

Year 9 Learning Intentions for Term 2: Dystopia. Text: Divergent, Veronica Roth.

(10 Weeks and 3 days studying: genre and style, characterisation, POV and symbolism, Rhetoric)

What? When? Why?	Lesson One Learning intentions (what can a student do at the end of the lesson)	Lesson Two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)	Lesson Four Learning intentions (what can a student do at the end of the lesson)
<p>Week 1 Return to school 03/01/2024</p> <ul style="list-style-type: none"> - Dystopia - Corruption - Control - Competition - Propaganda - Allegory - Divergent - Utopia 	<p>Return to school 03/01/2024</p>	<ul style="list-style-type: none"> - I can engage with the key concepts for HT2. - I can define what a 'dystopian' society is. <p>Red Pen: 50-word challenge. How could the world you live in today be argued to be dystopian? (Could be individualised mind-maps etc...)</p>	<ul style="list-style-type: none"> - I can uncover how propaganda influences the writing of allegories as vehicles for social comment. <p>Red Pen: From the picture, what do you have to say about the negative effects of this form of propaganda?</p>	<ul style="list-style-type: none"> - I can understand the context behind Roth's 'Divergent'. <p>Red Pen: What do you think Veronica Roth will try to communicate through this novel?</p>
<p>Week 2 08/01/24</p> <ul style="list-style-type: none"> - Abnegation - Amity - Dauntless - Candor - Erudite 	<ul style="list-style-type: none"> - I can differentiate between the five 'factions' that Roth has created. <p>Red Pen: Which faction would you be in and why?</p> <p>Could even create a ceremony where they come up and pledge allegiance. State they HAVE to pick ONE. Yet, see how many Divergents you have in your class (those that don't want to just fit into one category).</p>	<p>Reading Ch:1</p> <ul style="list-style-type: none"> - I can detect dystopian characteristics in the opening chapter. <p>Red pen: How does Roth present the life of a school-leaver? (POV)</p>	<ul style="list-style-type: none"> - I can analyse how Roth has used language for effect. <p>Red Pen: In chapter one, how does Roth present Beatrice?</p> <p>Marked Piece</p>	<p>Reading Ch:2</p> <ul style="list-style-type: none"> - I can recall knowledge of Ethos, Pathos, Logos and APFOREST. - I can advise Beatrice of which faction she will be suited to. <p>Red Pen: Write a speech for Beatrice advising her on which faction to choose.</p>

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<p>Week 3 15/01/24</p> <p>- Injustice</p>	<ul style="list-style-type: none"> - Reading Ch:3 - I can express my opinion on the dangers within this dystopian state. <p>Red Pen: Why is it dangerous to be 'Divergent'? How do you know?</p>	<ul style="list-style-type: none"> - Reading Ch:4 - I can analyse how Roth presents the 'Abnegation-Faction-Leader' (Marcus). <p>Red pen: How does Roth present Marcus? (Essay Workshop)</p>	<ul style="list-style-type: none"> - Reading Ch:5 - I can explore how trust is depicted. - I can discuss my opinion on the mantra "Faction before blood." <p>Red Pen: Would you consider it betrayal if Beatrice left 'Abnegation'? Explain your answer.</p>	<p>Green Pen</p>
<p>Week 4 22/01/24</p> <p>- Conformity</p> <p>- Individuality</p> <p>- Homodiegetic Narrator</p>	<ul style="list-style-type: none"> - Reading Ch:6-7 - I can infer how the 'Dauntless' faction is depicted. <p>Red Pen: How are/is Max and/or Eric (Dauntless leaders) depicted?</p>	<p>Marked Piece – I, We, You (Open Book)</p> <ul style="list-style-type: none"> - I can describe Tris' emotions from her perspective. <p>Red Pen: Describe your emotions since leaving your parents behind and embarking on your new life with 'Dauntless'.</p>	<ul style="list-style-type: none"> - Reading Ch:8 - I can make a judgement on 'Four'. <p>Red Pen: How is Four (a senior member of Dauntless) depicted?</p>	<ul style="list-style-type: none"> - Reading Ch:9 - I can discuss how the features of a dystopia affect Christina. <p>Red Pen: How does Roth depict Christina (Tris' friend) to be a victim of a dystopian world?</p>

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<p>Week 5 29/01/24</p> <ul style="list-style-type: none"> - Withholding - Deferring 	<ul style="list-style-type: none"> - Reading Ch:10-11 - I can infer why Roth might be withholding and deferring. <p>Red Pen: Why might Roth have made top of the cohort (Four) take a job so far away from Dauntless' government? Is she hiding something from us?</p>	<ul style="list-style-type: none"> - Reading Ch:12 - I can identify the effects of language use. - I can discuss Tris' responses to aspects of dystopia. - Red Pen: How does Roth use language to present Tris? (Second Attempt) 	<ul style="list-style-type: none"> - Reading Ch:13-14 - I can find similarities and differences between Tris and Four. <p>Red Pen: "Tris and Four are very similar." To what extent do you agree? (Essay Workshop)</p>	<ul style="list-style-type: none"> - Reading Ch:15 - I can make inferences about Tris' parents. <p>Red Pen: How does Roth present Tris' mother and/or father?</p>
<p>Week 6 05/02/24</p> <ul style="list-style-type: none"> - Aptitude <p>Half-term 12/02/24</p>	<ul style="list-style-type: none"> - Reading Ch:16-17 - I can detect elements of competition. <p>Red Pen: "Despite some of Tris' positive experiences, they always involve her having to compete!" To what extent do you agree?</p>	<ul style="list-style-type: none"> - Reading Ch:18 - I can comment on why dystopian features are still practised even after they choose factions. <p>Red Pen: In your opinion, why do you think they are still being forced to take aptitude tests?</p>	<p>Green Pen</p>	<p>Reading tests</p>

