

Quarter 2 Technology in Society

Start day: 47

Meetings: 50 days

Skills and Concepts

- I can determine the difference between science fiction and other genres, specifically fantasy.
- I can compare & contrast the settings, characters, and unusual circumstances among science fiction stories and describe the unique nature of this genre. (#1, #2)
- I can conduct research on technological innovation and present findings to class. (#4)
- I can compare and contrast fiction and nonfictional text and the ways in which the authors present the topic of technology and society through his/her craft. (#5)
- I can write an informational response to the essential question: Can science fiction literature portray a realistic view of technology and its impact on society? (#8)
- I can analyze argument writing paying attention to structure and craft.
- I can write an argument that answers the essential question: Do increasing technological advancements have a negative or positive impact on today's society?

Unit Summary

Like other genres studied to date, science fiction examines humanity, but often approaches characters and experiences in a futuristic context. Science fiction involves the imagining of ideas and technologies that haven't yet been invented; however, many of them may comport with our current understanding of science and technology. In addition to exploring classic and contemporary works of science fiction, students pair fictional stories with informational texts about science, technology, and societal structure. Students' discussions trace the logic of various storylines, focusing on the believability of the stories read in class. The End of Unit Common Task is an argument paper debating whether or not recent technological advancement have a positive or negative impact on society. This unit ends with an informative/explanatory essay in response to the essential question: Can science fiction literature portray a realistic view of technology and its impact on society?

Essential Questions

Can science fiction literature portray a realistic view of technology and its impact on society?

What type of societies will emerge in the future?

How is science fiction believable?

Does increasing technology have a positive or negative impact on society?

Content

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unit 2 essential q banner.pub	unit 2 essential q banner.pub	label.contentType.file

Learning Progressions

Cluster	Before	During	After
Reading	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>RL.8.1 Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, king's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
Writing	<p>W.7.2: Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<p>W.8.2: Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<p>W.9.2: Write information/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>

	selection, organization, and analysis of relevant content.	selection, organization, and analysis of relevant content.	effective selection, organization, and analysis of relevant content.
Speaking/Listening	SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.8.5: Integrate multimedia components and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.	SL.9.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of finding, reasoning, and evidence and to add interest.
Language	L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L.8.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L.9.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Academic Vocabulary Tier II

futuristic

alternate timelines

alternate societies

utopia

dystopia

technology

innovation

Domain Specific Vocabulary

science fiction

fantasy

argument

claim

counter claim

rebuttal

reasons

evidence

Content

Name	Description	Type
collins vocab blank.xlsx	collins vocab blank.xlsx	label.contentType.xlsx

Literary Texts

Outside Reading/Literary Discussion Texts

Students will choose an outside reading book from the science fiction novels in the library. They will have two to three weeks to complete the novel and then the next cluster will be able to check the books out from the library.

Short Stories/Drama

“The Pedestrian” (1951) (Ray Bradbury)

“All Summer in a Day” (Ray Bradbury)

“This Side of Paradise” (Excerpted from the play by Steven L. Layne, adapted by Michael Russo: READ Magazine Vol. 52 No. 10, January 3,

2003

"The Monsters Are Due on Maple Street" drama by Rod Serling

"Who Can Replace a Man" Brian Aldiss (Grade 8 Prentice Hall Text)

"Flowers for Algernon" Daniel Keys (Grade 8 Prentice Hall)

"User Friendly" (T. Ernersto Bethancourt)

Videos:

The Hitchhiker's Guide to the Galaxy (Douglas Adams)

Discovery Education.com – Science fiction clip/Jules Verne

Twilight Zone – series of DVDs

- Twilight Zone – "From Agnes with Love"
- Twilight Zone - "The Monsters Are Due on Maple Street" by Rod Serling

Back to the Future II

Poetry:

"The Secret of the Machines" by Rudyard Kipling

Content

Name	Description	Type
The Secret of the Machines by Rudyard Kipling poem.docx	The Secret of the Machines by Rudyard Kipling poem.docx	label.contentType.docx

Informational Texts

Nonfiction:

New York Times Technology in Society Series: Multiple Articles

Excerpts from *Science Technology and Society: A Historical Perspective* by Martin Fichman

"Science and the Sense of Wonder" Critical essay by Isaac Asimov (Grade 8 Prentice Hall)

Videos

Prophets of Science Fiction from The Science Channel

- Isaac Asimov
- George Lucas

Technology and the Family (Youtube video)

