

# DYSTOPIAN LITERATURE

HOW CAN READING LEAD TO CHANGE?



# TODAY'S COMMANDERS

PRO GAME CREATORS & TECH WRITERS



## JULIA MAY

Eighth grade English teacher at Hornsby Middle School. Eight years in the classroom. Avid reader of the dystopian genre.



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Sixth and seventh grade teacher at Hornsby Middle School. Nineteen years in the classroom. Challenger of gifted minds.



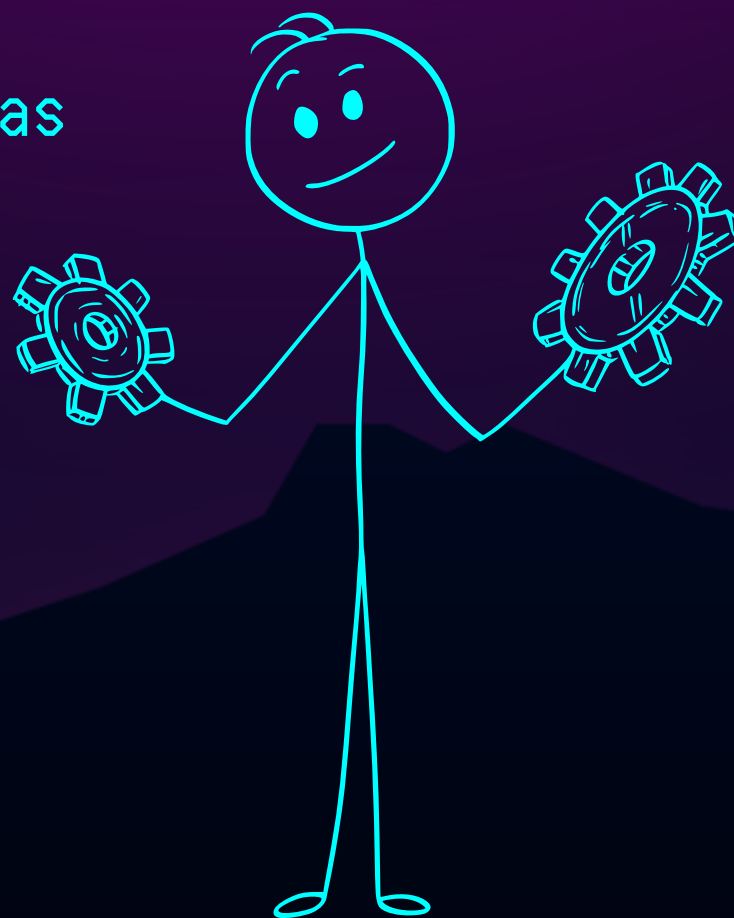
# TODAY'S MISSION

Use dystopian literature to enhance students' ability to read, write, and communicate about today's society.



## GAMEPLAN

- 1 - Download: Find the Reason
- 2 - Game Setup: Revive Their Thinking with Literary Lenses  
CHECKPOINT
- 3 - Game Launcher: Types of Dystopias
- 4 - Game Play: Sample Lesson
- 5 - Bonus Round: Practice



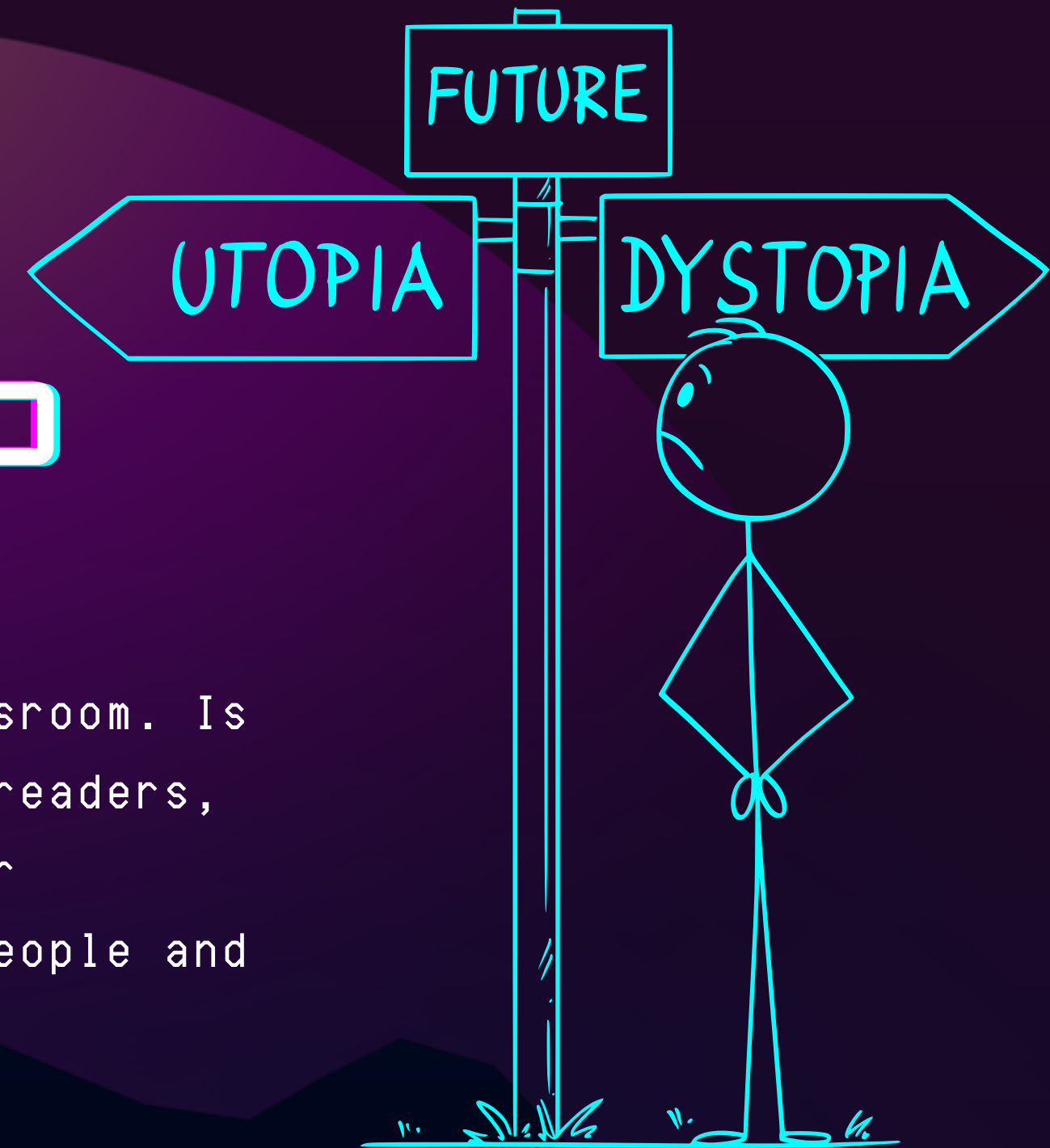
## BOOSTER PACK

Literary Lenses  
Types of Dystopias  
"Civilization" Lesson  
Dystopian Literature Lists  
Resource Links

STEP 01

# DOWNLOAD: FIND OUR WHY

As teachers, our job is to go beyond the classroom. Is it enough for our students to just be better readers, writers, and communicators when they leave our classrooms? Or do we want them to be better people and change makers?

