**Digital Unit Plan Template**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title: The Impact of Technology and the Power of Information** | | | | | **Name: Brian Willis** | | | |
| **Content Area: English and Language Arts** | | | | | **Grade Level: 10th** | | | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | | | | | |
| **Language Arts Grades Nine and Ten**  **Reading**  **3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.**  **Writing**  **1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).** | | | | | | | | |
| **Big Ideas:** | | | | | | | | |
| **The impact of technology on the lives of humanity: who the technology benefits and who it disadvantages.**  **The commercialism of technology in the modern age.**  **The truly essential technological advances of the last several centuries and the immense impact they have on the democratization of knowledge.**  **The difference between technology that we *want* but actually negatively impact our lives, against the technology that we take for granted that actually empowers our lives.** | | | | | | | | |
| **Unit Goals and Objectives:** | | | | | | | | |
| **Students will be able to identify ten different forms of technology that directly impact their lives, analyze the intent behind their creation, and evaluate the pros and cons of their adoption.**  **Students will be able to read the novel Fahrenheit 451 and analyze the significance of the literary devices it deploys (symbolism, imagery, allegory) to make a statement about the impact of technology on modern life.**  **Students will be able to read articles about important advances in technology and synthesize perspectives in order to come to a multifaceted understanding of the role of technology in daily life.** | | | | | | | | |
| **Unit Summary:** | | | | | | | | |
| **Students will engage cognitively with the impact of various modes of technology within their lives, from social media, personal electronic devices, to more mundane but overlooked technological advances such as the printed book and electricity. The engagement will occur through ten expository essays as well as reading the novel *Fahrenheit 451*, and then demonstrating engagement through the synthesis of their ideas within group projects and individual presentations. By the end of the unit, students will have learned and acquired the knowledge of how to more actively evaluate and criticize the role of technology in their lives without allowing it to negatively impact the quality of their lives (as connected with the themes of the novel).** | | | | | | | | |
| **Assessment Plan:** | | | | | | | | |
| **Entry-Level:**  **Informal assessment assessing active engagement through speaking and listening, as well as guided reading annotation, of the initial lecture introducing the novel and the themes of the unit to the class.**  **Timed Write #1: Book that had a profound personal impact, and present to the class.** | | **Formative:**  **Weekly Written Responses to “Article of the Week” throughout the Unit that focus on the impact of various types of technological advances on modern life.**  **Quiz on “Part 1” of book: pp. 1-65 to assess comprehension of plot and literary devices such as symbolism, imagery, and figurative language.**  **Completion of Graphic Organizer for Part 1, identifying key literary passages that illustrate Ray Bradbury’s use of symbolism and imagery to convey his themes.**  **Timed Write #2: Connect three technological ideas from the novel – “seashells”, “wall to wall circuits” – and discuss how they have been realized in life in 2013.**  **Quiz on “Part 2” of book: pp. 67-106 to assess comprehension of plot and literary devices such as symbolism, imagery, and figurative language.**  **Completion of Graphic Organizer for Part 2, identifying key literary passages as done for Part 1.**  **Timed Write #3: Connect words of the character Clarisse regarding social isolation to events in the novel and in personal experience.** | | | | | **Summative:**  **Small Group Activity: Students will create “Plot Maps” of novel detailing the events of the novel and illustrating their importance through direct quotes from the novel. The quotes will have been built throughout the Unit through Group Graphic Organizers.**  **Individual Class Presentation: Students will present a significant piece of modern technology before the class through a topical speech that relates the positive and negative impact of that technology on our society.**  **Final Test: Multiple choice questions, and a final timed essay with a selection of three prompts to discuss a major theme of the novel.** | |
| **Lesson 1** | | | | | | | | |
