contain relevant visuals presented in an organized and thoughtful manner, and the

presentation must be clear and easy to understand. Students will be given until the next class period to meet and create a formal presentation. Students can present in whatever way makes best sense to them, either via direct discussion of the critique, a video recording, or through the use of PowerPoint or Prezi. The final two options will be heavily emphasized. Individual grades will be determined by inter-rating by group members, ensuring equal or near-equal distribution of work, and I will grade the group's presentation separately.

Duration: 25 Minutes

Closure:

After the allotted prep time, I will close by conceding that no form of entertainment is inherently bad. It is the tendency to over-stimulate oneself with entertainment that Huxley is critiquing, and looking at things satirically is a good strategy to pinpoint issues in entertainment and media as a whole. I will close with a quote from Huxley's *Brave New World Revisited*: "A society, most of whose members spend a great part of their time, not on the spot, not here and now and in their calculable future, but somewhere else, in the irrelevant other worlds of sport and soap opera, of mythology and metaphysical fantasy, will find it hard to resist the encroachments of those who would manipulate and control it." Students will meet independently to put together their presentation, which will be shown the following class.

Duration: 5 Minutes

Required Materials/Equipment:

- Brave New World* by Aldous Huxley
- Poster paper, markers, crayons, colored pencils for poster
- Smart board for movie trailer
- Cell phones, tablets, computers for poster and presentation making

Sources:

- Common Core English Standards
- Ellis, M., & Pillai, A. (n.d.). Addressing Digital Literacy in the English Language Classroom. *TESL Reporter*, 66-71.

Questions for Day 6 Reading

by BraveNewBlog



Now that John and Linda have been brought back to the World State, a clash of cultures and perspectives is quite obvious. Consider John the Savage as a figure not unlike yourself: he was raised on literature, the concept of monogamy, the birthing process, as well as spirituality in the form of his Christian and native religion. With this in mind, pay special attention to his first impressions of the Brave New World as you are essentially seeing it through the first pair of unconditioned eyes! Additionally, consider Linda's tragic fate, having been removed from the World State for so long, only to be found disgusting and uninteresting upon her return.

- Consider the conversation at the beginning of chapter 10 between the Director and Henry Foster. What does the Director think about individuality, particularly in the case of Bernard Marx? Do you agree or disagree with his views? Explain your answer.
- Describe the evolution of Bernard's character over the course of chapter 11, citing specific examples from the text. How does Helmholtz respond to Bernard's boost in confidence? What do you think Huxley's purpose is in having Bernard's perspective shift so rapidly?
- Form a real-world connection to the "feelie" that John and Lenina see; how is it similar or different to modern day entertainment or movies? Based on your connection, draw a conclusion about Huxley's perspectives on films or television.

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention. Prezi or PowerPoint is grammatically correct, and makes good use of several visuals.	Rehearsed with fairly smooth delivery that holds audience attention most of the time. Prezi/Powerpoint is mostly free of grammatical/spelling errors, and makes good use of some visuals.	Delivery not smooth, but able to maintain interest of the audience most of the time. Prezi/Powerpoint has several grammatical/spelling errors, and incorporates visuals at some point.	Delivery not smooth and audience attention often lost. Prezi/Powerpoint has not been revised, has many grammatical/spelling errors, and does not make use of visuals.
Satire Write-Up	8-10 sentences of quality writing that clearly and effectively satirize a chosen entertainment source. Critiques two or more aspects of the source material, establishes a clear connection to Brave New World, and is grammatically correct.	8-10 sentences of quality writing that demonstrates an understanding of satire. Critiques 1-2 aspects of the source material, connects satire to Brave New World, and has few to no grammatical/spelling errors.	5-7 sentences that demonstrate a basic knowledge of satire. Critiques 1-2 aspects of the source material, attempts to connect to Brave New World, and has few grammatical/spelling errors.	Fewer than 5 sentences demonstrating a lack of knowledge regarding satire. Attempts to critique an aspect of the source material, no real connection to Brave New World is created, and spelling/grammar need improvement.
Poster	Makes good use of relevant visuals and text to explain the satire. Visuals/Text align with the write-up and presentation. Poster is neat and creative, making good use of available materials (in class) or of the app features (online).	Makes good use of relevant visuals and text to explain the satire. Visuals/Text mostly align with the write-up and presentation. Poster is colorful and creative, but could use restructuring. Materials/app features could have been used more properly.	Makes adequate use of visuals and text to explain the satire. Poster deviates slightly from other group member's work. Could be better organized and materials could be better implemented.	Includes text and visuals related to the satire. Poster does not convey the same message as the write-up or presentation, and appears messy and unorganized.

