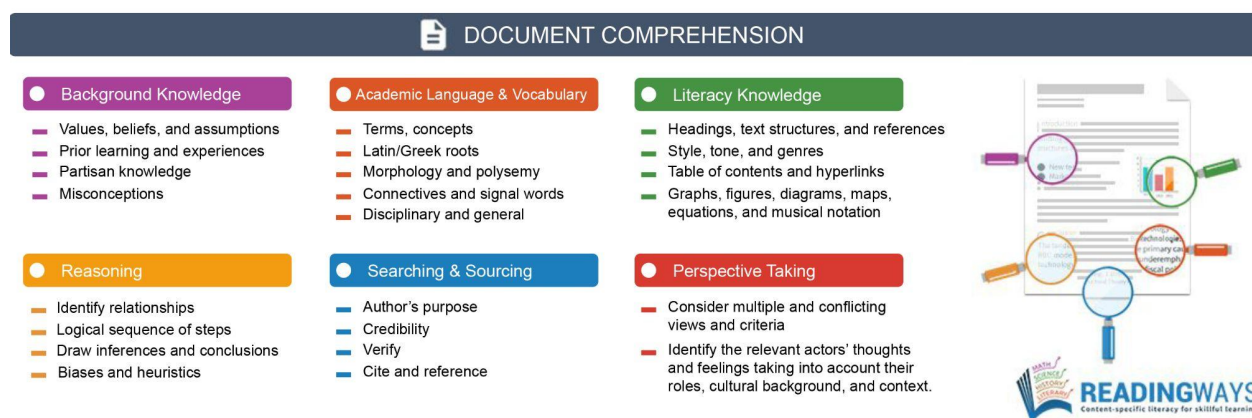


# Disciplinary Literacy ELA

Joshua Lawrence's Presentation Handout

## The Many Facets of Critical Disciplinary Literacy



## Argumentation in literary criticism

	The novel is a warning about the dangers of totalitarianism and the need to protect against the erosion of individual freedom.
<b>Non argument</b>	I like the book 1984.
<b>Own side</b>	This is evident in the novel's depiction of the Party, which uses surveillance, propaganda, and violence to maintain its power and control over the population. For example, the Party monitors its citizens through telescreens, and it uses propaganda and psychological manipulation to control their thoughts and actions.
<b>Dual Perspective</b>	While the novel does present a dystopian society in which the government exercises complete control over its citizens, nonetheless it also shows the resilience and strength of the human spirit, as the protagonist, Winston, resists the government's attempts to suppress his individuality and freedom. This suggests that the novel is not just a warning about the
<b>Integrative Perspective</b>	This duality of the novel's message makes it a powerful and nuanced exploration of the relationship between freedom and power. It shows that while totalitarianism is a dangerous threat to individual freedom, it is also possible for individuals to resist and maintain their freedom, even in the most oppressive societies.

# ARGUMENTATION SHEET

NAME:

Do you agree or disagree with the statement? Argue (give reasons & evidence) in support of your position. Then, anticipate the opposition's arguments. Lastly, put it all together in a comment.

STATEMENT:

MY STANCE: ☐ YES/FOR/AGREE ☐ NO/AGAINST/DISAGREE

## Part I: Write down your arguments

### YOUR ARGUMENTS

Take a stance for/against the statement. Support your reasons with evidence, facts, and relevant examples.



### COUNTER-ARGUMENTS

Anticipate how someone who disagrees might respond: interpret your evidence differently, point to drawbacks or false assumptions.

## Part II: Anticipate the other sides arguments

### OPPOSING ARGUMENTS

Look at it from the other side's perspective and anticipate what arguments the opposition will make.



### REBUTTALS

Defend your position. Refute the opposing argument by showing how/why it is invalid, illogical, or irrelevant.



### Part III: Leave a comment

Imagine reading the statement in a newspaper article, and then deciding to express your point of view in the comment section of the newspaper's website. Use connectors to combine your arguments, and to connect them with those of the opposition's arguments.

#### Connectors

##### Adversative connectives:

Use these to signal that two statements contradict each other.

Alternatively  
Although  
However  
In contrast  
In spite of the fact that  
On the other hand

**Example:** Although Mars is similar to the Earth in many ways, its surface is hostile to humans.

##### Additive connectives:

Use these to signal that the two statements are similar.