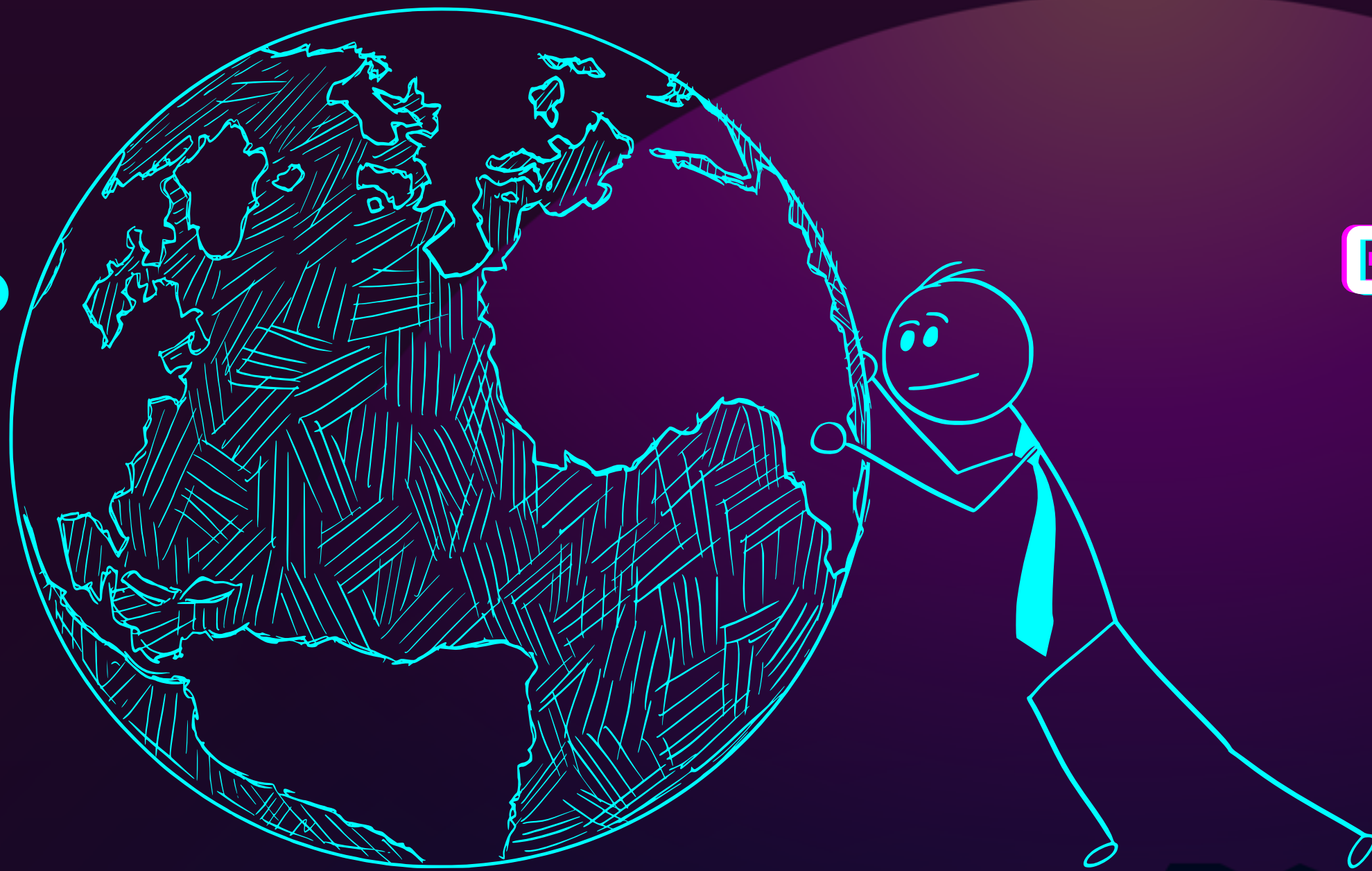


STEP 02

## GAME SETUP

Being able to connect with literature and dive deeper into meaning requires critical thinking skills.

Revive their thinking with Literary Lenses.



# WHAT ARE LITERARY LENSES?

idea or theory that frames the way we read a text

the different perspectives we use to understand and interpret texts

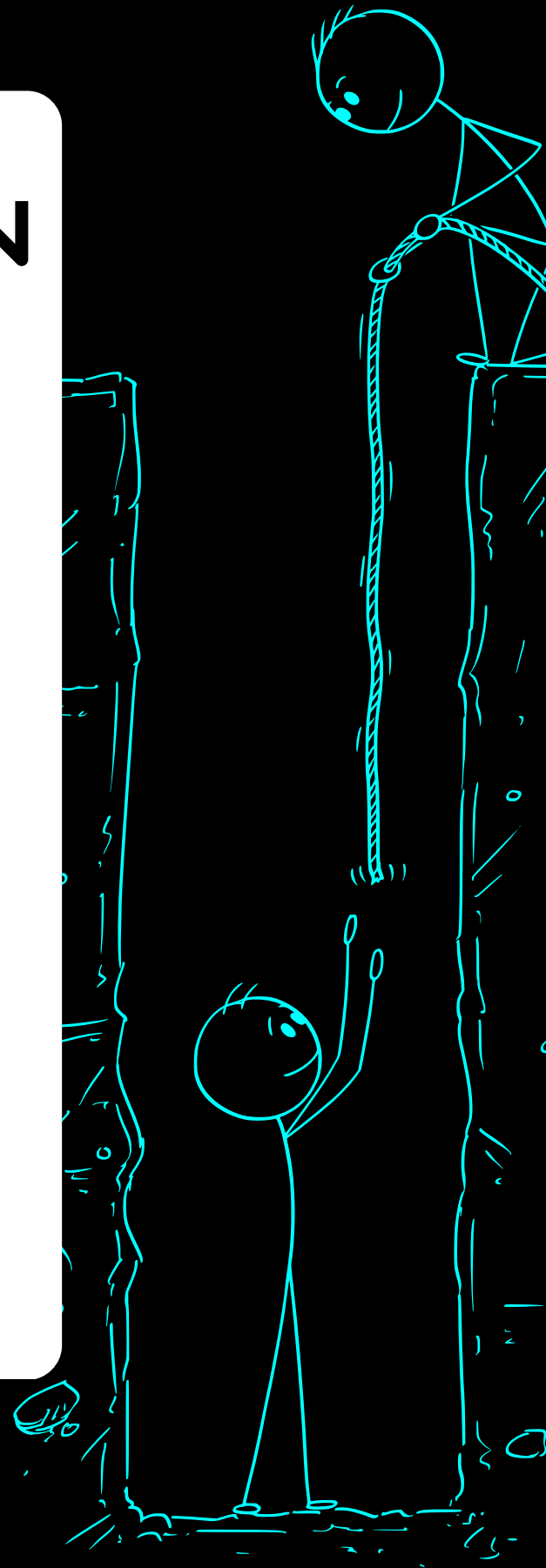
We bring different "angles" to texts.  
We bring different background knowledge.  
We acknowledge multiple interpretations.  
We focus on different parts of the texts.