Austin H Smith
Conceptual Unit Day 7: “TV Rots Your Brain!”
Grade Level: 10th
Duration: 60 Minutes

Rationale:

One source that greatly influenced the development of my unit plan was Richard Vickers, James Field, and Cai Melakoski’s article “Media Culture 2020: Collaborative Teaching and Blended Learning Using Social Media and Cloud-Based Technologies.” The focus of the article, Media Culture 2020, is an ambitious project that seeks to take advantage of the rise in digital media by incorporating social media and cloud-based technology into the classroom. Rather than in previous centuries, where audiences received broadcasts from various sources, current digital media produces a certain level of engagement, wherein audience members can openly discuss and influence the news that they take in. Utilizing Google+ and its applications, those involved in the Media Culture 2020 project sought to bring students from various backgrounds and countries together to collaborate. While my project is not as far-reaching and comprehensive, I was greatly inspired by the efforts of Media Culture 2020 to openly embrace and utilize digital media and technology as a whole to connect students and produce high quality learning. One principle of the project in particular, the “Student as Producer,” emphasizes the need to have students view themselves as “active producers of knowledge, rather than passive consumers” a principle that is central in the blog-project, the Entertainment Satire presentation, and in the summative creative project at the end of the unit (Vickers, Field, & Melakoski, 2015). The bulk of Day 7 will be spent on presentations, as students demonstrate their understanding of satire, and by extension the function of entertainment in *Brave New World*. The presentation is composed of three graded portions: the written explanation of the satire, a visual representation in the form of a poster designed with real materials, or via an online source, and the presentation itself, which can take on several different forms. Students will be asked to assess their group members, ensuring a fair distribution of work, and the project will ideally impart the importance of collaboration, in a digital or real-life setting.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.SL.9-10.5

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.

Students will present their prepared projects in their small groups to the class, demonstrating an effective written satire, a visual portion, and the ability to present their work effectively in five minutes.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Students must draw a connection between their satirized form of entertainment and an aspect of Aldous Huxley’s *Brave New World*, citing specific examples from the text.

Goal:

Students will work collaboratively to create and present a satirical piece based on a contemporary entertainment source. Each group member will be given time to demonstrate their work: a written piece, a poster, and a presentation overview, to their classmates, and will also take time to review their peers' contributions to the group.

Anticipatory Set:

As students walk in the door, they will be given a group-member evaluation sheet, which they will take the time to fill out for each one of their group members. Group members will not see each other's evaluations, as the sheets will be collected by me to make up each individual's final grade for the project. Should any student take issue with their grade, they can consult me privately, and we will work together to figure out a solution.

Duration: 10 Minutes

Direct Instruction:

I will preface the presentations by reminding students that all group members must assist in presenting their information, and to be mindful of their time limit. Additionally, students will be given a brief opportunity to clear up any confusion about the presentation before jumping in.

Duration: 2.5 Minutes

Independent Practice:

Students will take 5 minutes to present their satirical projects. Students will have access to the smart board in order to project their powerpoint/prezi. As the presenter goes through the slideshow, the writer and poster-maker will take turns to present their work as well. Students are expected to be quiet and to respect their fellow presenters.

Duration: 35 Minutes

Closure:

Students will wrap up by handing in their group work together. Presenters may either submit their slideshow via email or can print out the slides and hand them in with the poster and write-up.

Duration: 2.5 Minutes

Required Materials/Equipment:

- Brave New World* by Aldous Huxley
- Smartboard for powerpoint/prezi
- Wall space for posters to be hung up

Sources:

- Common Core English Standards
- Field, J., Melakoski, C., & Vickers, R. (2015). Media Culture 2020: Collaborative Teaching and Blended Learning Using Social Media and Cloud-Based Technologies. *Contemporary Education Technology*, 6(1), 62-73. Retrieved November 2, 2015.