Again  
Also  
Further  
Furthermore  
In addition  
Moreover

**Example:** Going to Mars would be dangerous. Also, it would be expensive.

##### Causal connectives:

Use these to signal that one thing leads to another (cause-effect).

Because  
Consequently  
Hence  
Since  
Therefore  
Thus

**Example:** The air on Mars contains mostly carbon dioxide. Therefore, humans would not be able to breathe there.

#### Comment





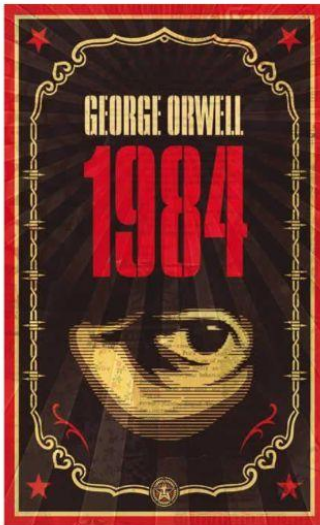
## Order



The following texts relate to one another in that they follow similar ideas and act as supportive details that follow the concepts present in “1984”. These texts make “1984” much easier to understand, since they are focused on real life situations that occur within our world, such as the government. These texts make reading 1984 more meaningful and relatable which also assists the instructional experience.

Reading the book is one thing, but to be able to see that it is something that is happening in real life situations is another and we feel that by tying these texts with “1984”, we are allowing for a more in-depth analysis of the text into things that occur on a daily basis.

## 1984



We saw “1984” on the list of required readings, and we thought it would have rich material to pull sources for. We feel that the theme of this novel is of high relevance to adolescents in present day and that they would easily connect to it.

*1984 by George Orwell (Lexile Score: 1090L)*

## N.S.A. ABLE TO FOIL BASIC SAFEGUARDS OF PRIVACY ON WEB - THE NEW YORK TIMES



We decided to introduce an article on the NSA first because students are immediately introduced to the “telescreens” that are constantly monitoring each citizen. We felt like the NSA was relevant to this aspect of the plot in that citizens of the USA are concerned with their privacy rights on the internet and how much monitoring is appropriate. This text can also help students make real-life connections, both personally and politically. We will probably introduce this a few chapters in so that the students can take a break from reading the text

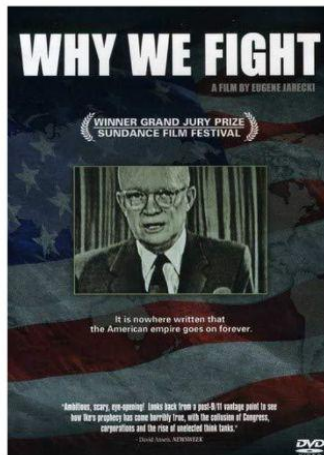
*“N.S.A. Able to Foil Basic: Safeguards of Privacy on Web”*

<<http://ctvoterscount.org/CTVCdata/13/09/NYTimes20130905.pdf>>





## WHY WE FIGHT



We decided to show this documentary right after, during, or even before the students read chapter 9 and 10 of the novel, which is on Goldstein's philosophy on their current government and war. We think that this documentary can help bring out and solidify the thoughts on Goldstein's ideas. These two chapters are incredibly dense so presenting the ideas from this documentary will help students apply what they've read to real-life politics that affects us every day. Students are living in a generation of war; it will be important to make connections to their lives and ask themselves how much these ideas apply to them. We can also discuss the idea of change, as Goldstein makes relevant with his idea of recruiting for brotherhood.

"Why We Fight" Documentary (2005)

<http://www.imdb.com/title/tt0436971/>

<https://www.youtube.com/watch?v=E3skfTv04K8>

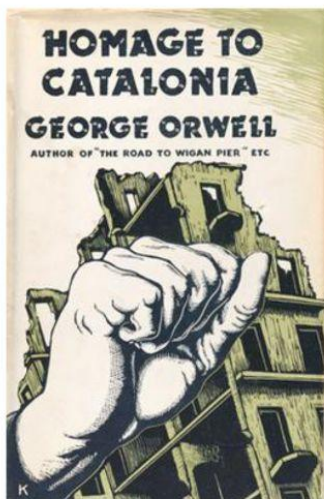
<https://www.youtube.com/watch?v=ex6-pEGmR1q>

<https://www.youtube.com/watch?v=WS9xQkWtoG0>

<https://www.youtube.com/watch?v=Haritb1c4bo>

<https://www.youtube.com/watch?v=OmvKYF0YbKQ>

## HOMAGE TO CATALONIA



We chose this text because we thought it would be important to incorporate the author back into the meaning of the text and ask how the author's perspective may have helped shape the storyline. We will extract a few excerpts and perhaps chapters to portray Orwell's perspective on government and how that has manifested into the plot of "1984". It is also important to analyze this period of political activism in the author's life and think about the parallels between Orwell himself and the protagonist of "1984". The text also discusses the complexities of deciding what is worth fighting for and what is not.

