Aledo Independent School District
GRADES 6-12 DISTANCE LEARNING

School Name	Aledo High School
Grade Level	12
Week of	4/6/20 - 4/10/20 *All assigned work due by Sunday at midnight

English IV
Week at a Glance

Objectives for the Week (TEKS):
9(D) Synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

Lesson Frame:
We Will: Synthesize ideas and make thematic links among multiple texts representing different genres and technical sources and support those findings with textual evidence.
I Will: Read chapters 1 and 2 of *Brave New World* and find a current article (from the list provided or on my own) that relate to the themes in the text.
So That I Can: Understand the relevance and learn from the mistakes presented in a dystopian novel and how its themes/predictions can be seen in today's society

Estimated Time to Complete: 2 hours

Resources Needed:
- A copy of *Brave New World* (hard copy or digital)
- A current events article (see links in the Engage and Practice section)

Optional Additional Resources:
- Brave New World audiobook
- Brave New World Sparknotes
- Brave New World LitCharts
- How to Write a Strong Discussion Board Post
- Instructions for a Discussion Board

Lesson Delivery (What do we want you to learn?):

The goal is for students to see Huxley's vision of the future and to find current, relevant articles either proving or refuting his themes in modern society.
Video 1: Introduction to *Brave New World*
Video 2: Themes in *Brave New World*
Video 3: How to Post to a Discussion Board
Estimated time: 15 minutes

Engage and Practice (What do we want you to do?):

- ❏ Read Chapters 1 - 2 of *Brave New World* (*PDF*) (*audiobook*). Annotate or take notes during the reading process, paying attention to Huxley's themes related to the topics of **dystopia/totalitarianism** or **technology/control** as they are presented.
- ❏ Read one of the following articles or find your own (must be published in 2019 or 2020) that relates to these theme(s) in modern society.
  - "'White Collar Quarantine' Over Virus Spotlights Class Divide" by Noam Scheiber, Nelson D. Schwartz and Tiffany Hsu for *The New York Times*
  - "What Should the Government Spend to Save a Life?" by Amelia Thomson-Deveax for *FiveThirtyEight*
  - "A Moment for Drive-In Movie Theaters" by Alan Taylor for *The Atlantic*
  - "Why There's No National Lockdown" by Lawrence Gostin and Sarah Wetter for *The Atlantic*
  - "Coronavirus Ended the Screentime Debate. Screens Won." by Nellie Bowles for *The New York Times*
  - "Red and Blue America Aren't Experiencing the Same Pandemic" by Ronald Brownstein for *The Atlantic*
  - "What it's Like to Work for Instacart During the Coronavirus Pandemic" by Rafi Schwartz for *The Rolling Stone*
  - "Americans are the Unhappiest They've Ever Been, UN Report Finds. An 'Epidemic of Addictions' Could be to Blame" by Allyson Chiu for *The Washington Post*

Estimated time: 1 hour

Create and Submit (What do we want you to turn in?):

- ❏ After reading chapters 1 and 2 of *Brave New World,* use one of the provided articles or or one you found on your own (published in 2019 or 2020) to write a 150 word response comparing and/or contrasting how the article relates to Huxley's commentary about the topics of dystopia and totalitarianism and/or technology and control.
  You must:
  - Give specific examples from the novel and the article to show that Huxley's vision of the future was correct or incorrect
  - mention the article title and author in your description
  - provide a URL hyperlink to the article
- ❏ Respond to at least ONE classmate's post. Write at least 2 sentences to expand the conversation they started. Your response should not simply "agree" or "disagree" with their thoughts.

Click here for a model!
Estimated Time: 30 minutes

Extension Opportunity (What do we want you to do if you want to extend your learning?):

Listen to this interview with Aldous Huxley