Questions for Day 7 Reading

by BraveNewBlog



1. Consider the significance of Mustapha Mond's thought on page 177:

"What fun it would be," he thought, "if one didn't have to think about happiness!" "

- In your response, reflect on Mustapha Mond's role as World Controller. Why does he choose not to publish the scientific paper submitted to him? What might this say about his role, and about the World State as a whole?

2. Another key moment in this section of the reading is the first meeting between John and Helmholtz. What do the two characters have in common? Additionally, think about Helmholtz's description of Shakespeare:

"You've got to be hurt and upset; otherwise you can't think of the really good, penetrating, X-rayish phrases" (185).

- Provide another example from the text that supports this theme of pain versus pleasure (hint: there are a few in the very same chapter!) and explain the significance of this theme throughout the book so far.
3. In chapter 13, after what Lenina views as quite a long wait, she attempts to finally woo John. Describe the exchange between John and Lenina. How does each voice their love for the other, how do their views on love differ, and what is the end result?

Austin H Smith
Conceptual Unit Day 8: John Savage v. Mustapha Mond
Grade Level: 10th
Duration: 60 Minutes

Rationale:

The discussion between Mustapha Mond and John the Savage in chapters 16 and 17 is vital in understanding one of Huxley's main themes of *Brave New World*. While digital literacy is promoted heavily throughout the unit, with emphasis on blogging, citing information from the Internet, and presenting information using various computer-based tools, I felt that the best way to bring about understanding of the discussion was via a classroom debate. Student-led debates have long been a tool utilized to promote autonomy and critical thinking with regard to complex texts or issues. Suzy Jagger's essay "Affective learning and the classroom debate" links the debate to several of Bloom's levels of taxonomy (Jagger, 2013). Jagger argues that debating engages the affective network, challenging students' values, beliefs, and feelings towards particular subject in order to promote growth. Classroom debates place students "in a situation whereby they are required to behave in a way incongruent with their existing attitudes and, as a result, a change takes place," exposing them to conflicting perspectives amongst their peers. I take this "cognitive dissonance" a step further by assigning a position to argue, leading to many students having to argue a point that they might not necessarily agree with, in order to help them better understand an opinion that contradicts their own (2013). Jagger monitored engagement in the affective networks by observing students' ability to Receive (attending, taking notes, listening, etc.), Respond (actively participate in discussion, offering questions and ideas, as well as being enthusiastic), and Challenge Values (determining worth of ideas, accepting/refuting stances, and qualifying personal views). Over the course of six debates, students demonstrated largely high responses to affective networks, confirming a relationship between debates and the emotional/intellectual response of students. Utilizing debates in the classroom promotes engagement, while challenging students to adopt alternative perspectives, defend their perspectives, and think critically to out-debate their opponents.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will engage in a debate framed by a key question: "Should we sacrifice art, science, religion, and so on for the sake of stability and happiness?" Students will be given the perspective of one of two characters with opposing viewpoints to support using opinions backed by evidence from the text.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

After being asked to support one of two sides in the debate, students will reflect on the debate, noting points that their peers raised that may or may not have changed their perspective.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students will be tasked with supporting either Mustapha Mond or John Savage, characters that represent ideological differences in regard to how society should be structured. Through the debate, students will see the validity or invalidity of either character's argument as they support or refute both characters. Ultimately, the conversation will reflect a greater theme of the novel.

Goal:

Through participating in an ideological debate, students will further understand the complex perspectives of Mustapha Mond and John the Savage as presented in chapter 16 of *Brave New World*, ultimately synthesizing both sides into an overarching theme of societal perfection. Should humanity strive for comfort, safety, and stability, or individual/cultural growth found in suffering and discomfort?

Anticipatory Set:

As students enter class, they will receive one of two worksheets. Half of the students will be assigned to act as John the Savage's defense; the other half will represent Mustapha Mond. Students will take time to come up with a couple of talking points for the debate, as well as some page numbers to support their points. Students will be advised to look back at their answers for that day's blog questions.

Duration: 10 Minutes

Independent Practice:

After finding a few talking points, I will ask the students to divide into two groups, one half to discuss their strategy to support John, the other to support Mustapha. Students will be time to discuss their talking points together, choosing a few of their strongest points to start with.