Content

Name	Description	Type
Technology and the Family by Eliezer Castillo.docx	Technology and the Family by Eliezer Castillo.docx	label.contentType.docx

Suggested Interims - Benchmarks

"The Pedestrian" by Ray Bradbury (Close Read with Multiple Choice Questions)

"Teen Drivers" Argument On Demand

"From Agnes with Love" / "User Friendly" comparison and argument introduction paragraph

"Technology in the Family" video argument introduction paragraph

Prezi presenting research on a technological advancement

Midterm

Content

Name	Description	Type
Passage for Prompt -Leaving the Driving to a Computer Has Big Benefits.docx	Passage for Prompt -Leaving the Driving to a Computer Has Big Benefits.docx	label.contentType.docx
Quote or Paraphrasing of the Text cards.docx	Quote or Paraphrasing of the Text cards.docx	label.contentType.docx
The Pedestrian close read.docx	The Pedestrian close read.docx	label.contentType.docx
The Pedestrian packet.doc	The Pedestrian packet.doc	label.contentType.doc
user friendly agnes comparison.docx	user friendly agnes comparison.docx	label.contentType.docx
Writing Assignment Guide (WAG).docx	Writing Assignment Guide (WAG).docx	label.contentType.docx

Writing Prompt.docx	Writing Prompt.docx	label.contentType.docx
Argument writing assignment common task.docx	Argument writing assignment common task.docx	label.contentType.docx
Argument Writing Template.docx	Argument Writing Template.docx	label.contentType.docx
common task step by step sheet.docx	common task step by step sheet.docx	label.contentType.docx
peer edit sheet.docx	peer edit sheet.docx	label.contentType.docx
technology research and prezi.docx	technology research and prezi.docx	label.contentType.docx

End of Unit Common Task

Argument paper: Do recent advancements in technology have a positive or negative impact on society? (see assignment sheet and related documents in My Resources below).

Content

Name	Description	Type
They Say I Say - Chapter Two.pdf	They Say I Say - Chapter Two.pdf	label.contentType.pdf
They Say I Say online book.pdf	They Say I Say online book.pdf	label.contentType.pdf
theysay.pdf	theysay.pdf	label.contentType.pdf
Writing Assignment Guide (WAG).docx	Writing Assignment Guide (WAG).docx	label.contentType.docx
Argument writing assignment common task.docx	Argument writing assignment common task.docx	label.contentType.docx
Argument Writing Template.docx	Argument Writing Template.docx	label.contentType.docx
argument_powerpoint_6_counterclaim_and_rebuttal.pptx	argument_powerpoint_6_counterclaim_and_rebuttal.pptx	label.contentType.pptx
common task step by step sheet.docx	common task step by step sheet.docx	label.contentType.docx
peer edit sheet.docx	peer edit sheet.docx	label.contentType.docx
Quote or Paraphrasing of the Text cards.docx	Quote or Paraphrasing of the Text cards.docx	label.contentType.docx
technology research and prezi.docx	technology research and prezi.docx	label.contentType.docx

Learning Plan Instructional Strategies

1. What is Science Fiction?

2. Note Taking and Story Elements

As you read one of the science fiction texts, take notes in your journal or on a spreadsheet about the elements of the story that would classify it as science fiction. Be sure to note page numbers with relevant information so you can cite the text during class discussion.

- What is the setting of the novel/short story?
- What is believable about the setting?
- Who are the character(s) you are studying?
- What is familiar or believable about these characters?
- What is unusual about the characters' circumstances?
- What are some possible themes of the novel/short story?
- How is technology portrayed throughout the novel?
- What is the author's view of technology as presented in the novel?

2. Class Discussion and Informative/Explanatory Writing

Meet in student groups with different science fiction books and discuss science fiction elements found in each novel. Individually, write a one paragraph response that outlines science fiction elements. Include at least three characteristics of the genre and examples from your own book and other classmates' books. Edit your writing for the grammar conventions studied so far this year. **(Type 3)**

3. Close Read and Literature Response

Students should read and annotate the short story "The Pedestrian" by Ray Bradbury and answer the multiple choice questions on their own without help. Next, students should respond in three paragraphs to the narrator's words, "The tombs, ill-lit by television light, where the people sat like the dead, the gray or multicolored lights touching their faces, but never really touching them." Questions to think about: What does this suggest is Bradbury's vision of the year A.D. 2053? Based on informational text that you have read, is Bradbury's prediction plausible? Defend your answer citing specific information from the text.

