Essential Questions for the Unit:
What about human beings is unchanging (regardless of race, religion, culture, status, etc.), and/or transcends time?

Standard/Objective/Assessment Alignment		
Objective	**Utah State Core Standards**	**Assessments**
1. Students will need to identify the human qualities in *Feed*. 2. Students will be able to comprehend how to think deeply and apply the practice by asking and discussing literal and inferential questions about a passage in *Feed*. 3. Students will analyze and evaluate how changes in language and communication affect social relationships and actions. This analysis will lead to a deeper understanding of the *Feed* world and characters. 4. Students need to be able to support interpretations, claims, and inferences with clear and appropriate evidence. 5. Students will learn how to compare our world with the world in *Feed*, and make connections between the two. 6. Students will be able to analyze a genre (radio broadcasts/podcasts) and stay true	1. L 11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening 2. L 11-12.5 Demonstrate understanding of figurative language, work relationships, and nuances in word meanings 3. SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 4. SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 5. SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 6. SL 11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 7. SL 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 8. W 11-12.9 Draw evidence from literary or	1. Students will complete a graphic organizer for each chapter of the novel detailing what human qualities/tendencies/needs they see exemplified. They will discuss their findings in pairs, small groups, and as a class. They will need to recall this practice/skill in their final project 2. Students will complete a discussion plan exercise based off of the first chapter of *Feed* in order to practice asking and discussing questions. They will ask literal and inferential questions, which will be discussed both in small groups, and as a class. 3. Students will participate in a class discussion and complete a graphic organizer detailing the different ways we speak/language we use with different people (meaning people we have different relationships with). They will also model the example of *Feed* as they work in groups to come up with three new words and their definitions. This could also include using a common word in a new way. They'll answer questions like, "How flexible or fragile is our language?" "*Should* we allow it to change to meet our needs?" "Why/how does language change?" 4. Students will write a short (3-5 pages) critical analysis after each of the four "parts" of the novel where they determine and support 1-2 characteristics of humanity that are most unchanging or transcendent. They will support their analysis with detailed explanation, and quotes from the novel/text set. They will also demonstrate this skill in their final project. 5. Students will write and participate in a dramatized live news broadcast from the point

to that genre.	informational texts to support analysis, reflection, and research. 9. RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 10. RL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	of view of the *Feed* world. Each group will report on the state of the union, as well as the nation's history up to 2013. They will be required to analyze the journey between these two worlds and ask questions like" "What might have triggered that type of societal transformation?" "Which existence might be "better?" They will also demonstrate this skill in their final project. 6. Students will create a radio podcast (the final project) where they will analyze and identify a human quality that is unchanging or transcend time. It will be well supported and reasoned, reflect thoughtful detail and consideration, and be consistent with that genre.

Culminating Assessment: Students will identify a quality that they feel is unchanging in humans, or that transcends time. They will present it as a radio podcast, but the transcript will look much like a traditional research paper. There should be a clear thesis, analysis, and support from various sources. They must support their claims with three items of supporting evidence from the novel (meaning three different quotations/passages), 1-3 items of evidence from their own personal lives/experience, and 3-5 **different** outside sources (films, podcasts, fiction/nonfiction novels, magazine articles, short stories, collections of poems, etc.) that support the argument. These outside sources may or may not come from the text set. The human quality that you feel transcends time should be both clearly present in these sources, and well explained, contextualized, and argued. The broadcasts should be consistent with the models provided. Students must complete the podcast individually or in groups of 2-3. If they work in groups they must have 3-5 items of evidence from their personal lives, and 5-7 outside sources. Students/groups should also complete a transcript of their podcast. Podcasts should be consistent with the models studied in class.