| **Student Learning Objective:**  **Students will be able to engage with a guided discussion of the themes and ideas of the unit, as introduced by the teacher through guided instruction that includes a discussion with the author of the novel.** | **Acceptable Evidence:**  **Active listening, writing guided notes, response to questioning, original questioning generated by the students, enthusiasm for the unit themes through peer interaction.** | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | | **Lesson Activities:**  **Student will engage with and complete guided notes responding to a Prezi that introduces the themes and context of the novel *Fahrenheit 451* and the idea of the Impact of Technology and the Power of Information. In the course of the presentation, students will watch a brief interview with the author, respond to questions posed by the instructor, and complete guided notes that reflect engagement with the lesson as well as act as an informal assessment of student readiness for the unit.** | |
| **Lesson 2** | | | | | | | | |
| **Student Learning Objective:**  **Students will be able to complete a series of questions that reflect on their interaction with three varying articles regarding modern technological advances that impact their daily lives.** | **Acceptable Evidence:**  **Completion of a worksheet that thoroughly interrogates the ideas behind modern technology (television, portable media players, and cell phones) and asks the students to read carefully and engage personally with their arguments and factual data.** | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | **Lesson Activities:**  **Students will receive the assignment through our Unit website and be able to complete the questions dedicated to the task. Using the links assigned for each section, students will answer questions regarding television, mobile media players, and cell phones, and how they positively and negatively impact social interaction in our modern society.** | | |
| **Lesson 3** | | | | | | | | |
| **Student Learning Objective:**  **Students will be able to read the novel Fahrenheit 451 and analyze the significance of the literary devices it deploys (symbolism, imagery, allegory) to make a statement about the impact of technology on modern life.** | **Acceptable Evidence:**  **Completion of Popplet exercise asking students to closely read Part 1 of *Fahrenheit 451* and responding in the Popplet with quotations pulled from the novel. The quotations will demonstrate engagement with five major symbols and themes of the book: color and shade, elements, the five senses, machines and technology, and social interaction.** | | | **Instructional Strategies:**  **Communication**  **Collection**  **Collaboration**  **Presentation**  **Organization**  **Interaction** | | **Lesson Activities:**  **Students will begin reading the novel via direct instruction and modeling from the teacher. After 18 pages, the teacher will then turn over the reading to the students with frequent periodic comprehension checks and class discussions. Students will individually compile quotations throughout their reading and build a Popplet that illustrates the themes of the novel. Students will share their findings with the class, and the class will build a group Popplet that more comprehensively frames the themes of the novel for the entire class to grasp through group scaffolding.** | | |
| **Unit Resources:** | | | | | | | | |
| [**Teacher Website**](http://mrwillis.wikispaces.com)  [**Unit Website**](http://drwillis.weebly.com/index.html)  [**Introductory Lesson**](http://prezi.com/z5hcd8rffwho/fahrenheit-451-the-impact-of-technology-and-the-power-of-information/?kw=view-z5hcd8rffwho&rc=ref-28815281)  [**turnitin.com**](http://www.turnitin.com/) **for all online essay submissions**  [**Graphic Organizer for Part 1**](http://popplet.com/app/#/733498) | | | | | | | | |
| **Useful Websites:** | | | | | | | | |
| An article on the technology of the printing press and how it changed the world: [**http://www.learner.org/interactives/renaissance/printing.html**](http://www.learner.org/interactives/renaissance/printing.html)  Our first article of the week, on one of the very first social networks in the world: [Pompeii Wall Posts](http://news.yahoo.com/pompeii-wall-posts-reveal-ancient-social-networks-183829775.html?ugc_c=8.p5jMn12QCLMOyDhcCrkKzO6PoU9b7YRpyw5PcvrbssR.K6_ybn0.KatgAueGuQFbryxzMJdygVE7XX7REE0WL61o6Xfeis4_RkJzBlUGc885qMhAcP3NBEW6xpDBTQzUC_a6S8u1hSYli7_lUqH86IV2ZGWldL85aYrc0Oq8KbGaKOa6B306_69.6KTkT3JeoJ.h__aAevSYCIuCJLyz9U62_WCbZAmuCZBCxetAduQ.zoayImtwVrCbhx8zMp36SAMTskp8Or8LXADtPkhLCFs7c-&bcnv_s=e&ugc_scnv=1&ll=5)  New research on the impact of the internet on our social interactivity: [Internet and Social Isolation](http://news.stanford.edu/news/2005/february23/internet-022305.html) | | | | | | | | |