Daily Lesson Plan for April 10, 2012

Subject: English II CP A — 90 minutes

Topic: The Grammar of Newspeak: Ability to express individuality

Objectives:

* The student will use context clues to define words from the text (LS.9-10.4a)
* The student will work in groups to identify aspects of Newspeak and define grammatical conventions, and by doing so will be able to identify how these conventions are important to the mission of Newspeak (RI.9-10.1)
* Students will respond to the appendix of the novel by creating a Glog of rules and teaching their aspect of Newspeak to the class (RI.9-10.4).
* Students will create blog posts with the rules of Newspeak that they compiled during the lesson (W.9-10.1).

Purpose: To show students the links between vocabulary and langue with freedom of thought and the ability of expression. When the ability to express oneself is taken away, freedoms are subsequently limited. Language and expression are intricately linked together. The Appendix in the novel states that Newspeak is limiting so long as “thought is dependent on words.”

Procedures:

Introduction:

* Just like every class period, students will come into class and they will immediately begin silent sustained reading. (20 minutes)
* Vocabulary activity: There will be 3 sentences from the day’s reading on the SmartBoard. There will be one word in bold in each of the sentences. Students will create their own definition for the bold word by using context clues. (5 minutes)
* After students create their definitions, we will discuss these definitions briefly in whole-class discussion. A few students will share their definitions for the words for each sentence. (5 minutes)

Development:

* We will be creating rules for writing in Newspeak. Students will break into groups of 4 (there should be 6 groups total) and I will assign each group a passage from the Appendix.
  + Group 1 will be looking at the first four paragraphs of the appendix. They will create an overview of Newspeak. This will include Newspeak’s history, its components, and the purpose of Newspeak.
  + Group 2 will focus on the section called “The A Vocabulary.”
    - They will teach what the A vocabulary is to the class.
    - They will also come up with a set of rules for using the A vocabulary. (Notes attached).
  + Group 3 will have the first part of the section called “The B Vocabulary.” This includes the first 4 paragraphs (until “words they cancelled by their existence”).
    - They will teach the purpose of the B vocabulary
    - They will also teach grammatical rules of B vocabulary
    - Teach difficulties found with these words
  + Group 4 will have the middle section of “The B Vocabulary. Their section will start with the paragraph that begins, “As we have already seen in the case,” and will go until the paragraph that ends in “from their meaning but from their structure.”
    - Explain the types of words no longer in existence.
    - Explain what types of words were replaced by “crimethink”
    - Explain what types of words were replaced by “oldthink”
    - What is this compared to?
    - What about the use of Euphemisms?
  + Group 5 will have the rest of the section of “The B Vocabulary.” It will go from the paragraph beginning with “So far as it could be contrived” until the end of the section.
    - What types of governments usually used abbreviations?
    - What was the purpose of doing so with Newspeak?
    - What does longer language force individuals to do when they speak it?
    - What was the most important aspect of Newspeak, after exact meaning?
    - Explain how the structure of Newspeak goes along with its purpose.
  + Group 6 will have the section called “The C Vocabulary” and the rest of the appendix.
    - What is group C vocabulary used for?
    - Think of some terms that might need to be translated into group C
    - What is the language designed to keep you from doing? How?
    - Explain how words are connected with meaning. (Things are especially problematic if meaning doesn’t exist)
    - How does the change of language change meaning?
* Each group will have 15 minutes to go through each of these passages and come up with a list. They will do this with the expectation that they will teach their section to the class.
* Each group will create a Glog for the rules they compile. Afterward, each group will have 5 minutes to teach their section to the class. While group are presenting to the class, I will be keeping track of all the rules and either writing them on the board of typing them on the SmartBoard. (40 minutes total)

Conclusion

* After each group presents, students will individually write on their blogs. The assignment will be to pick any topic they care about and write everything they can about the subject. Here’s the catch: they have to use the rules that we just wrote out for Newspeak. (10 minutes)
* In the last 5 minutes of class, we will discuss difficulties students encountered while writing about things they were passionate about in Newspeak. Was it possible? What was difficult about it? What does the control of language have on freedom? This will be in whole-class discussion

Materials:

* *1984*
* Student blogs
* Writing utensils
* SmartBoard
* Dry erase board
* Dry erase markers

Evaluation

Introduction — I will be able to monitor students while they are reading. Students will also do their vocab lesson in their journals. This will count for half of the student’s participation grade (.3 points)