Rationale:
Feed is a highly accessible dystopian novel, but given its harsh language it isn't appropriate students below twelfth grade. The novel also deals with many harsh issues that students struggle with like substance abuse, conformity, consumerism, communication, sacrifice, and fitting in. These issues and the harsh language should be dealt with very sensitively throughout this unit. I feel it's important to teach this novel for a variety of reasons:
• While there is harsh language used heavily throughout the novel, it's also important to notice that the novel is set in our country at least 1-200 years in the future. According to the Common Core Language requirements, twelfth graders should "understand how language functions in different contexts," "demonstrate understanding of […] nuances in word meanings," as well as being able to "determine the meaning of words and phrases as they are used in the text […]; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful." Study of the language in this book is imperative. Students should learn to look at the language in this book as a commentary on the society that created it. They should ask questions and engage in discussions like: How did the language change so much in such a short time? How does their language represent their society? Are they emotionally limited by their vocabulary? Is their dialogue/vocabulary reflective of their ability to feel/communicate/interact with each other? Does their language affect or inform their relationships? How are relationships today impacted or informed by our language? The study of the language in this book tells us so much about the world represented, as well as the characters, and their relationships. Through the study of the language

throughout this book students will think deeply about how the "specific word choices" impact not only tone, but also world, characters, relationships. They will study how the language in *Feed* is similar or different to our language, and why we might choose to change our language. They will ask and discuss whether the language Anderson uses is important or not to the *Feed* world as they study how it functions. They will also work to understand what different slang might mean, and where it could have come from. Without the study of language in this book we do not fully understand Anderson's world, how it functions, or how it came to be.

- I've also referred to just a few of the themes present in Anderson's book, though I believe that there are at least a dozen others easily evident and ready to discuss. I feel the themes present in Anderson's dystopian world are incredibly relatable to today's teens, which makes me ask the question: "How different are humans from each other?" I feel we often find ourselves radically different from those around us, especially those of a different class, race, religion, culture etc. But this book implies that these differences may not be quite so concrete, but rather much more constructed in our minds. I wish for my students to look at themselves, those around them, those that came before them, and those that might come after them as they analyze what about us as humans is unchanging, or transcendent of time. This essential question encapsulates all the many themes present in *Feed,* while it also asks students to look at their own lives, and texts representing the lives of others. As they study these different texts they will search to find the quality they feel most evident across literature and experience. This close reading of texts, analysis, discussion, and creation of a final project is consistent with many of the requirements the Common Core desires. This essential question paired with the final assessment should help students be deeper and more critical thinkers, and thus better writers and students.

- The final assessment involves students using audio in a way they might not have been exposed to before. It will help them compose and present information in a new way/medium. The core also calls for the use of many different kinds of print and non-print media, including "diverse formats of media" in the classroom, which podcasts definitely satisfy. The use of podcasts also helps students with the fluency of their work, as they'll have to read it out loud several times to themselves (or at least listen to the playback a few times) and to others, which helps with any awkwardness or errors that might be embedded in the writing. Reading aloud is a great way to proofread and to audibly hear if your work is coming across the way it needs to. Listening to and complying with models will help students pick apart how successful stories/podcasts are structured, and how the different parts (including the "introduction"/thesis) help contribute to tone and other aspects of writing, speaking, and listening that the Common Core calls for. Media in the classroom is also proven to get students engaged and motivated in the classroom, especially if they're involved in tasks that are relevant to them. By being able to pick the outside sources and human quality they identify most with, students should be well motivated and engaged by the podcast assessment. The content will also be very similar to a research paper, or critical analysis essay, which helps teach deep critical thinking and analysis. Additionally, per the Core Principles of Media Literacy Education, this assessment will help satisfy requirements 4 and 6, which asks the media to help "[develop] informed, reflective and engaged participants essential for a democratic society," as well as the opportunity for students to use their individual skills, beliefs and experiences to construct their own meanings from media messages." I believe this assessment satisfies both of these requests.

- Last, the objectives and correlating assessments build upon each other to help students develop the skills and practices necessary to effectively accomplish the final assessment. They will learn to ask deep questions, participate in authentic discussion, look for themes/behaviors/feelings they identify with throughout the novel, analyze texts, and support their claims with evidence. This evidence will come from quotes, as well as contextualization from other sources and experiences. Meaning that they will discuss their reasoning behind different claims and support it with deep, thoughtful analysis. Surface explanations are not enough. They will also participate in a new genre that will help build media literacy. Additionally, they will comply with what the genre of sci-fi generally asks of us by making sense of and connections between our world and the world presented in the novel. They will do this for a variety of outside sources, as well, as they participate in the text set. Students will also work to develop their understanding of perspective, and the link between our world and *Feed* as they deeply look at how language impacts our culture, society, and human relationships. They will take one of the most traditionally taboo aspects of the novel and turn

it into a great tool for analyzing and understanding the text.