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<p>Week 7 19/02/24</p> <p>- Duplicitious</p>	<p>- Reading Ch:19</p> <p>- I can identify elements of corruption and propaganda.</p> <p>Red Pen: How does Roth present the 'Erudite' faction?</p>	<p>- Reading Ch:20</p> <p>- I can comment on Four's thoughts and intentions.</p> <p>Red Pen: Why would Four want to protect Tris, in your opinion?</p> <p>(some of the perceptive students will realise here that he is divergent too)</p>	<p>- Reading Ch:21</p> <p>- I can argue why forced competition can be harmful.</p> <p>Red Pen: How does Roth portray the effects of forced competition? (Essay Workshop)</p>	<p>- Reading Ch:22</p> <p>- I can comment on why Roth is withholding information about Four.</p> <p>Red Pen: Why might Four not want Tris to call him that anymore?</p> <p>Discussion: Think 'What's in a name?' – Beatrice changed hers...why was she allowed to do this?</p>
<p>Week 8 26/02/24</p> <p>- Symbolism</p> <p>- Representation</p>	<p>- Reading Ch:23</p> <p>- I can comment on the punishment of the perpetrators.</p> <p>Red Pen (Before reading chapter 24, for 15 mins): Al, Drew and Peter should be permanently punished! Write the opening of a speech to the Dauntless leaders in which you respond to this statement.</p> <p>- Reading Ch:24</p>	<p>PAZ – Discussion about Al's suicide and their red pen response from last lesson prior to PAZ. Focus on competition as the driving-force behind their behaviour.</p> <ol style="list-style-type: none"> 1) Definition of Dystopia (2) 2) How does Roth use language to present Tris' emotions in this extract? (8) 3) A student said: "Competition is the most damaging thing to citizens of Chicago." To what extent do you agree? (40) 	<p>- Reading Ch:25</p> <p>- I can infer why Tobias is called 'Four'.</p> <p>- I can identify further similarities between Four and Tris.</p> <p>Red Pen: How does Roth present Tris and Four as similar characters?</p>	<p>- Reading Ch:26-27</p> <p>- I can comment on the 'Fear-landscape Room'.</p> <p>Red Pen: How does putting people into 'Fear-landscape Room' convey dystopian characteristics?</p> <ul style="list-style-type: none"> - Corruption - Control - Competition

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<p>Week 9 04/03/24</p> <ul style="list-style-type: none"> - Exploitation - Autonomy - Totalitarianism 	<p>Green Pen PAZ (Might not be in sequence)</p>	<ul style="list-style-type: none"> - Reading Ch:28* - I can predict why Tris asked her brother to investigate the simulation serum. <p>Red Pen: How do you think Erudite plan to take control of the city? Discussion of propaganda</p>	<p>Marked Piece <i>(Speech)</i></p> <ul style="list-style-type: none"> - I can recall knowledge of Ethos, Pathos, Logos and APFOREST. <p><u>“Your faction must come before blood in order to achieve peace in society.”</u> <u>Write a speech in response to this statement.</u></p>	<ul style="list-style-type: none"> - Reading Ch:29-30 * - I can advise Tris on how to beat the simulations. <p>Red Pen: In her initiation test, Tris demonstrates a refusal to accept death or follow orders. How could this affect her when she wakes up? How should she beat the simulations without being found out?</p>
<p>Week 10 11/03/24</p> <ul style="list-style-type: none"> - Tyrant 	<ul style="list-style-type: none"> - Reading Ch:31* - I can spot signs of control and corruption in Ch:31. <p>Red Pen: Why do you think that serum has been injected into the necks of the ‘Dauntless’?</p>	<ul style="list-style-type: none"> - Reading Ch:32-33* - I can comment on the role of ‘Divergents’ in this novel. <p>Red Pen: Would you prefer to be Divergent and in danger or safe and brainwashed? Explain your answer.</p> <p>A debate may be appropriate here.</p>	<ul style="list-style-type: none"> - Reading Ch:34 - I can understand the term ‘tyrant’. - I can argue how Jeanine can be argued to be a tyrant. <p>Red Pen: How far does Roth present Jeanine to be a tyrant?</p>	<ul style="list-style-type: none"> - Reading Ch:35 - I can notice Tris’ fears coming true. - I can discuss how Roth uses language to depict Tris’ mother. <p>Discussion: How does Roth make Tris’ fears come true? (Be at fault for death of family + Be stuck in a glass tank and drown)</p> <p>Red Pen: How does Roth use language to present Tris’ mother as courageous? (439 my copy)</p>

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<p>Week 11 18/03/24</p> <ul style="list-style-type: none"> - Foreshadowing - Analepsis <p>Easter 25/03/24&01/04/24</p>	<ul style="list-style-type: none"> - Reading Ch:36 - I can comment on how Roth structures her sentences for effect. <p>Red Pen: How does Roth structure her sentences for effect, in Ch:36? (Short sentences/long sentences/simple/complex → symbolism → pace etc)</p>	<ul style="list-style-type: none"> - Reading Ch:37-38 - I can discuss the effects of Roth's use of analepsis. <p>Red Pen: How does Roth use analepsis, in Ch:38, to foreshadow the potential death of Tris?</p>	<ul style="list-style-type: none"> - Reading Ch:39 - I can explain how 'Divergent' fits the 'Dystopian' genre. <p>Red Pen: Explain how Roth has presented the effects of corruption, control or competition.</p> <p>After 30 mins - Begin watching 'Divergent'.</p>	<p>Finish Divergent</p>
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