Duration: 10 Minutes

Direct Instruction:

I will address a couple of the rules for the debate, namely: only one person talks at a time, talking points will go team by team, students must be respectful and calm. I will act as moderator of the debate and will instruct students to take note of any particularly poignant points that either side comes up with. Students will attempt to keep the conversation going as long as possible, but if there are any gaps, I will offer questions to the group to get them refocused.

Duration: 25 Minutes

Closure:

After the debate has come to a close as decided by me, the moderator, students will be asked to visit the following link:

<http://www.mywejit.com/#!c2d14e27cf89a0d00597822348d52db4>

Wejit is an online debate application that will allow me to track where students stand at the end of the debate. Students were given sides to support during the debate, but they may not personally have supported them. Utilizing the question: “Should we sacrifice art, science, religion, and so on for the sake of stability and happiness?” students will answer “yes” if they support Mustapha, or “no” to support John. In the explanation portion, students will note if they were persuaded by one side or the other to change their opinion, referencing what point convinced them. If their opinion remained unchanged after the debate, they will state why, and will concede to any effective points the opposite side made, even if they did not necessarily persuade them. Once every student has submitted their vote, I will count them up and determine the winner. I will conclude by referencing good points brought up by both sides, but ultimately the question is a large one, and hard to fully determine the correct answer. Both sides have their merits and weak points depending on one’s perspective.

Duration: 15 Minutes

Required Materials/Equipment:

- *Brave New World* by Aldous Huxley
- Debate graphic organizers for John and Mustapha
- Smartboard to display the final results of the debate on MyWejit.com

Sources:

- Common Core English Standards
- <http://www.mywejit.com/#!c2d14e27cf89a0d00597822348d52db4>
- Jagger, S. (n.d.). Affective learning and the classroom debate. *Innovations in Education and Teaching International*, 38-50. Retrieved December 3, 2015.

Questions for Day 8 Reading

by BraveNewBlog



Chapter 16 and the conversation held between John the Savage and Mustapha Mond is absolutely pivotal in terms of Aldous Huxley's message. For weeks we have discussed the infrastructure of the World State: how its citizens operate, how they are conditioned and controlled by soma and hypnopedic messages, a strict biological and social caste system, and so on. In the beginning of the novel, the Director introduces us to the World State, speaking to a crowd of its citizens, but for the first time however, we are privileged to hear about the inner workings of the society, as World Controller Mustapha Mond explains it to John.

1. What is Mustapha Mond's argument regarding why Shakespeare could not be recreated in the World State? In other words, why can't "high art" exist in the World State?
2. Why does the World State maintain a caste system, from Alpha to Epsilon?
3. Similar to the presence of high art, why does Mustapha Mond believe that scientific advancements would cause unrest?
4. How the World State handle different-minded people such as Helmholtz, John, Bernard, and even Mustapha himself?

5. With all of these elements in consideration, think back to our webquest about Utopias. Has the World State succeeded in creating a utopia where the Shakers and Brook Farm failed? Why or why not? Explain your answer:

6. Consider the quote:

“But I don’t want comfort. I want God, I want poetry, I want real danger, I want freedom, I want goodness. I want sin.”(Huxley, 240)

Despite Mustapha Mond’s excellent logical argument for the World State, John is still unsatisfied. While the World State has perfected happiness and stability, what does John still desire (don’t just say religion/poetry and so on, explain your answer)? John’s pursuit of higher values and feelings provokes another question: do we consider a society a utopia if it has made it’s citizens happy and stable, or is something deeper required for the human experience? With this in mind, is a utopia even possible? Explain your answer:

Name: _____

I support:

John the Savage

Humanity is about more than just constant happiness and safety. The citizens of the World State are slaves, nay, mewling and puking babies! To be human is to feel sadness and discomfort, to survive trials and tragedies in order to get what you want. Without literature, without religion, without relationships and scientific progress we cease to be living, breathing, and thinking creatures, and what kind of existence is that? Support this view with examples from the text:

Reasoning	Textual Support

Name: _____

I support:

MUSTAPHA MOND

Society can only be made happy and healthy when things that cause strong emotion are removed. High art, scientific progress, religion, and close relationships all lead to instability and unhappiness, from instability and happiness comes death and destruction. The World State must maintain: Community, Identity, and Stability! List examples from the text to support this position:

