

## 12-Week Comprehensive Lesson Plan: 1984 & Dystopian Literature

This 12-week comprehensive unit plan is broken into three phases: **Phase 1 (2 weeks): Context and Information**, **Phase 2 (8 weeks): The Novel**, and **Phase 3 (2 weeks): Synthesis of materials using a research-based project**. The planned activities synthesize historical context, rhetorical analysis, and deep reading of George Orwell's *1984*.

### Phase 1: Context and Information (Weeks 1-2)

| Week   | Focus / TEKS                                                                                | Learning Objectives & Assessments                                                                                                                                               | Planned Activities                                                                                                                                                                                                                                                                                                                                                           |
|--------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | <b>Classroom Expectations, Rhetoric &amp; Historical Context</b><br>TEKS: 4.4 F/ 4.4, E4.11 | <b>We will:</b> Review expectations and introduce historical context vs. modern surveillance.<br><b>Assessment:</b> Identify sentences as Ethos, Pathos, or Logos [cite: 37].   | <ul style="list-style-type: none"> <li>Review classroom expectations and Social Contract [cite: 37].</li> <li>Mini-Lesson: Ethos, Pathos, Logos in propaganda.</li> <li>"Real or Fake?" Timeline: Connect real historical events to the novel.</li> <li>Discussion: This or That (Safe Zone norms).</li> <li>Task: Begin tracking specific "Newspeak" vocabulary.</li> </ul> |
| Week 2 | <b>Rhetorical Devices, Fallacies &amp; Dystopian Elements</b><br>TEKS: 4.8G, E4.4.D, E4.6.C | <b>We will:</b> Analyze rhetorical manipulation and define Dystopian characteristics.<br><b>Assessment:</b> Create a "Steel Man" response to a "Straw Man" argument [cite: 37]. | <ul style="list-style-type: none"> <li>Notes on Rhetorical Devices and Logical Fallacies [cite: 37].</li> <li>Defining Utopia vs. Dystopia (The Price of Perfection).</li> <li>Dystopian Bingo (using media clips).</li> <li>"Is it better to be Safe or Free?" debate.</li> </ul>                                                                                           |

### Phase 2: The Novel (Weeks 3-10)

| Week   | Focus / TEKS                                                       | Learning Objectives & Assessments                                                                                        | Planned Activities                                                                                                                                                                                                            |
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| Week 3 | <b>Constructing Truth (Book 1, Ch. 1-4)</b><br>TEKS: E4.8, E4.5    | <b>We will:</b> Evaluate how the Party controls reality.<br><b>Assessment:</b> Doublethink Journal.                      | <ul style="list-style-type: none"> <li>Read Book 1, Chapters I–IV.</li> <li>Mini-Lesson: The Paradox and Doublethink as rhetorical tools.</li> <li>Activity: Analyze the "Two Minutes Hate" as a rhetorical event.</li> </ul> |
| Week 4 | <b>The Power of Language (Book 1, Ch. 5-8)</b><br>TEKS: E4.2, E4.9 | <b>We will:</b> Analyze how limiting vocabulary restricts thought.<br><b>Assessment:</b> Newspeak Translation Worksheet. | <ul style="list-style-type: none"> <li>Read Book 1, Chapters V–VIII.</li> <li>Mini-Lesson: Diction analysis—how word choice alters arguments.</li> <li>Activity: Compare Syme's view on Newspeak to modern</li> </ul>         |