**NOW, LET'S STEP INTO THE LITERARY LENS ARENA**

# READER RESPONSE

## EXPLANATION

IGNORES THE  
AUTHOR'S  
INTENTION AND  
FOCUSES ON THE  
READER'S  
EXPERIENCE AND  
REACTION WHEN  
READING THE TEXT



## ESSENTIAL QUESTIONS

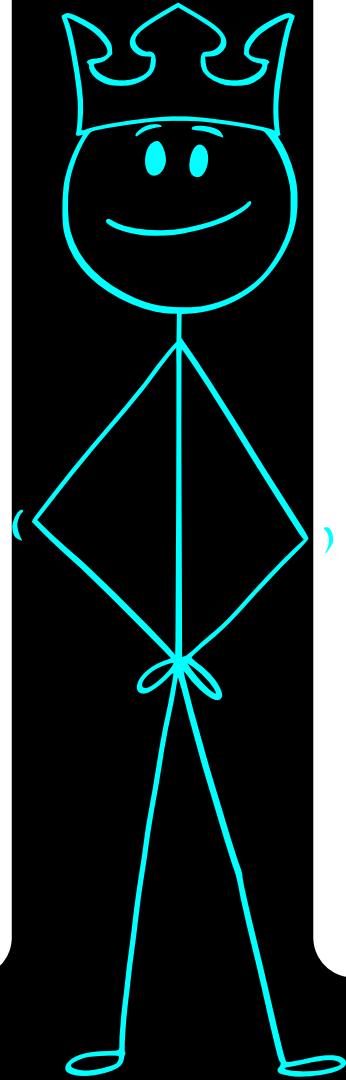
- How does this text reflect the experiences, beliefs, and understandings of its readers?
- What does the text mean to the reader?
- What does the reader learn from the literature?
- What personal connections are made with the literature?

# RELIGIOUS / ARCHETYPAL

## EXPLANATION

ANALYZES  
CHARACTER TYPES  
AND NARRATIVE  
FORMATS THAT ARE  
SIMILAR TO OTHER  
WORKS

CONNECTS TO  
BIBLICAL OR  
MYTHOLOGICAL  
ALLUSIONS



## ESSENTIAL QUESTIONS

- How does this text reflect the experiences, beliefs, and events within a religious or mythological context?
- What common patterns exist in terms of motifs, stock characters, stereotypical life events, and plot structure that resemble those in myths, fairytales, or other ancient stories?
- What allusions, symbols, rituals, or traditions exist within the text that are common across vast cultures and eras?