Reasoning	Textual Support

Austin H Smith
Conceptual Unit Day 9: Welcome to Mustapha Mond's Department of Propaganda
Grade Level: 10th
Duration: 60 Minutes

Rationale:

In navigating the world of digital literacy, one finds that the particular literacy does not relate solely to written text. Rather, students that are digitally literate are able to read and process a variety of content: text, visuals (images or videos), sound bytes, and frequently this content comes in what can be described as a “multimodal” way (Hutchinson & Woodward, 2014). Students are processing a variety of content on a variety of platforms; mobile devices, laptops, smartboards, and tablets now have equal access to the Internet and various applications. “Throughout the [Common Core] standards, students are asked to produce a response that incorporates digital media or to understand information that is conveyed through digital media. Therefore, it is critical that teachers begin to consider how to integrate these opportunities into their instruction” (2014). In their article “A Planning Cycle for Integrating Digital Technology Into Literacy Instruction” Hutchinson and Woodward discuss the value of the Technological Pedagogical Content Knowledge (TPACK) which emerges when digital literacy instruction intersects with and builds upon learning practices as well as academic content areas. In developing the final assessment for this lesson, I drew heavily upon the TPACK theoretical model. Throughout the unit, students have practiced digital literacy practices, English language skills, and general literacy skills. By creating a final assignment that incorporates all three, students will ideally synthesize the skills they have practiced over the course of the semester to create their final assignment. The assignment is a persuasive project that incorporates reading comprehension, citation practices, as well as the finding and application of outside sources, and the use of various applications such as Wordpress, Word Processors, Prezi/Powerpoint, video editing software, photoshop and so on.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Given the final assignment, students will be able to make use of the Internet, tools such as word processor and powerpoint, and/or video/photo editing software to produce a persuasive advertisement based on their reading of *Brave New World* as well as outside sources.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Given the final assignment, students will utilize laptops/smartphones/tablets/computers to research and implement 2-3 outside sources to supplement their persuasive advertisement

Goal:

Students will begin the initial steps of creating their final project: a persuasive project that emphasizes the synthesizing of reading comprehension and digital literacy skills. Students will choose their topic, and the form their project will take, going over instructions with me and ultimately completing a project proposal to be submitted by the end of class.

Anticipatory Set:

Students will be introduced to their final project: a final blog post that incorporates elements of digital literacy (as practiced in the octopus lesson, and the web quest), as well as their knowledge of the text. The blog posts must contain at least two written pages (to be copied and pasted from Word), but the method of their delivery can take several shapes. Students will be encouraged to create a video blog, art piece (painting, sculpture, diorama), powerpoint/prezi, or simply a written essay. The goal of the project is simple: you have been hired by Mustapha Mond’s Department of Propaganda to promote one of four aspects of the World State, it’s consumer culture, individual roles in society (anti-family, anti-relationship, as well as the caste system), constant entertainment, or the recreational use of soma. Students will choose one of the four and will create a work that seeks to persuade people, not unlike an ad campaign. Students will enter the classroom and take a worksheet that introduces them to the four “subdepartments” or topics they can choose to work with.

Direct Instruction:

After students have been given time to choose, I will address how each form will take shape. All projects must include several key components: a creative and catchy jingle or slogan that will act as the project’s title, 2-3 online sources that are valid and verified, the project itself which will contain persuasive strategies such as pathos, ethos, logos, etc, as well as a two-page reflection that explains the purpose of the project, how persuasion was used, and connections to the text (for essay writers, the two-page reflection is to be included as part of the essay). After the introduction, I will briefly refresh the students on their persuasive strategies by pulling up <https://owl.english.purdue.edu/owl/resource/588/04/>.

Independent Practice:

Students will fill out a project proposal form, informing me of their topic, the form they’re utilizing to address their topic, as well as persuasive strategies, and potential ideas for outside sources. I will offer up a few models of what the final project will look like, including a video example (<https://youtu.be/E8CZ18-wXss>) as well as several image examples.

Closure:

We will close by allowing time for questions. Otherwise students will turn in their project proposals to me and will be given admission online before the next class.