| Week          | Focus / TEKS                                                                | Learning Objectives & Assessments                                                                                                         | Planned Activities                                                                                                                                                                                                                                                                                                                                                                                             |
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|               |                                                                             |                                                                                                                                           | text-speak or political euphemisms.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Week 5</b> | <b>The Illusion of Privacy (Book 2, Ch. 1-4)</b><br>TEKs: E4.4, E4.5        | <b>We will:</b> Analyze shifting protagonist arguments and private rebellion.<br><b>Assessment:</b> Visual Artifact Checkpoint #1.        | <ul style="list-style-type: none"> <li>• Read Book 2, Chapters I–IV.</li> <li>• Mini-Lesson: Irony (Verbal vs. Situational) in Winston &amp; Julia's rebellion.</li> <li>• Activity: Debate—Is their rebellion a genuine political act or just self-indulgence? [cite: 34]</li> <li>• Deliverable: Create a visual artifact (propaganda poster or surveillance infographic) with a 1-page analysis.</li> </ul> |
| <b>Week 6</b> | <b>Argument Analysis (Book 2, Ch. 5-8)</b><br>TEKs: E4.9, E4.11             | <b>We will:</b> Analyze complex expository texts and paradoxes.<br><b>Assessment:</b> Goldstein's Book Jigsaw Matrix.                     | <ul style="list-style-type: none"> <li>• Read Book 2, Chapters V–VIII (Focus on Goldstein's book).</li> <li>• Mini-Lesson: Analyzing complex expository texts (Goldstein's manifesto).</li> <li>• Activity: "Jigsaw" reading of Goldstein's book to analyze the logic of "War is Peace".</li> </ul>                                                                                                            |
| <b>Week 7</b> | <b>Research Integration &amp; Society (Book 2, Ch. 9-10)</b><br>TEKs: E4.11 | <b>We will:</b> Connect class structures in 1984 to modern parallels.<br><b>Assessment:</b> Portfolio Checkpoint #2 (Narrative Argument). | <ul style="list-style-type: none"> <li>• Read Book 2, Chapters IX–X.</li> <li>• Mini-Lesson: Finding credible modern sources that parallel 1984 themes.</li> <li>• Activity: Socratic Seminar—Does the "Prole" class exist in America today? [cite: 34]</li> <li>• Deliverable: Narrative Argument (e.g., a "found document" from the Ministry).</li> </ul>                                                    |
| <b>Week 8</b> | <b>Deconstructing the Hero (Book 3, Ch. 1-3)</b><br>TEKs: E4.7, E4.5        | <b>We will:</b> Identify fallacies in interrogation techniques.<br><b>Assessment:</b> Analyze O'Brien's logic.                            | <ul style="list-style-type: none"> <li>• Read Book 3, Chapters I–III.</li> <li>• Mini-Lesson: Logical Fallacies (O'Brien's interrogation techniques).</li> <li>• Activity: Roleplay the interrogation—identify where O'Brien uses fallacies to break Winston.</li> </ul>                                                                                                                                       |
| <b>Week 9</b> | <b>The Final Argument (Book 3, Ch. 4-6)</b><br>TEKs: E4.9, E4.4             | <b>We will:</b> Examine ambiguity in the novel's resolution.<br><b>Assessment:</b> Final paragraph                                        | <ul style="list-style-type: none"> <li>• Read Book 3, Chapters IV–VI.</li> <li>• Mini-Lesson: Ambiguity in</li> </ul>                                                                                                                                                                                                                                                                                          |

| Week           | Focus / TEKS                                      | Learning Objectives & Assessments                                                                                             | Planned Activities                                                                                                                                                                                                                       |
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|                |                                                   | response.                                                                                                                     | <p>endings.</p> <ul style="list-style-type: none"> <li>Activity: Close reading of the final paragraph—what is the "victory"? [cite: 34]</li> </ul>                                                                                       |
| <b>Week 10</b> | <b>Summative Novel Assessment</b><br>TEKS: E4.5.C | <p><b>We will:</b> Demonstrate mastery of themes and rhetorical strategies.</p> <p><b>Assessment:</b> Comprehensive Test.</p> | <ul style="list-style-type: none"> <li>Review packets and kinesthetic notes.</li> <li>Multiple Choice and Short Answer assessment focusing on cold-read excerpts from Book 3 and the Appendix.</li> <li>Post-Test Reflection.</li> </ul> |

Phase 3: Synthesis of Materials (Weeks 11-12)

| Week           | Focus / TEKS                                          | Learning Objectives & Assessments                                                                                                   | Planned Activities                                                                                                                                                                                                                                                                 |
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| <b>Week 11</b> | <b>Synthesis &amp; Assembly</b><br>TEKS: E4.11        | <p><b>We will:</b> Compile research connecting Orwell's world to modern issues.</p> <p><b>Assessment:</b> Peer review feedback.</p> | <ul style="list-style-type: none"> <li>Students compile their research on their modern topic (e.g., AI privacy, censorship).</li> <li>Link modern research to the previously generated 1984 artifacts.</li> <li>Workshop: Peer review of the argumentative connections.</li> </ul> |
| <b>Week 12</b> | <b>Final Showcase &amp; Reflection</b><br>TEKS: E4.11 | <p><b>We will:</b> Present our synthesized findings and artifacts.</p> <p><b>Assessment:</b> Final Multi-Genre Portfolio.</p>       | <ul style="list-style-type: none"> <li>Finalize the Multi-Genre Portfolio.</li> <li>Activity: Gallery Walk. Students display their artifacts and explain the rhetorical connection between Orwell's world and their research topic.</li> </ul>                                     |