# BIOGRAPHICAL / PSYCHOANALYTICAL

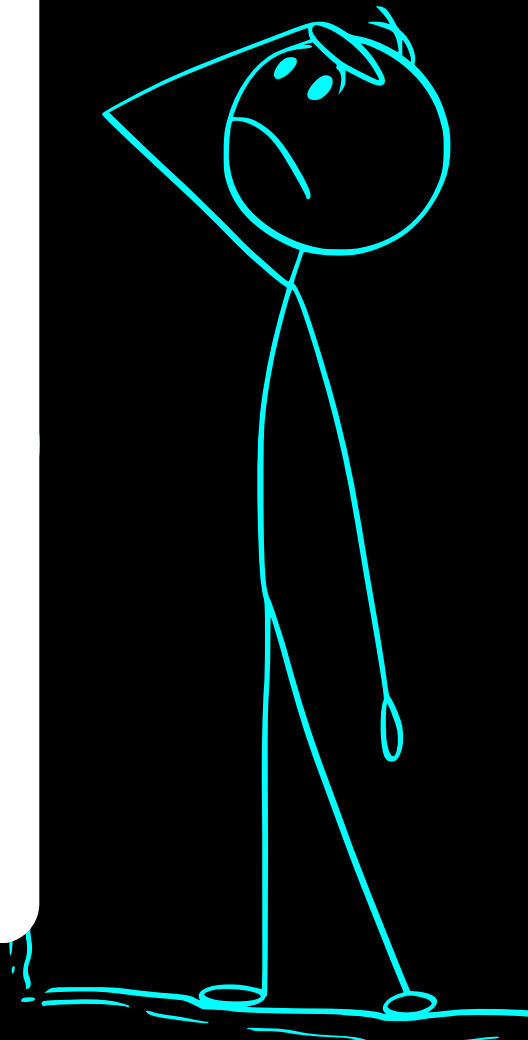
## EXPLANATION

EXAMINES THE  
AUTHOR'S BIOGRAPHY  
TO MAKE CONNECTIONS  
BETWEEN THE AUTHOR'S  
LIFE AND HIS/HER  
LITERATURE

ANALYZES THE  
CONSCIOUS AND  
UNCONSCIOUS MOTIVES  
OF A CHARACTER

## ESSENTIAL QUESTIONS

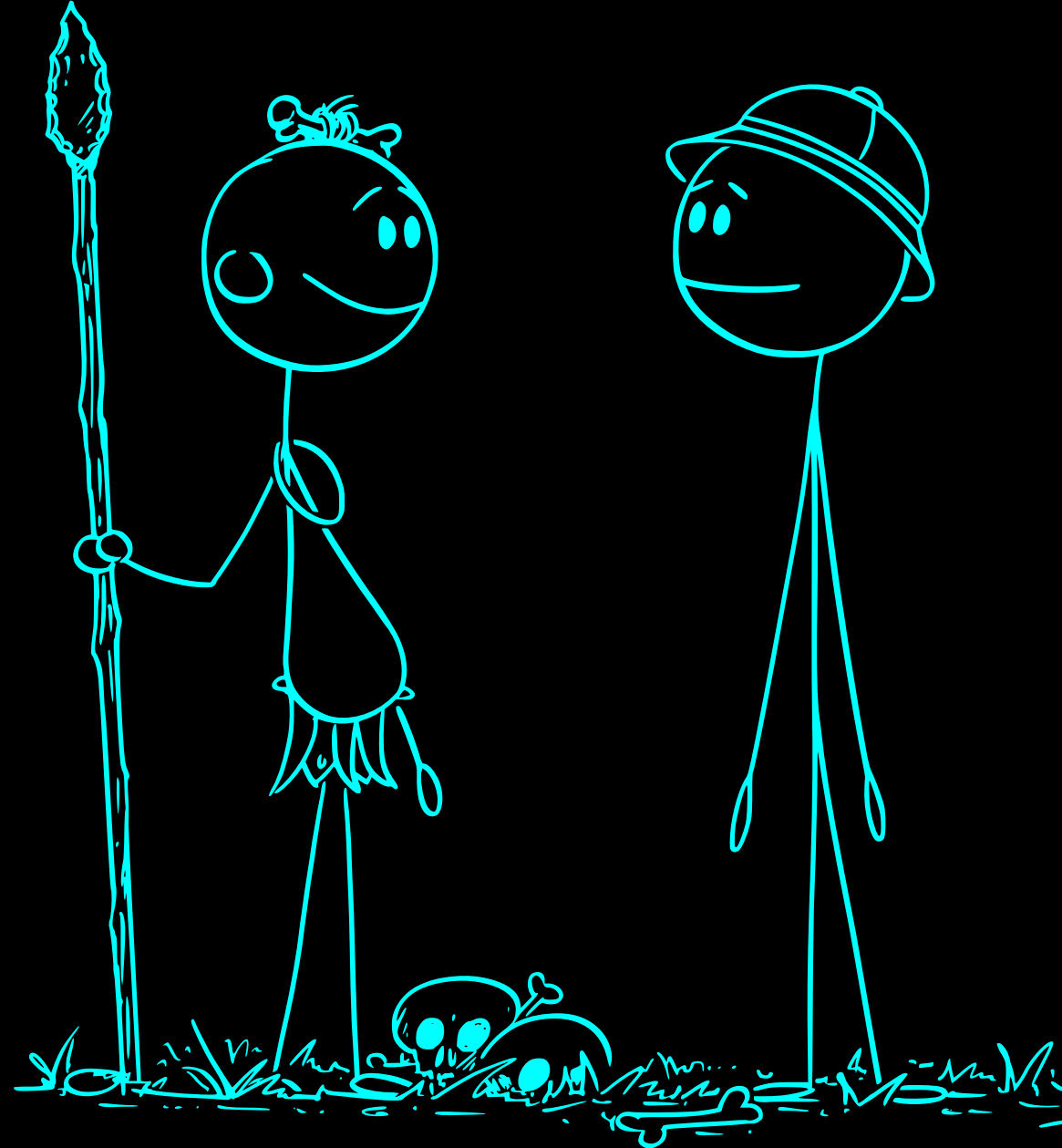
- How does this text reflect the experiences, beliefs, and intentions of its characters AND the author?
- What motivates the characters?
- What is the connection between the author and the text?
- How may the author's culture and experiences affect the text?



# HISTORICAL

## ESSENTIAL QUESTIONS

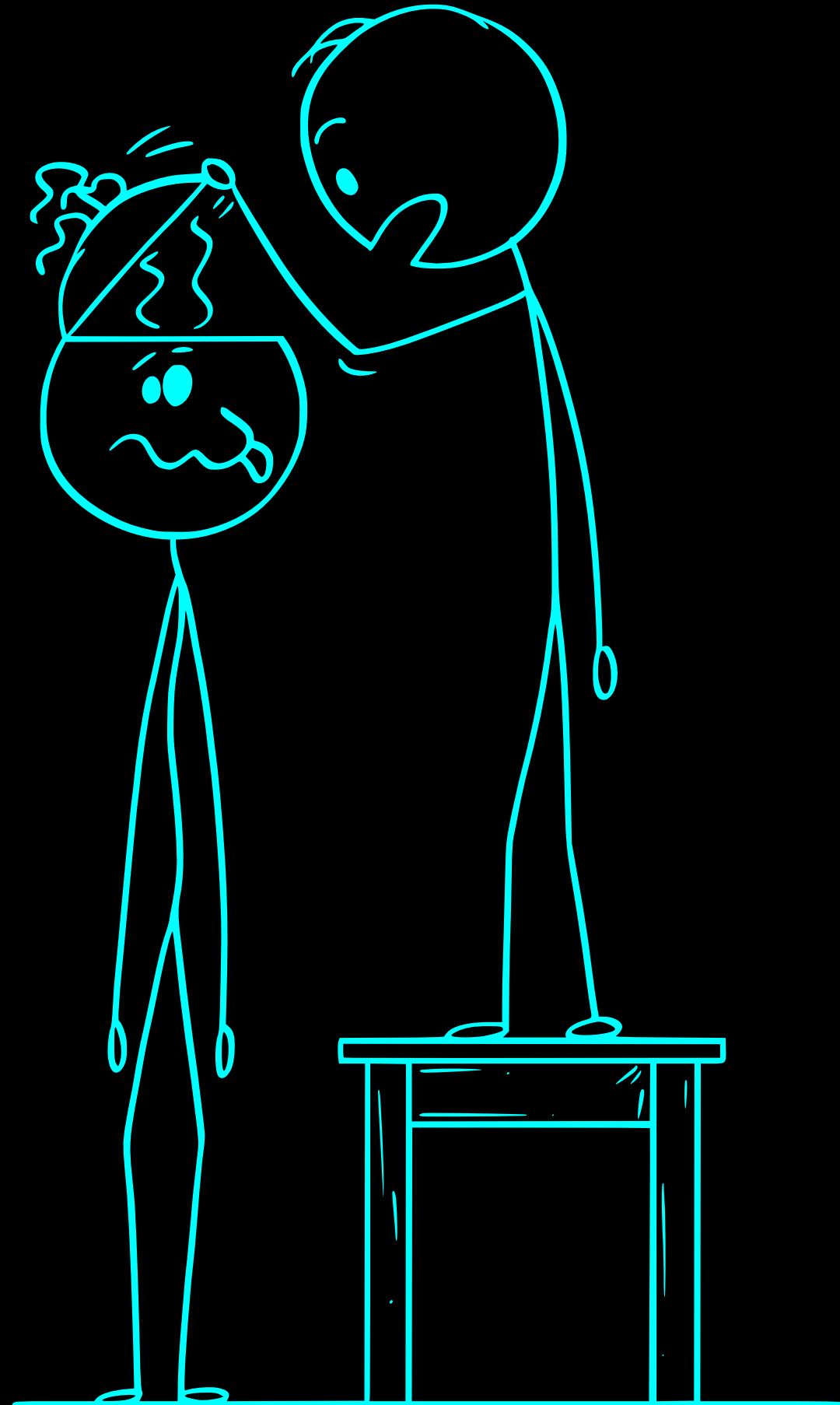
- How does the text reflect the experiences, beliefs, and events of the past?
- What is the connection between the plot and period of history specific to the text?
- How does the text depict the events of the past in terms of accuracy and relevance?
- Does the author's life impact or contribute to the understanding of the historical context?