Required Materials/Equipment:

- Topic Introduction Sheet

- Project Proposal Form
- Project Rubric
- Smartboard to display the rubric, as well as examples of what their projects could look like

Sources:

- Common Core English Standards
- <https://owl.english.purdue.edu/owl/resource/588/04/>.
- <https://youtu.be/E8CZ18-wXss>
- Hutchison, A., & Woodward, L. (2013). A Planning Cycle for Integrating Digital Technology Into Literacy Instruction. *Read Teach The Reading Teacher*, 455-464. Retrieved December 7, 2015.

Name: _____

Date: _____

WELCOME TO MUSTAPHA MOND'S DEPARTMENT OF PROPAGANDA РКОБΛΓΕΛΙΔΑ

You've been chosen to work in the illustrious, honorable Department of Propaganda. You'll be working alongside many a talented Alpha Plus, like the reputable Helmholtz Watson (until he went and meddled with poetry). Choose from the four subdepartments below to focus on your first propaganda production.



Shop 'til You Drop Subdepartment:

Who needs old stuff? Mending, sewing, fixing, those are for the uncivilized! When something tears or breaks, toss it and buy a new one! If you work in this department, you'll promote the message that production and consumption are what's best for the economy, and for society!



Better Living Through Test Tubes Subdepartment

Everyone belongs to everyone else! There's no need for families, or heaven forbid "relationships". Furthermore, everyone has their place in society! Delta Minuses do the heavy lifting while us Alpha Pluses work in more civilized fields and have fun! To bring back families, or to say that anyone can do whatever they want would only bring chaos! In this department you will remind the people of the World State that in order to be happy and healthy, we must remember our duty, and that individuality is disastrous!



Never a Dull Moment Subdepartment

Take a trip to the feelies, play some obstacle golf, turn on your scent organ and have a little romp with some friends! In this department you'll emphasize the importance of sensory stimulation. Keep having fun, and keep your mind distracted so you don't have to think about unpleasant things!



Happiness is a Pill Subdepartment

And should having fun not be enough, should those unpleasant thoughts keep coming, just take a soma holiday! A gramme is better than a damn after all! In this department you will remind people of the value of soma, keep popping those wonder drugs and you'll feel just fine!

Mustapha Mond's Department of Propaganda

MULTI-MEDIA ADVERTISEMENT PROJECT PROPOSAL

Your Name: _____

Today's date: _____

Step 1. Identify the Topic/Project

Which Subdepartment are you working for?:

What form will your project take (Vlog, Essay, Art Piece, Presentation)?

The reason for choosing this subject and project:

Step 2. Identify Potential Outside Sources

Where might you go to find outside sources to support your write up?:

How will you know that the sources are verified or valid?:

Step 3. Identify Propaganda Techniques to Be Used

The major propaganda technique planned (ethos, pathos, logos):

Other forms of propaganda that will be used:

Slogans and/or jingles to be used:

Step 4. Describe How You Will Make This Advertisement Unique

Write your answer at length here:

Step 5. Grading Feedback

What do you think would make a project like this high quality? In other words, what do you think I should consider when grading these assignments?

(Supervisor's Signature of Approval) Date

Final Project

by BraveNewBlog

Congratulations on being hired by Mustapha Mond to work in his Department of Propaganda!

As a member of the Department of Propaganda, you'll be tasked with creating "flivvers out of the absolute minimum of steel – works of art out of practically nothing but pure sensation" (Huxley, 221). In other words, choose one of the subdepartments below:

Shop 'til You Drop Subdepartment:

Who needs old stuff? Mending, sewing, fixing, those are for the uncivilized! When something tears or breaks, toss it and buy a new one! If you work in this department, you'll promote the message that production and consumption are what's best for the economy, and for society!

Better Living Through Test Tubes Subdepartment

Everyone belongs to everyone else! There's no need for families, or heaven forbid "relationships". Furthermore, everyone has their place in society! Delta Minuses do the heavy lifting while us Alpha Pluses work in more civilized fields and have fun! To bring back families, or to say that anyone can do whatever they want would only bring chaos! In this department you will remind the people of the World State that in order to be happy and healthy, we must remember our duty, and that individuality is disastrous!

Never a Dull Moment Subdepartment

Take a trip to the feelies, play some obstacle golf, turn on your scent organ and have a little romp with some friends! In this department you'll emphasize the importance of sensory stimulation. Keep having fun, and keep your mind distracted so you don't have to think about unpleasant things!