Text Set

Novels
- Brave New World by Aldous Huxley
- The Time Machine by H.G. Wells
- Ender's Game by Orson Scott Card
- The Hunger Games by Suzanne Collins
- The Maze Runner by James Dashner
- 1984 by George Orwell
- Animal Farm by George Orwell
- The Road by Cormac McCarthy
- The Giver by Lois Lowry
  - These are a few dystopian novels that mirror *Feed* in different ways. They all take place in a world very different from our own, and many of them feature people that at first seem totally unrelatable; their experiences and lives are so foreign. However, students will study these texts to find what aspects seem to be consistent across time, their experiences, and other works. Are humans basically all the same? Do we all want the same things? *The Giver* is really special because it deals with people who no longer know or understand how to comprehend or cope with feelings/emotions. They will study what it's like when Noah starts feeling and experiencing emotions for the first time. How could that be possible? Is that what *Feed* is destined for? How do *they* cope with emotions? Can they? *The Time Machine* is specifically referenced in *Feed* and shows fascinating examples of people who can't think independently. How is this similar to *Feed*? Should we feel sorry for these people, or scorn them? *Brave New World* offers similar themes. And *Animal Farm* theoretically takes place in the past. What is relatable? The book obviously features characters that are animals, but that quickly changes as class differences develop. What can you tell about the relationships or how these classes interact? Is language a factor? Education? Does that affect our desires?

Nonfiction Texts
Children of the Dust Bowl: The True Story of the School at Weedpatch Camp by Jerry Stanely
- This beautiful text tells the true story of the Okies during the Dust Bowl. How were these people treated? What did they want? Any similarities to today, or to *Feed*? How did they and the people around them react during times of incredible hardship and discrimination? How do people act during difficult times? Is it largely similar? Do we all want/need the same things? Why were they treated the way they were? Was it out of a universal human fear/desire?

Podcasts
- Podcasts from *This American Life*
  - Listening to virtually any episode of *This American Life* will give you an incredible model of how to format a research paper. There

are several "stories" following a specific theme each episode, and different producers or contributing editors are in charge of each "story." Some "stories" are literally short stories narrated by an author, but most are basically news stories that the producers/contributing editors have researched deeply in order to tell their "stories." There are always interviews and experts that appear on the show to provide depth, insight, and credibility to the "story." Go to ThisAmericanLife.org to download the weekly podcast, or to listen online to their archive for free.

- o Some excellent, specific examples would be: *"The Ghost of Bobby Dunbar," "It Says So Right Here," "Original Recipe," Doppelganger," "Use Only As Directed," and "True Urban Legends".* Each has one or more (several have the entire episode) that feature stories requiring interviews, narration, expert opinions, and cited research/sources. Several also feature archived audio/interviews from the events when they actually occurred in time. *It Says So Right Here, The Ghost of Bobby Dunbar,* and *Use Only As Directed* detail stories of people who face conflict, death, isolation, grief, and hardship. How do they react or respond? Are their actions/feelings/grief/suffering normal? Do we all fear the same things? Do we all have the same disappointments? Is there ever a "bigger person," or just people pretending? Do people always want the truth, or do we really just want to believe what we think is best?

Plays
- Death of a Salesman by Arthur Miller
- A Streetcar Named Desire by Tennessee Williams
  - o These plays display the lives of people during considerable despair, grief, and family trials. How do we react during these types of situations? Is it largely the same or different? Are their struggles relatable? Are they purely victims of circumstance, or is there something about these people that makes them inherently different? How do people function during times of grief? Is grief universal? Is Willie Loman a bit of an Everyman? What about Blanche? Is there anything that all humans desire, as evidenced by either/both of these plays? Do we all have the same basic temptations/snares? How do people function when they're at their lowest?