## EXPLANATION

EXAMINES THE  
HISTORICAL CONTEXT  
OF THE SETTING OF  
THE STORY

# GENDER



## EXPLANATION

EXAMINES THE GENDER ROLES AND STEREOTYPES USED IN A TEXT

HELPS TO EXAMINE AND QUESTION THE SOCIAL CONSTRUCT OF GENDER

## ESSENTIAL QUESTIONS

- How does the text reinforce, critique, or challenge definitions of masculinity and femininity?
- How does the text convey gender roles or identities?
- How does the text address issues of gender?
- How does the text support or reject sexist ideas?

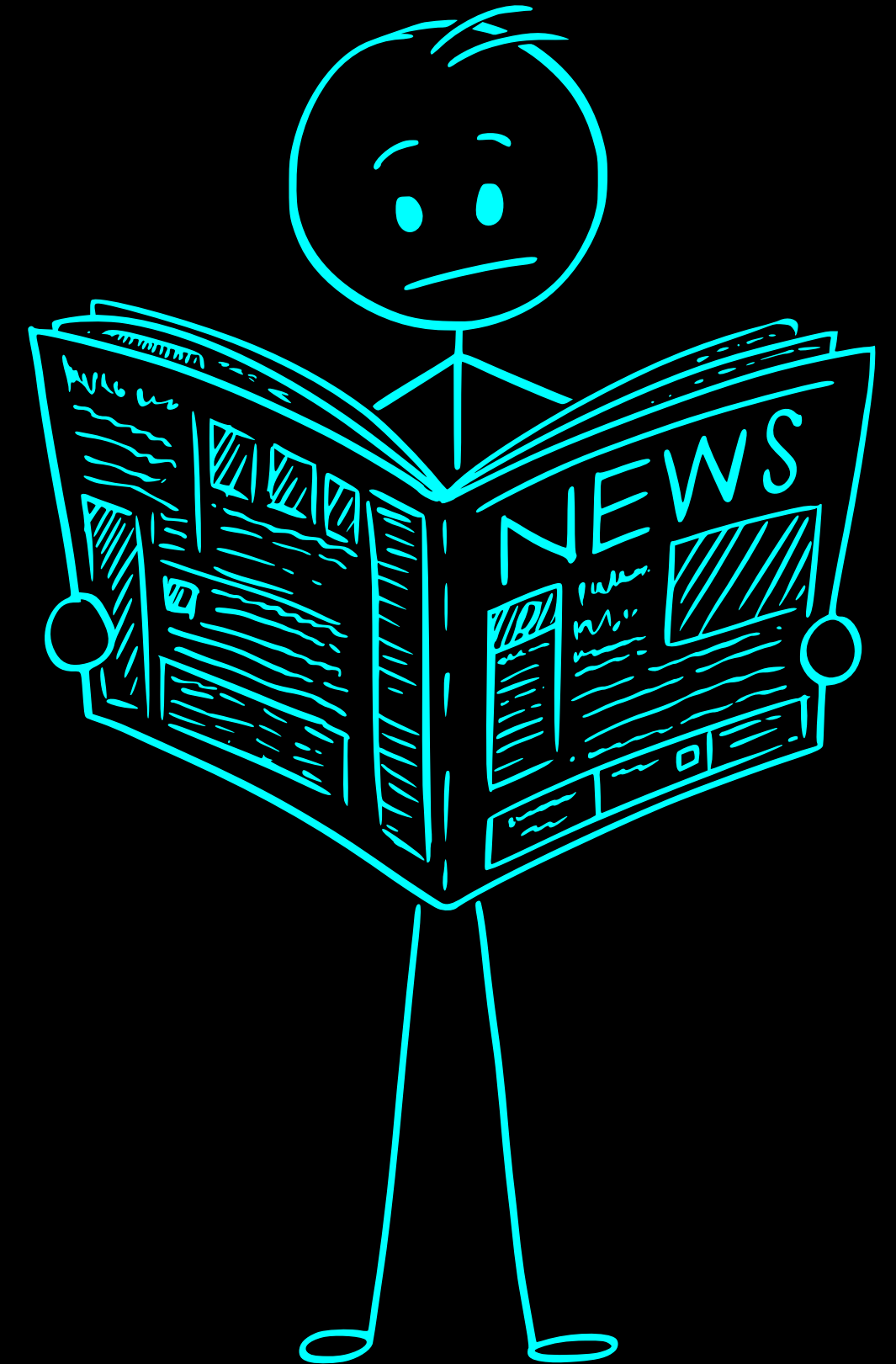
# SOCIO-CULTURAL

## EXPLANATION

EXAMINES THE WAY THAT SOCIAL CLASS STRUCTURES AND ECONOMICS LEAD TO OPPRESSION OF THE LOWER CLASS

## ESSENTIAL QUESTIONS

- How does the text comment on or represent class conflicts?
- How does the text convey the identities of people of different classes?
- How does the text represent power dynamics rooted in money and class?