Development — While students are working in groups, I will be coming around to get a sense of how everyone is doing. I will help them if they need help. Because students have to teach to the class, they wont be able to slack off during group work. I will instruct students to hand in a copy of their activity notes after their presentation to count towards part of their daily participationg grade (.4 points)

Conclusion

This part of their journal will count for .3 points of their daily participation grade.Notes for Newspeak

A

* This will include:
  + The purpose of the A vocabulary (expressing concrete objects or physical actions)
  + The grammatical conventions (all word types could be interchanged. Ex: knife [the noun] replacing cut [the verb].
    - To change a word type, you would add –ful to create adjectives and –wise to create adverbs.
    - You can also add suffixes like un- to negate words, plus- to strengthen or doubleplus- to strengthen further.
    - All past-tense words end in –ed.
    - All plural words end in –s or –es
    - Comparisons between all words: -er, -est
* Forms that remain: Pronouns.
* Whom thrown away
* Should and Shall replaced by Would and Will

B

* To create a desired mental attitude on the individual using them
* Always compound words
* Noun+verb
* Irrigulars occur when it doesn’t sound good
* When new words are invented, they must cancel out old words

C

* Create new jargon for science and other technical fields

Directions — Group 1

1. Look at the first four paragraphs of the appendix.
2. Go through these paragraphs and create an overview for Newspeak.
3. In your overview, include:
   1. Newspeak’s history
   2. Its components
   3. The purpose of Newspeak.
4. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
5. After your presentation you will hand in your notes for participation.

Directions — Group 2

1. Look at the section of the appendix called, “The A Vocabulary.”
2. State the purpose of the A vocabulary.
3. Come up with a set of grammatical rules for the A vocabulary.
4. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
5. After your presentation, you will hand in your notes for a participation grade.

Directions — Group 3

1. This group will have the first part of the section called “The B Vocabulary.” This includes the first 4 paragraphs (until “words they cancelled by their existence”).
2. Answer the following questions:
   1. What is the purpose of the B vocabulary?
   2. What are the grammatical rules of B vocabulary
   3. What are difficulties found with these words?
3. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
4. After your presentation you will hand in your notes for participation.

Directions — Group 4

1. This group will have the middle section of “The B Vocabulary. This section will start with the paragraph that begins, “As we have already seen in the case,” and will go until the paragraph that ends in “from their meaning but from their structure.”
2. Address the following:
   1. Explain the types of words no longer in existence.
   2. Explain what types of words were replaced in Newspeak
   3. What is this idea compared to?
   4. How are euphemisms used?
3. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
4. After your presentation you will hand in your notes for participation.

Group 5 — Directions

1. Group 5 will have the rest of the section of “The B Vocabulary.” It will go from the paragraph beginning with “So far as it could be contrived” until the end of the section.
2. Address the following:
   1. What types of governments usually used abbreviations?
   2. What was the purpose of abbreviations with Newspeak?
   3. What does longer language force individuals to do when they speak it?
   4. What was the most important aspect of Newspeak, after exact meaning?
   5. Explain how the structure of Newspeak goes along with its purpose.
3. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
4. After your presentation you will hand in your notes for participation.

Group 6 — Directions

1. This group will have the section called “The C Vocabulary” and the rest of the appendix.
2. Address the following
   1. What is group C vocabulary used for?
   2. Think of some terms that might need to be translated into group C
   3. What is the language designed to keep you from doing? How?
   4. Explain how words are connected with meaning. (Things are especially problematic if meaning doesn’t exist)
   5. How does the change of language change meaning?
3. After 15 minutes, you will present your findings to the class. You are the teachers in this scenario!
4. After your presentation you will hand in your notes for participation.

**Vocabulary exercise**

**Directions:** Come up with your own definition for the **bolded** word. To do this, use context clues.

1. Indeed, he was one of the enormous team of experts now engaged in **compiling** the Eleventh Edition of the Newspeak dictionary.
2. He believed in the principles of Ingsoc, he **venerated** Big Brother, he rejoiced over victories, he hated heretics, not merely with sincerity but with a sort of restless zeal and up-to-dateness of information...
3. Winston’s greatest pleasure in life was in his work. Most of it was a **tedious** routine, but included in it there were also jobs so difficult and intricate that you could lose yourself in them…

Notes:

Compile: trans. verb — to compose out of materials from other documents

Venerate: trans. verb — to regard with reverential respect or with admiring deference

Tedious: adj. — tiresome because of length or dullness : boring