Films
- The Pursuit of Happyness
- Death of a Salesman with Dustin Hoffmann
- The Shawshank Redemption
- The Elephant Man
  - o These films follow the same basic ideas and questioning as the above plays. I've included the film of *Death of a Salesman* because Dustin Hoffman offers such an incredible performance, and the direction is absolutely beautiful. The lighting, cinematography, and mise en scene do so much to help the perspective of the Loman family. *The Pursuit of Happyness, The Elephant Man,* and *The Shawshank* redemption feature strong protagonists (some absolutely inspiring) who are faced with the most unfair, insurmountable trials. How do they respond/react? Are they special, or are their actions/feelings universal? What do they really want, and what do they do to get it? Why are these films compelling? Are they incredible because they're so easy to relate to, or because they're so unique? Are there any qualities of these characters you see in yourself, or in the characters from *Feed*?
- West Side Story
  - o This film follows two rival gangs who believe themselves to be polar opposites in every way. Everything begins to change when

Maria, a Shrak, and Tony, a Jet, begin to fall in love. Are they really as different as they think, or do they seem to want the same things? What about human beings is unchanging? What about us, if anything, is dependent upon culture and circumstance?

- The Lord of the Rings Trilogy
    - o This is a beautiful story of an unlikely hobbit and a ragtag team who set out to do something incredible. Is Frodo relatable, or the exception? Why does he take the ring? Why does the Fellowship follow him? Why won't Sam desert him? What do these characters do/show that transcend time and circumstance? Does this kind of bravery/devotion exist today?

Graphic Novels
- Maus by Art Spiegelman
- V for Vendetta by Alan Moore
    - o Both of these graphic novels seem to exist in a world that is over. *Maus* especially demonstrates a time where there is so much evil and loss it seems like there is no humanity or goodness. How can humanity triumph over inhumanity? Does it? Can it? Did it (in *Maus* and during the Holocaust)? Has it? Is V relatable? How do you react when it seems like there is no humanity in society, or when the world has ceased to be itself? How can life flourish in times of complete darkness and despair? Is it possible for goodness and optimism to transcend time and even the darkest situations? How? Why?

Poetry
- Out of the Dust by Karen Hesse
    - o This is another text about the Dust Bowl that shows people trying to survive and flourish during the Dust Bowl. How many times throughout history have people tried to do that in the face of crisis? Do people do that now? Will they continue to? Why? This text shows the incredible perspective of a little girl. Does age or gender impact the universality of wants/needs?

Feed
Podcast

The Task:
You will create a podcast based off of the model of *This American Life*. Just like the podcast, the project will require a transcript that in content (but not format) largely resembles a mix between a research paper and a critical analysis. We'll study and discuss the models in depth so you know exactly what's expected of you. We'll study how the podcast segments feature a narrator, music, interviews, analysis of texts/outside sources, archived audio, and expert sources. You will be asked to identify (individually or in groups of 2-3) one human, emotional quality that you feel is unchanging, or that transcends time. So this will resemble things like the need to be loved, not the fact that all human have ears. There should be a clear thesis, analysis, and support from various sources. You must:

- Support your claims with three items of supporting evidence from the novel (meaning three different quotations/passages)
- Support your claims/thesis with1-3 items of evidence from you own personal lives/experience,
- Support your claims/thesis with 3-5 **different** outside sources (films, podcasts, fiction/nonfiction novels, magazine articles, short stories, collections of poems, etc.) that support the argument. These outside sources may or may not come from our text set.
- Complete the podcast individually or in groups of 2-3. **If you work in groups you must have 3-5 items of evidence from you personal lives, and 5-7 outside sources.**
- Provide a transcript, as mentioned.

* The human quality that you feel transcends time should be both clearly present in these sources, and well explained, contextualized, and argued.