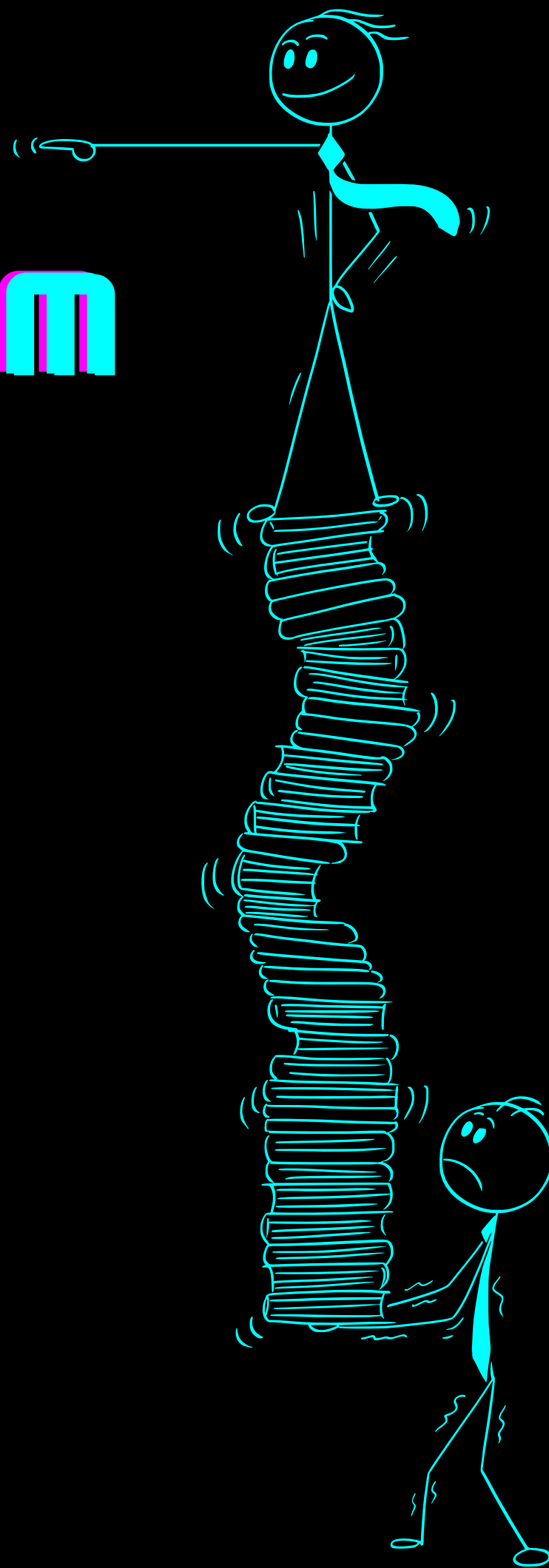


# NEW CRITICISM

## EXPLANATION

ANALYZES THE TEXT  
INDEPENDENTLY WITHOUT  
BACKGROUND OR OUTSIDE  
KNOWLEDGE

ONLY FOCUSES ON THE  
MEANING OF WORDS AND  
HOW THEY INTERACT TO  
PROMOTE HUMAN VALUES  
AND ENHANCE THE  
READER'S LIFE



## ESSENTIAL QUESTIONS

- What is the overarching meaning of the text?
- How do the elements (structure, language, images) contribute to the meaning of the text?
- How do word choice or images contribute to the tone of the text?



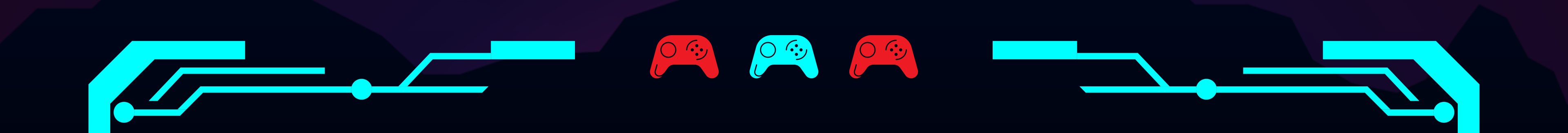
# CHECKPOINT

## TASK 1

Talk with shoulder partner about what you've learned so far

## TASK 2

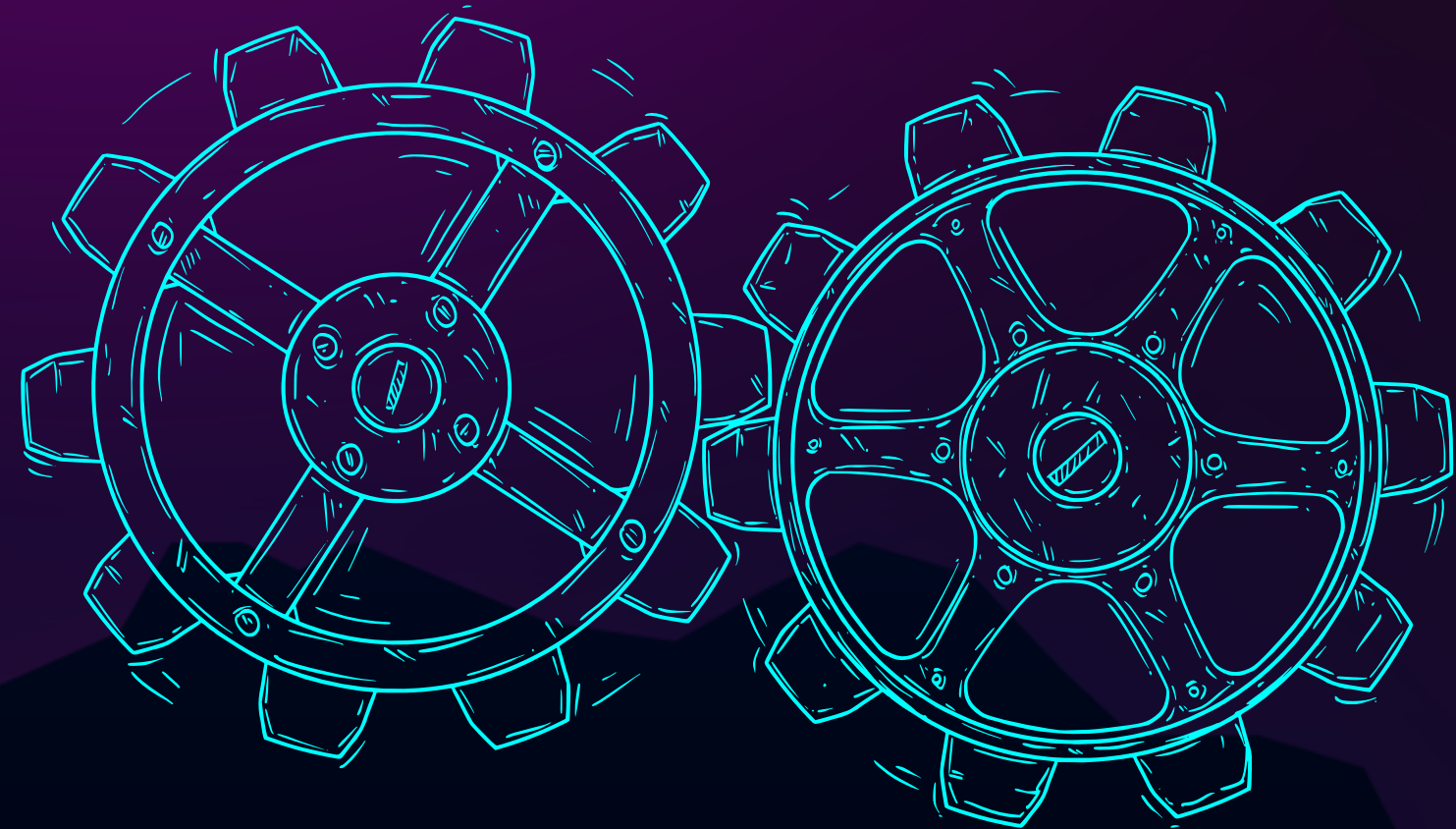
Review the literature list in your Booster Pack to identify common themes in dystopian literature