4. Research Project

Research a technological innovation from the list provided. Include at least three significant details about the innovation and its positive and/or negative impact on society. Cite at least three sources. Use both paraphrasing and direct quotations from research. Present your findings in a PowerPoint or Prezi format to the class.

5. Analysis of Informational Text and Informative/Explanatory Writing

In a three paragraph essay, compare and contrast the ways in which the author of the chosen outside reading book and the informational text about future technology discusses the topic of technology and society. Examine each author's craft. Explain how the differences in approach affect the readers' understanding of the topic.

6. Media Appreciation and Presentation

After listening and viewing "The Monsters Are Due on Maple Street", discuss the following questions:

- Did the radio play hold your attention? Why or why not?
- Which techniques were effective in making the audio "come alive"?
- Where you invested in what happened to any of the characters? Why or why not?
- Does this remind you of any similar stories/broadcasts you have heard?

After discussion, in a group compare and contrast the radio play and the episode of the Twilight Zone, "The Monsters Are Due on Maple Street". Complete a top hat organizer (see example below) that outlines the similarities & differences among settings, characters, plots and/or themes. Share your organizers.

8. Argument Writing

1. Have students conduct close readings of selected chapters from the book *They Say/I Say: The Moves that Matter in Academic Writing* by Gerald Graff. In groups, students should come together to discuss the important information from the selections and develop a list of tips and techniques for argument writing.
2. Have students watch the short video "Technology and the Family" (Youtube) and then write an introduction paragraph for an argument addressing the following question: Does the video "Technology and the Family" accurately depict what can happen to a family as the result of too much technology?
3. Read Isaac Asimov's article, "Science and the Sense of Wonder" and discuss the argument techniques and structure used in the text. There is a question sheet that goes along with the reading to help guide students through the analysis. (see My Resources).
4. Read multiple articles about technology focusing on gathering evidence to support or refute the claim that technology has a positive/negative impact on society to be answered in the end of unit common task.

Content

Name	Description	Type
Article Review Worksheet.docx	Article Review Worksheet.docx	label.contentType.docx

Prophets of Science Fiction worksheet.docx	Prophets of Science Fiction worksheet.docx	label.contentType.docx
Essay question.docx	Essay question.docx	label.contentType.docx
The Secret of the Machines by Rudyard Kipling poem.docx	The Secret of the Machines by Rudyard Kipling poem.docx	label.contentType.docx
user friendly agnes comparison.docx	user friendly agnes comparison.docx	label.contentType.docx
ws for use with Isac Asimov critical essay.docx	ws for use with Isac Asimov critical essay.docx	label.contentType.docx

Core Shifts to be Incorporated

Shift 1: Balancing Informational & Literary Text

Shift 2: Knowledge in the Disciplines

Shift 3: Staircase of Complexity

Shift 4: Text-based Answers

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

Differentiation for Struggling Learners

Differentiation for ELLs

- **WIDA Lesson Plan Share Space (link below):** Online template for content teachers and ESL specialists to create modified lessons for ELL students. Template provides language supports, language objectives, and WIDA language standards.
- **Language supports** can include but are not limited to the following: **Sensory Support:** real-life objects (realia), manipulatives, pictures, illustrations and diagrams, magazines and newspapers, physical activities, video and films, broadcasts, models and figures. **Graphic Support:** charts, tables, graphs, timelines, graphic organizers. **Interactive Support:** in pairs or partners, in triads or small groups, in whole group, using cooperative group structures which allow for frequent interaction and language practice, using the internet or software programs like google translate on ipads, in the native language, with mentors.
- **Building Background:** concepts should be linked to students' background experiences (in native country if appropriate), make explicit links between past learning and new concepts, and emphasize key vocabulary before and during lesson. Students should keep personal dictionaries with definitions in their first language when possible and comparisons of the word used in different forms
- **Comprehensible input:** speak at a rate appropriate for students' proficiency level, enunciate, and use simple sentences to communicate ideas, especially for beginners. Use visuals, hands-on-activities, demonstrations, gestures, and body language.
- **Review and assessment:** frequently give students feedback on their output, spot check students' comprehension throughout the lesson.

Differentiation for Extension

Common Misconceptions

A common misconception is that science fiction and fantasy are the same?

Instructional Resources

Suggested and Required Text
