English I Honors

Weekly Letter 12- Beery

October 31-November 4

 

Welcome to the beginning of *1984* unit and an analysis of comparing a classic piece of literature by George Orwell to multiple pieces of fiction and nonfiction this quarter. We will spend this unit and the remainder of this quarter focusing on our new core question: **As consumers of information, who do I believe?** As a culture we are constantly bombarded with images, technology, and rhetoric---so who is making a strong argument? Who should we put our trust in? Vote for? Believe? This is a journey into critical thinking. This quarter has been spent analyzing the impact of language and the emotional tone it creates. This novel has us listening to the voices of the past that warns us that ignorance, gullibility, and rhetoric are dangerous if used to gave power and manipulation. Therefore we must be advocates of our own thinking and do the due diligence to research and take to task the voices in our culture that are nothing but pure propaganda.

Need *1984* (free audio) <http://www.bing.com/videos/search?q=1984&qpvt=1984&FORM=VDRE&adlt=strict#view=detail&mid=74EF7746DEC0ABA0712074EF7746DEC0ABA07120>

Learning Goals:

* I can read closely and find answers explicitly in text and answers that require an inference
* I can thoroughly support both explicit and inferential questions by analyzing an author’s words and determining multiple pieces of textual evidence that strongly support those questions.
* I can determine how specific details in the text reveal and continually refine a theme.
* I can analyze how complex characters develop over the course of the grade-appropriate text, interact with other characters, and advance the plot of a text or develop the theme.
* I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text (i.e., denotative, connotative, figurative)
* I can analyze substantive topics or texts to determine an argument that causes or has caused a debate in society.
* I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
* I can determine the credibility of a source and the accuracy of the details presented in the source.
* I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.

**Core Questions for Quarter 2 & *1984*:**

 **As consumers of information, who do I believe?**

"Don't you see that the whole aim of Newspeak is to narrow the range of thought?... Has it ever occurred to your, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such a conversation as we are having now?... The whole climate of thought will be different. In fact, there will be no thought, as we understand it now. Orthodoxy means not thinking-not needing to think. Orthodoxy is unconsciousness."
- George Orwell, *1984*, Book 1, Chapter 5

"It was terribly dangerous to let your thoughts wander when you were in any public place or within range of a telescreen. The smallest thing could give you away. A nervous tic, an unconscious look of anxiety, a habit of muttering to yourself--anything that carried with it the suggestion of abnormality, of having something to hide. In any case, to wear an improper expression on your face...; was itself a punishable offense. There was even a word for it in Newspeak: facecrime..."
- George Orwell, *1984*, Book 1, Chapter 5

M Weekly Letter

 Define Vocabulary Words for Chapter 1

 Read through study guide----questions must be completed for reading each night

 **Homework: Read chapter 1 pp 1-20 and complete SG**

T Discussion and Presentation on Propaganda

 **Homework: read chapters 2-4 pp 20-48 and complete SG**

W Show Apple Computer 1984 video

 <https://www.youtube.com/watch?v=VtvjbmoDx-I>

 What do you notice about the peoples and the setting in the video?

 How is the woman runs in at the end different from others? Why?

 How is woman a symbol of change

 At the end of the commercial it says, “see why 1984 will no longer be 1984”

 What is an allusion?

 Why are allusions powerful?

Discuss reading and study guide questions

 **Homework: read ch 5-6 pp 48-69 (one page, ds, reaction to one or two pieces of TE in the reading—can be very informal)----if you completed The Pen Commandments #8---you don’t have to do reaction paper.**

TH exploration of language in 1984: What is Newspeak?

Quick synthesis: of characterization:

What do we know about Winston? How is he a symbol of someone today? (compare)

What do we know about the Party? What gov’t system looks like this today?

Silent Reading

**Homework: read chapters 7-8 pp 69-104 and complete SG**

F What was Tiananmen Square? How did thinking change in China?

 (This might change) Watch Video on Thinking:

We have spent many weeks on expository writing to inform. Now we are going to use expository writing to compare these videos/information to 1984 and add synthesis to our critical thinking. When would it be necessary to use this skill?

 Memory: <https://www.youtube.com/watch?v=L45Q1_psDqk> (V-Sauce) 11 minutes

Molly Crockett: Beware neuro-bunk <http://www.ted.com/talks/molly_crockett_beware_neuro_bunk.html>

* Take notes on both video----based on “thinking”
* Write an extended response (one well-developed paragraph with at least two pieces of TE and sophisticated commentary) drawing connections between videos and *1984*.

**HMWK: finish response and read Book II chapters 1-2 pp 102-126 by Monday**

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