STEP 03

# GAME LAUNCHER

How does dystopian  
literature intersect with  
current events or daily  
life?



# TYPES OF DYSTOPIAS



01

Bureaucratic Control

02

Corporate Control

03

Technological Control

04

Philosophical or Religious Control



# BUREAUCRATIC CONTROL

"a government has relentless regulations and rules"

"Harrison Bergeron" by Kurt Vonnegut

(intelligence, equality vs. equity)

 Education Week

## When Did Equity Become a 'Trigger' Word?

That's because the notion that schools should get students to reach a ... to illustrate the difference between equality vs. equity usually...

2 weeks ago



# CORPORATE CONTROL

"a large corporation controls people through media or products"

Ready Player One by Ernest Cline

{intelligence, equality vs. equity}

 The New York Times

## A Teen's Journey Into the Internet's Darkness and Back Again

This article examines the increase in anxiety, depression, self harm and suicide among U.S. adolescents. Parents and teenagers dealing with...

Historical  
Reader  
Response



# TECHNOLOGICAL CONTROL

"computers, robots, or science are used to control people"

Uglies by Scott Westerfield

{intelligence, equality vs. equity}

 Healthline

## Demand for Cosmetic Surgery Rises as COVID-19 Eases

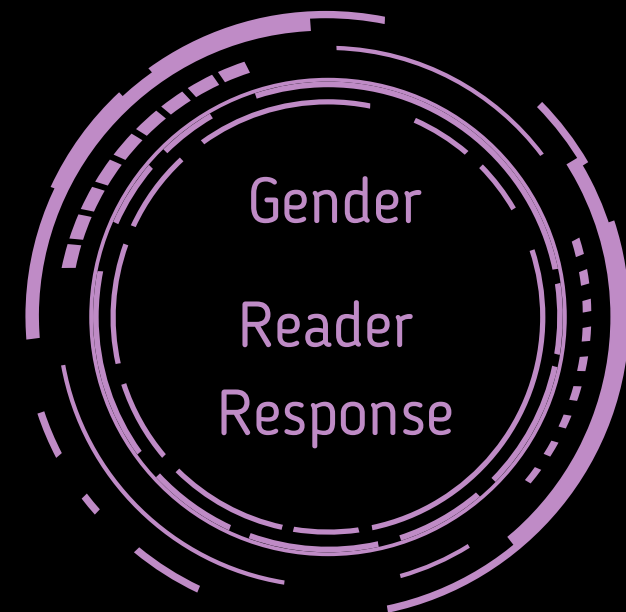
A survey done by a plastic surgeons organization indicates there is a sharp increase in cosmetic procedures as the COVID-19 pandemic eases.

4 weeks ago

Gender

Reader

Response



# PHILISOPPHICAL OR RELIGIOUS CONTROL

"an ideology forced by the government controls society"

The Handmaid's Tale by Margaret Atwood

(patriarchal society, theology, reproductive rights)

Amnesty International

International Women's Day: Dramatic deterioration in respect

...

Catastrophic attacks on human rights and gender equality over the past twelve months have lowered protection for and upped threats against women...