Happiness is a Pill Subdepartment

And should having fun not be enough, should those unpleasant thoughts keep coming, just take a soma holiday! A gramme is better than a damn after all! In this department you will remind people of the value of soma, keep popping those wonder drugs and you'll feel just fine!

After choosing your department, you'll have to think of the best way that you could market your choice. A video advertisement? A billboard or poster? A sales pitch using powerpoint or prezi? Or maybe a persuasive essay? Regardless of what you choose, you'll need to incorporate a few key elements:

- **2-3 Outside sources that you found on the internet or in print.** The sources must be valid and properly cited in your work, so that I can check to see where you got your information from.
- **Connections to the text.** We've been talking about the book for the past couple of weeks, so you know the drill. Support your persuasive arguments using evidence from the text, cite the page number and author!
- **A catchy slogan or jingle!** This sentence or phrase will act as your project title. Think of something silly and fun that will hook your audience in to listen to your pitch.
- **Persuasive techniques.** Make use of Logos, Pathos, or Ethos to persuade people. You may use all three if you feel like it. Think of what advertisers use to get people to buy their products and emulate it!
- **Attractive presentation.** Regardless of what you make, a video/poster/presentation, make sure that your work is well formatted and makes good use of visuals. For the essay, this means making sure that your grammar, spelling, and sentence structure is proper.
- **A two-page written reflection.** The reflection is where you will explain what sources you used, how you used them, and why you used them. Additionally, you will explain your reasoning behind your slogan/jingle, and your persuasive techniques. If you choose to write an essay, you will not have to write an additional reflection, but the reflection will be a part of your final essay.

Here's your rubric:

CATEGORY	4	3	2	1
Reflection Sources	Source information collected for all graphics, facts and quotes. All documented in desired format. Cites 2-3 outside sources in addition to the text.	Source information collected for all graphics, facts and quotes. Most documented in desired format. Cites 1 outside source in addition to the text	Source information collected for graphics, facts and quotes, but not documented in desired format. Cites either the text or outside sources.	Very little or no source information was collected. Neither the text nor outside sources are cited.
Knowledge of the Book	Covers topic in-depth with details and examples. Subject knowledge is excellent. Demonstrates a firm grasp on the novel.	Includes essential knowledge about the topic. Subject knowledge appears to be good. Demonstrates a decent understanding of the novel.	Includes essential information about the topic but there are 1-2 factual errors. Demonstrates a basic understanding of the novel.	Content is minimal OR there are several factual errors. Does not demonstrate a clear knowledge of the novel.
Slogan/Jingle	The slogan or jingle has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The slogan or jingle has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting slogan or jingle but the connection to the topic is not clear.	The slogan or jingle is not interesting and is not relevant to the topic.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation	Makes good use of font, color, graphics, effects, etc. to enhance to presentation and make it more appealing to the audience.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Propaganda Techniques	Student effectively employs a persuasive technique (ethos, logos, pathos) as well as a variety of other techniques to persuade their audience to buy in to a product.	Student employs a persuasive technique (ethos, logos, pathos) as well as at least one other technique to persuade their audience to buy in to a product.	Student struggles to employ ethos, pathos, or logos, but attempts to create a persuasive argument for their audience.	Student demonstrates little to no implementation of persuasive techniques.

Questions for Day 9 Reading

by BraveNewBlog



Congratulations on finishing the novel, you've worked hard to get here! Answer the following questions, citing information from the text!

What do you think is John's goal in isolating himself? How does he go about accomplishing this goal?

What is ironic about the feely made about John, titled *The Savage of Surrey*(Consider our lesson on satire and entertainment in your response)? Describe John's fate. What is the significance of his death in relation to the story?

Austin H Smith

Conceptual Unit Day 10: Catch Up Day #2

Grade Level: 10th

Duration: 60 Minutes

Rationale:

Due to the brisk pace at which the students have been reading, as well as the significant number of writing assignments, this day will largely act as a catch up. The first half of the class will be spent finishing the CBS radio broadcast of *Brave New World* that parallels where the students should be in the reading. Students that are primarily auditory learners may benefit from having plot summary in the form of a radio broadcast, and I feel it will generally act as a good cap to the second half of the novel. While students are listening, they are required to individually describe three key differences between the radio broadcast and the novel, such an activity will ensure that students are actually listening and not falling asleep at their desks. The second half of the class will be a catch-up workshop, in which students can catch up with any missed reading or blog posts, refer to me for any questions or confusion they may have, and/or work on their final project for the unit on *Brave New World*.

