

Theme: Dystopian Societies/Divergent

Objectives:

- Make complex predictions/inferences based on information in the novel
- Tap prior knowledge to explore student knowledge of various forms of societies.
- Use novel to facilitate class discussion on the faction system
- Use novel to facilitate class discussion on character interactions

Monday, 9/05	
DUE:	<u>No School – Labor Day Holiday</u>
Tuesday, 9/06 A Day	
DUE: Faction Symbols & Explanations	<u>LO:</u> SWBAT make complex inferences about dystopian literature. <u>DOL:</u> Given chapters 5-6 of <i>Divergent</i> , students will make complex inferences about the benefits/dangers of the faction system with 100% accuracy. <u>Journal:</u> What was the most difficult part of selecting one faction? What made it difficult? <u>Handouts:</u> None <u>Lesson:</u> <ul style="list-style-type: none">• Activity 1: Setup for Mock Choosing Ceremony• Activity 2: Mock Choosing Ceremony<ul style="list-style-type: none">○ Students will choose their factions and explain why they selected their preferred faction.○ Students will answer questions about their faction from the class• Activity 3: Whole class discussion:<ul style="list-style-type: none">○ What are your thoughts on the symbols chosen for the factions?○ Do you think some symbols were more representative of the given factions than others? Explain.• Activity 4: Complete DOL <u>Homework:</u> Chapters 7-11
Wednesday, 9/07 B Day	
DUE: Faction Symbols & Explanations	<u>LO:</u> SWBAT make complex inferences about dystopian literature. <u>DOL:</u> Given chapters 5-6 of <i>Divergent</i> , students will make complex inferences about the benefits/dangers of the faction system with 100% accuracy. <u>Journal:</u> What was the most difficult part of selecting one faction? What made it difficult? <u>Handouts:</u> None

	<p><u>Lesson:</u></p> <ul style="list-style-type: none"> • Activity 1: Setup for Mock Choosing Ceremony • Activity 2: Mock Choosing Ceremony <ul style="list-style-type: none"> ○ Students will choose their factions and explain why they selected their preferred faction. ○ Students will answer questions about their faction from the class • Activity 3: Whole class discussion: <ul style="list-style-type: none"> ○ What are your thoughts on the symbols chosen for the factions? ○ Do you think some symbols were more representative of the given factions than others? Explain. • Activity 4: Complete DOL <p><u>Homework:</u> Chapters 7-11</p>
Thursday, 9/08 A Day	
<p>DUE: Divergent Novel, chapters 7-11</p>	<p><u>LO:</u> SWBAT make complex inferences about character interactions in dystopian literature. <u>DOL:</u> Given chapters 7-11 of <i>Divergent</i>, students will make complex inferences about the character interactions. <u>Journal:</u> 5-minute reflection on chapters 7-11 <u>Handouts:</u> Creative Prompt 1 <u>Lesson:</u></p> <ul style="list-style-type: none"> • Activity 1: Mini Essay <ul style="list-style-type: none"> ○ Compare and contrast Eric and Four. • Activity 2: Class Discussion <ul style="list-style-type: none"> ○ What are your views on Christina's punishment? ○ What is the significance of Tris' and Peter's fight? ○ Why was it important for Tris to leave the Medical Area and return to the dormitory? • Activity 4: Complete DOL <p><u>Homework:</u> Creative Prompt 1, Chapters 12-13</p>

Friday, 9/09 B Day

DUE:
Divergent
Novel,
chapters 7-11

LO: SWBAT make complex inferences about character interactions in dystopian literature.

DOL: Given chapters 7-11 of *Divergent*, students will make complex inferences about the character interactions.

Journal: 5-minute reflection on chapters 7-11

Handouts: Creative Prompt 1

Lesson:

- Activity 1: Mini Essay
 - Compare and contrast Eric and Four.
- Activity 2: Class Discussion
 - What are your views on Christina's punishment?
 - What is the significance of Tris' and Peter's fight?
 - Why was it important for Tris to leave the Medical Area and return to the dormitory?
- Activity 4: Complete DOL

Homework: Creative Prompt 1, Chapters 12-13