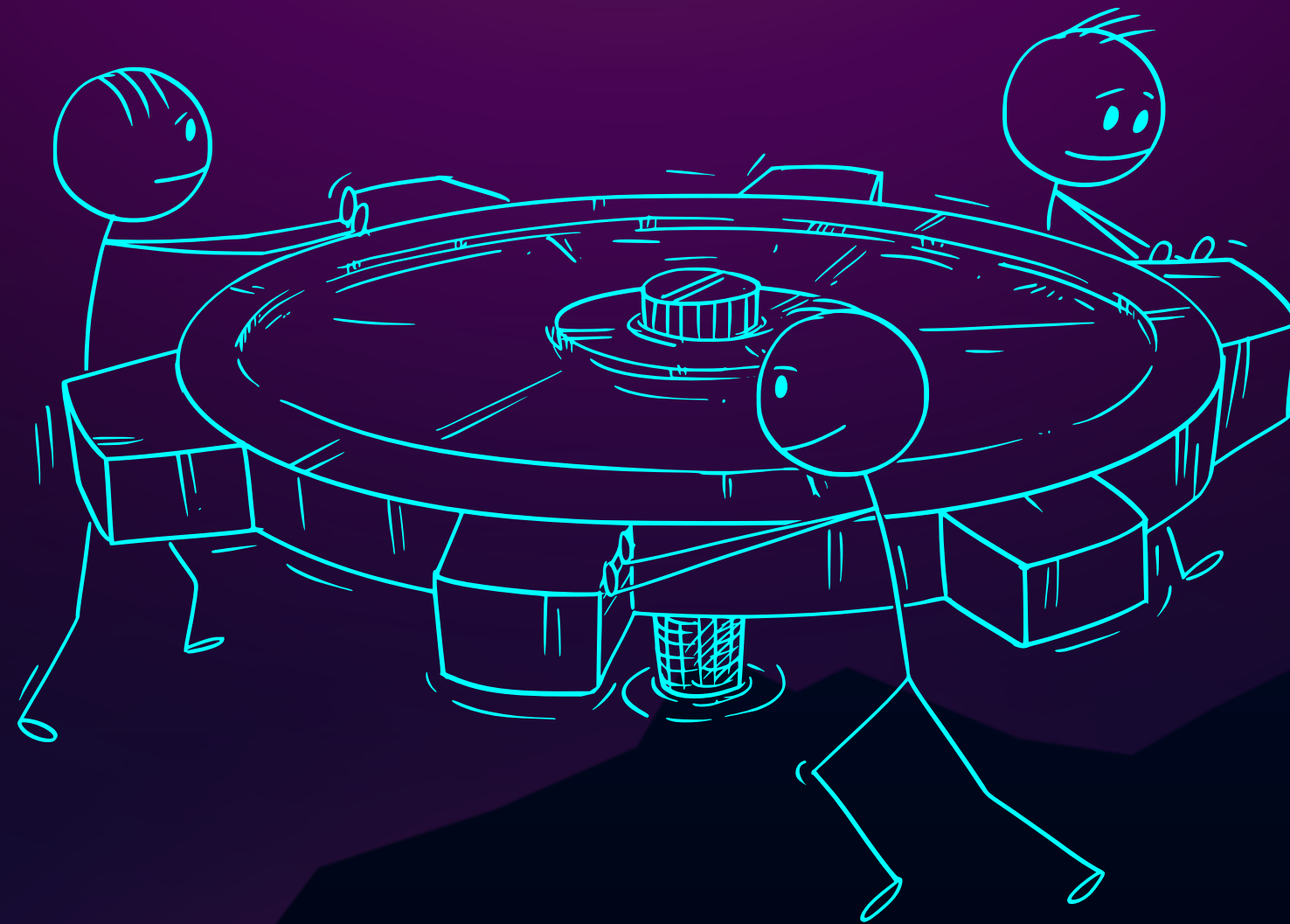
Mar 7, 2022



STEP 04

# GAME PLAY

Explore a sample lesson using Kaftan's "Civilization"



## WARM UP

Free Response: Does history ever repeat itself?  
Explain your reasoning.

## LESSON

1. Visit "Civilization" by Vylar Kaftan

2. Read and choose how your civilization will evolve.

3. Answer these questions once you have finished your journey.

- What did you learn about the cyclical nature of civilization by reading this?
- What writing/style techniques does Kaftan use to help the reader understand what happens in the various civilizations?
- As you read through certain parts of "Civilization", what comparisons were you able to make with other civilizations throughout history?
- Where do you believe we are currently at in civilization. Why?
- When you followed the path to your civilization, what did you learn about yourself and your choices?

## CLOSURE

What did you learn through this lesson?



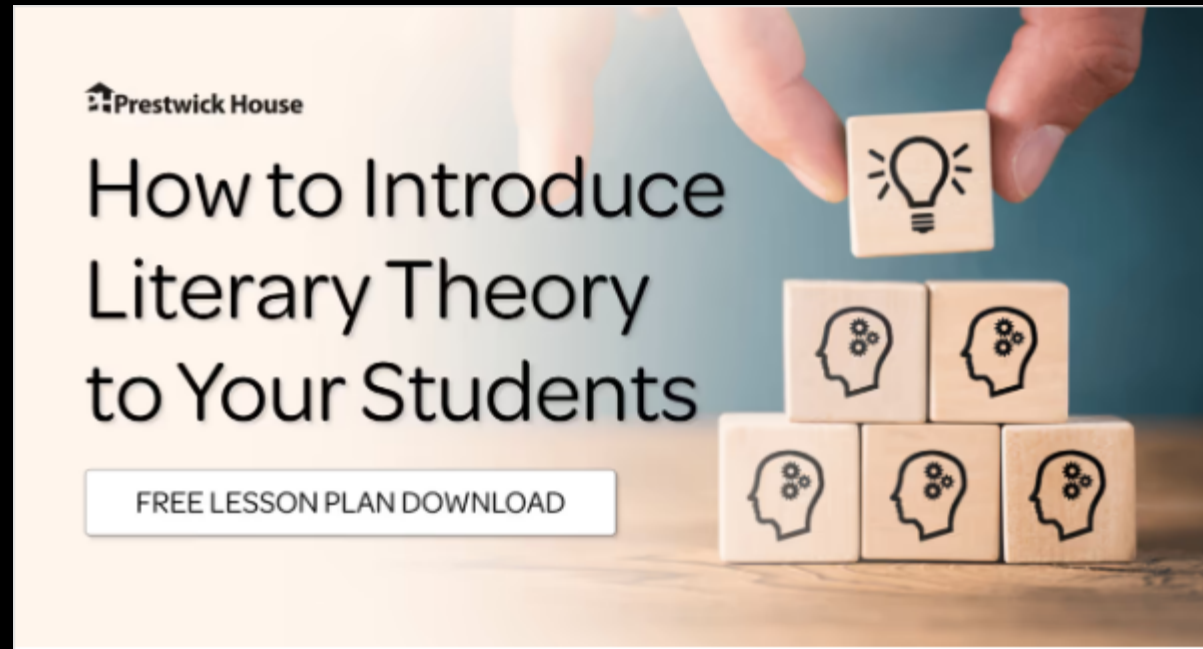


STEP 05

## BONUS ROUND

Use any of the resources  
and ideas we've given you  
to outline a lesson for  
your students.

# LITERACY LENS RESOURCES



Prestwick House

## How to Introduce Literary Theory to Your Students

FREE LESSON PLAN DOWNLOAD

**How to Introduce Literary Theory to Your Students**

Most students can benefit from learning literary theory, and giving them the tools to do so can boost student engagement.

Prestwick House



**Using Children's Books to Teach Literary Theory in High School**

Literary theory can be a tough topic for high school students—a simple story may be just the scaffold they need to start figuring it out.

Edutopia / May 19, 2020


Literary Lenses Part 1

Press `esc` to exit full screen

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# INTRODUCTION TO LITERARY LENSES

What they are and why they matter

Watch on  YouTube

SCREENCAST-O-MATIC

EXIT

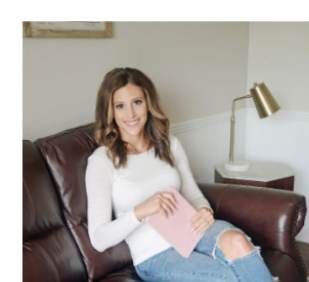
HOME BLOG CONTACT ABOUT RESOURCES

JENNA COPPER

## HOW AND WHY TO USE LITERARY LENSES IN THE SECONDARY ELA CLASSROOM

March 26, 2019

I have been passionate about literary theory since I took a literary theory class as an undergrad. As a high school teacher, I knew I wanted my students to have the same experience with critical lenses. Therefore, for my dissertation study during my Ph.D. program, I set out to make literary criticism and literary theory assessable to secondary English students. The result is a multiple perspectives analysis strategy called literary lenses.



Literary lenses can empower students to see life from new perspectives. Therefore,





# NEED CHEAT CODES?

PLEASE FEEL FREE TO EMAIL US FOR RESOURCES





# THANK YOU

WE HOPE YOU ENJOYED THIS EXPERIENCE!