Common Core Standards and Learning Objectives:

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Given the CBS Radio adaptation of *Brave New World*, students will work individually to assess the creative interpretation of the text, addressing any similarities, differences, or observations they have to demonstrate participation and listening. Students will write 2-3 sentences for three observations they have.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Given access to Wordpress, students maintain a blog, answering questions to assigned readings and updating with appropriate connections to outside sources, completing assignments by the dates assigned.

Goal:

Students will listen to the second half of the CBS radio play version of *Brave New World*, detailing how it differs in presentation from the novel. Additionally, students will be brought up to date on whatever reading or blog posts they may have not yet finished. Lastly, students that are up to date will be given time to continue working on their final creative project.

Anticipatory Set:

Students will be handed a small worksheet on which they will record their observations from the radio play version of *Brave New World*.

Duration: 2.5 Minutes

Direct Instruction:

Students will listen to the second half of the CBS Radio Broadcast of Brave New World. As students listen to the 30-minute broadcast, they will make note of three interesting aspects of the broadcast. Observations can take the form of: variations from the text, the use of sound effects to convey certain parts of the story, and/or how the voice actors characterize Bernard, Lenina, Helmholtz, and so on. As students are listening, lights will remain on (no need for extra temptation to nap), and I will be monitoring the room closely to make sure students are paying attention. At the conclusion of the broadcast, I will collect students' sheets as a formative assessment of their listening.

Duration: 30 Minutes

Independent Practice:

After the conclusion of the broadcast, I will give students access to a laptop cart and allow them the duration of the class period to catch up on any missing work. Students that are behind on the reading (and thus behind on the blog posts) will be given time to read. Students that have read but have not completed certain blog posts will be given time to complete said posts, and will be able to ask me for clarification of certain questions, approval of blog posts, and so on. Lastly, students that are up-to-date will be given time to work on their final project for the unit.

Duration: 25 Minutes

Closure:

I will ask students to save what they have worked on and to put the laptops away. I will congratulate students on making it more than halfway through the novel, and to keep pushing through to the end.

Duration: 2.5 Minutes

Required Materials/Equipment:

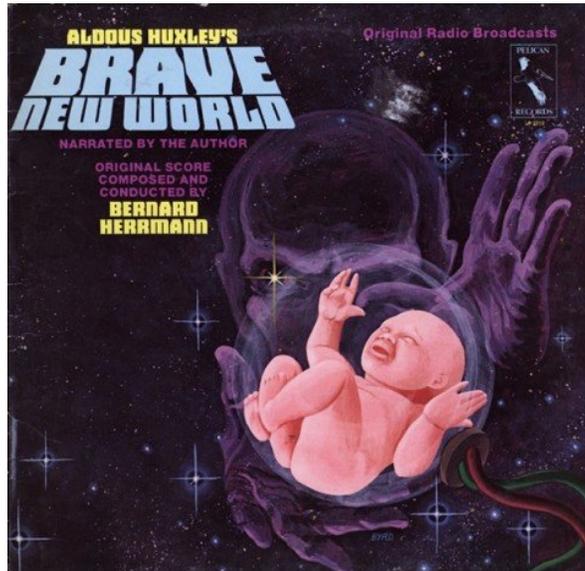
- Radio broadcast observation handout
- Smartboard/Speakers for CBS Radio Broadcast of Brave New World
- Laptop cart for catch-up work
- Brave New World* by Aldous Huxley

Sources:

- Common Core English Standards
- http://www.openculture.com/2010/05/vintage_radio_huxley_narrates_brave_new_world.html

Name: _____

Date: _____



Congratulations on finishing the book! As a way of celebrating, sit back and listen to the rest of the 1956 CBS Radio Broadcast of Brave New World.

You already know the drill, as you listen, make note of three audible observations you have, each observation will be 2-3 sentences. Consider how the plot differs from the book, how sound effects are used to help the plot, and/or how the voice actors characterize Bernard, Helmholtz, Lenina, and so on. And no napping, either! Mr. Smith is always watching...

1)

2)

3)

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