Grading:
This project will be worth 200 points, and it will be graded based on the following criteria:
- Are all of the claims well reasoned, explained, contextualized, and supported?
- Is the podcast and transcript consistent with the models studied? Is it clear time and effort have been put into the rehearsal and editing process?
- Are all forms of support present? Namely the support from the text, personal lives, and outside sources?
- Does the work reflect deep thinking, authentic questioning, and critical analysis? Are there thoughtful inferences and connections?
- Is there a clear and well-reasoned thesis?
- Is the post-podcast reflective thoughtful and detailed?
- Are all the pre-podcasting materials complete? I.e. the graphic organizers of the models, thought questions, and graphic organizer of podcast structure?

Getting Started:
First, we will start listening to podcasts in class and analyze their structure. Complete your graphic organizers to make sure you understand the structure of the genre. Ask yourself:
- How does music impact the tone or impact of the story?
- How is the narrator used in the segment? How does he set up his introduction, body paragraphs, and conclusion? Where is his thesis? Is it supported? How? How do these actions support/impact tone/authority? How does the narrator implement style?
- How does the narrator support claims with a source, much like you would do in a research paper?
- How does the narrator analyze claims from texts or interviewees?
- How does the story keep you engaged? Where does it fail? How does the episode tie one theme across several different stories/circumstances, much like you will do in your podcast?
- What does the transcript look like? Could you view this as a script while you record? How are the *TAL* transcripts similar to/different from a research paper or a critical analysis?

Feed Grading Expectations
Description under each category details requirements to receive full points

____/35   Thesis
- There is a clear and well-reasoned thesis. It makes sense and reflects thoughtful analysis into the novel and other sources. There is no need to hunt for that the authors might intend to be the thesis.
- Thesis clearly states the one human, emotional quality that is unchanging, or that transcends time.
- The thesis is well supported by several sources that clearly relate to the thesis. They provide adequate support to make the thesis credible.

____/25   Novel Support
- Thesis and arguments are supported with three different items of supporting evidence from the novel
- Selections are thoughtfully chosen, support claims well, and bring new insights into the work

____/25   Personal Support
- Thesis and arguments are supported with1-3 items of evidence from the student's personal life/experiences. If in groups there must be 3-5 items of personal evidence.
- Personal support connects clearly to the thesis and supports it well. It adds context and depth to the arguments presented.
- Personal support adds legitimacy to the thesis as students give thoughtful, detailed experiences that better illustrate the human, emotional quality that is unchanging or transcends time

____/25   Additional Source Support
- Thesis and arguments are supported with 3-5 different items of support from outside sources (films, podcasts, fiction/nonfiction novels, magazine articles, short stories, collections of poems, etc.). These outside sources may or may not come from our text set. If working in groups there must be 5-7 items of evidence from outside sources.
- Sources and passages are thoughtful, well detailed, and clearly support the thesis. Choices come from a variety of sources, rather than just all novels or all films. The variety of choices adds depth and legitimacy to the arguments and thesis.
- Analysis and explanation of outside sources is detailed and shows the ability to make meaningful connections in a variety of ways. Outside sources compliment the thesis, rather than detract or distract from it.

____/20   Transcript Materials
- Transcript has been typed, is fully developed, and reflects all the content expressed in the podcast. The completed transcript reflects all the important components of a critical analysis.
- References are cited in MLA format within the transcript
- Indications are present regarding where music or other sound effects are present in the actual podcast
- The transcript is consistent with the models studied in class
- Students have completed graphic organizers for models shown in class demonstrating their understanding of the structure/function of podcasts

____/50   Podcast
- The podcast follows the models presented in class in terms of narrator, interviews, experts, analysis, expert sources, and even archived audio. When these items are used they are used correctly. Archived audio is not mandatory but will add to the overall impressiveness of the final product.
- Podcast uses music thoughtfully and to increase emotion and/or engagement. It connects to the topic/issues being discussed.
- Podcast reflects thoughtful, professional work and is polished. It has not been thrown together at the last minute. Time and effort have been put into the rehearsal and editing process.

____/20   Thoughtful Analysis
- Claims are well reasoned and explained and reflect thoughtful planning and analysis regarding the ideas behind them
- Claims have been thoroughly supported with evidence (textual, personal, additional sources) insomuch that the argument is credible
- The work reflects thoughtful study and interaction with the novel, rather than surface inferences, connections, and analysis

_____/ 200   Total Points