*Homage to Catalonia by George Orwell*

## EVALUATION

This text set makes connections to real life which makes it accessible to student thinking and experience. We believe that it can foster high student engagement because we are making the text relevant to their lives. A weakness of this text set is that it is not representative of the disciplinary literary devices that we would engage with and extract from the primary text alone. The rest of the text set is supplemental to creating and solidifying connection to the text and creating meaning. This can be essential to some of the disciplinary literary devices such as allusion, motifs, theme, character development, symbolism, etc.

<b>Additive Connectives can:</b> <ul style="list-style-type: none"> <li>show that two ideas are similar</li> <li>add extra information or examples</li> <li>summarize a set of ideas</li> </ul>	<b>Temporal Connectives can:</b> <ul style="list-style-type: none"> <li>show the timing of something</li> <li>show the order of events</li> <li>show the order of ideas in a text</li> </ul>	<b>Causal Connectives can:</b> <ul style="list-style-type: none"> <li>show that one thing caused another</li> <li>show that one thing is the result of another</li> <li>cause and effect!</li> </ul>	<b>Adversative Connectives can:</b> <ul style="list-style-type: none"> <li>show that two ideas are different from, or opposite to, each other</li> </ul>
			
Accordingly Additionally And Also As exemplified by As well as Besides Certainly Equally Important Even more For example For instance For one thing For this purpose Further Furthermore In addition In conclusion In fact In particular In summary Including Indeed Just as Likewise Moreover Similarly Specifically Such as Under these circumstances That is To conclude To summarize To that end Too	After after a while afterwards As soon as At first At last At once At the same time At this moment At this point Before Eventually Finally First Here In the end In the first place In the meantime Last Lastly Meanwhile Next Now On another occasion Previously Recently Second Since Soon Subsequently Then Third Until When Whenever While	Accordingly An effect of An outcome of An upshot of As a consequence of As a result Because By Caused by Consequently Due to Given that Hence If In order that In that case Provided that Since So Therefore Thus Unless Wherefore Without	Admittedly Alternatively Although But Conversely Despite that Except for Even though However If not...then In contrast In spite of Instead of Nevertheless Nonetheless Notwithstanding On the other hand On the contrary Only Otherwise Or Or else Rather Still Though Unlike Whereas While Yet

Note: This is just one way to categorize connective words. Keep in mind that connectives can have more than one meaning, and you will see some of these words used in different ways.

## COMPARISON CHART

NAME:

TOPIC:

Under concepts list words or concepts to compare across the selected characteristics.

[illegible]

## ELA classroom contract

Here are some good norms that could be included in a "classroom contract" for discussion in an ELA class:

- Respect each other's opinions and viewpoints, even if they differ from your own.
- Take turns speaking and listen actively to others when they are talking.
- Avoid interrupting others and allow everyone to contribute to the discussion.
- Use "I" statements and speak from your own experiences and perspective.
- Ask open-ended questions to encourage others to share their thoughts and ideas.
- Avoid judging or criticizing others' ideas, and instead try to understand their perspective.
- Use evidence and examples to support your ideas and opinions.
- Be open to changing your mind and considering other perspectives.
- Treat each other with kindness and empathy, and be willing to work together to resolve conflicts.

## Socratic Circle

- Select a chapter or portion of chapter from the novel to focus on
- Ask students to prepare ideas with annotations or notes. Could be focused on some open ended question:
  - What is the role of the government in the novel 1984?
  - How do the characters in the novel react to the oppressive government?
  - How does the government maintain control over its citizens in the novel?
- Decide on format and set up room
- Give time to review notes and get prepared
- Meet with facilitators with tips and suggestions
- Allow wait time
- Always reflect at the end of any protocol.
  - Did we maintain our norms?
  - What evidence do you have that we did or did not?
  - What could we have done better?