

Grade: 11		Subject: World Literature 2	
Teachers: Nimon			
Unit # 3 Title: Marxism and 1984			
Time Frame (calendar and # of weeks):			
Standard(s): RL 1, 2, 3, 4, 6 L 1, 2, 3, 4, 5, 6 W 1, 2, 5, 6 SL 1, 2, 3, 5, 6			
Big Idea(s): Class, Class Struggles, Marxism, Satire, Irony, "Big Brother"			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> • What is social class? How do we define it today? • Who are the bourgeoisie historically? Who are the proletariat? • How does Capitalism create these distinctions? • Who was Karl Marx? • What were Marx's theories regarding Capitalism, the bourgeoisie, and the proletariat? • How do his ideas relate to literature? • What is satire? What is irony? • Who was Johnathon Swift? • How does <i>A Modest Proposal</i> handle the problem of class inequality? • How does satire work to enact social change? • Who was George Orwell? • How does <i>1984</i> depict class struggles? • Who is "Big Brother?" How does he enforce society's rules? • What does it mean to rewrite history? 		<ul style="list-style-type: none"> ➤ Karl Marx's theories concerning social class and the struggles that create them have had – and continue to have – lasting governmental, political, social and literary effects. ➤ Marxist criticism can provide a lens for understanding literature that draws the reader's attention to class struggles, economic differences, and social revolutions. ➤ Satire or satirical elements can jar readers into interacting with ideas in a new or fresh way. ➤ George Orwell created the concept of "Big Brother," which has remained in the public consciousness and has become a symbol for overbearing and totalitarian governments. ➤ A wider vocabulary allows for more complete and clearer expression. 	
Areas of Focus		Suggested Instructional Strategies	

Prioritized CPIs

- [CCSS.ELA-LITERACY.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.

- [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- [CCSS.ELA-LITERACY.RL.11-12.3](#)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

- [CCSS.ELA-LITERACY.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.

- [CCSS.ELA-LITERACY.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- [CCSS.ELA-](#)

➤ Johnathon Swift and *A Modest Proposal*

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

Students will define the following terms: Satire, Irony, Commodity, Poverty, Augustan Era, Sarcasm, Hyperbole

Students will take notes on Johnathon Swift's *A Modest Proposal* and the elements of Satire. They will then read Swift's proposal and discuss themes of poverty, commodification, and class. Students will also discuss Swift's personal views on the subject vs. the voice of the narrator.

Tier 2 → Activities/Strategies (Application/Analysis)

Students will map out *A Modest Proposal* by each paragraph and note the course of his piece. They will use his proposal as a model for their own writing. Students will choose a social ill they see as important to today's society or they can focus only on a cure for economic differences, and they will write their own *Modest Proposals*. Students should focus on crafting their own ironic voice and creating an outrageous, hyperbolic satire in response to their specific social ill.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

Students will create shortened versions of their proposals as powerpoints and will present them to the class. If students feel like producing a more involved project, they can turn their presentation into a type of infomercial, film it, and air it in the classroom. The videos can then be uploaded to the class' blog.

For reflection, students will write a short blog post in which they decide which classmate was most convincing, successful, or interesting.

➤ Marx and Class

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

Students will define the following terms: Bourgeoisie, Ideology, Proletariat, Capitalism, Production, Objectification, Socialism

Students will watch excerpts from John Green's "Capitalism and Socialism: Crash Course" to grasp a basic understanding of Marxist economics. They will then read the short piece "The Bourgeoisie and the Proletarians" by Marx. Students will discuss the ways Marx describes the relationship between the two "parties" and they will look for real-life examples.

Tier 2 → Activities/Strategies (Application/Analysis)

Students will read the excerpt from Paul Fussell's "Class," where he describes class as something *other* than income alone. Unlike Marx, Fussell believes there are close to nine tiers of class and that class

<p><u>LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • <u>CCSS.ELA-LITERACY.W.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions. • <u>CCSS.ELA-LITERACY.SL.11-12.3</u> 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. 	<p>distinction goes beyond worker/owner dialectics in the United States.</p> <p>To reinforce, students will complete a project that begins when they pick class distinctions out of a hat. The students will then create collages that depict what life might be like for a person of that class (images may include schools/universities, jobs, homes, cars, vacations, food, clothing, etc.).</p> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <p>Students will leave their collages unlabeled and submit them together. The class will then go through and try to guess and organize the class each collage represents. Students should construct an organized and labeled (Fussell's 9 and Marx's 2 classes) graph, chart, or wall-map on which to place the collages. Students will see whether they can depict and "read" subtle and more obvious class differences.</p> <p>Students will reflect on the activity in blog posts and explain which distinctions were easy to recognize, which were hard, whether they made any mistakes in the process or what the project made them realize about class.</p> <p>➤ Nineteen Eighty-Four</p> <p>Tier 1 → Activities/Strategies (Knowledge/Comprehension)</p> <p>Students will define the following terms: newspeak, historical revisionism, Proles, Big Brother, thoughtcrime, Inner Party, Outer Party.</p> <p>Students will take notes on Marxist Critical Theory powerpoint and discuss what signs, characters, or motifs they should look for when reading with this lens.</p> <p>They will begin reading Orwell's <i>Nineteen Eighty-Four</i>, paying particular attention to the way classes are distinguished in the story. Students should look for parallels between the book and Marx's concepts of proletariat/bourgeoisie.</p> <p>Tier 2 → Activities/Strategies (Application/Analysis)</p> <ol style="list-style-type: none"> 1. To understand what newspeak does to the inhabitants of Oceania, students will experience a day with limited means of expression. The teacher will designate one week for students to complete the following assignment and will notify all staff beforehand. For 24 hours, students will only be allowed to speak and write 10 words. Students should try their hardest to stick to these ten words only (in both speech, writing, and texting). 2. Students will write an essay on one of the following prompts: <ul style="list-style-type: none"> - Outline the social/economic hierarchy in Oceania. How does this support the Party and its goals? Do you think Orwell's writing supports Marx or refutes him?
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- Johnathon Swift's *A Modest Proposal* was an obvious satire of Ireland's economic strife. Could Orwell's *1984* be a kind of satire as well? If so, what is he satirizing and how does he do it? If not, how would you classify Orwell's novel and what is the purpose (beyond entertainment) does it serve?

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1. Students will write short reflections or blog posts about their newspeak experience. They should discuss whether they were successful or failed (meaning they could not complete a day with only ten words), what was most difficult for them, how other people reacted to their silence, and if this affected the way they interacted with information/people.
2. Students will peer edit each other's papers, using a detailed rubric as guidelines. They will offer each other suggestions/critiques before rewriting their rough drafts and submitting final copies to the teacher.

Performance Tasks/Assessments

Tests and Quizzes

- Vocabulary Test
- Reading Comprehension Quizzes

Writing Assignments

- Blog Posts
- Journal Entries
- *Nineteen Eighty-Four* Essay
- Newspeak Reflection
- Modest Proposal

Projects

- Class Collage
- Newspeak Day
- Modest Proposal Presentation

Resources:

Text:

The Communist Manifesto – Karl Marx and Frederick Engels
Class – Paul Fussell
A Modest Proposal Overview

Primary Source Materials:

A Modest Proposal – Johnathon Swift
Nineteen Eighty Four – George Orwell

Video(s):

John Green "Capitalism and Socialism: Crash Course" <https://www.youtube.com/watch?v=B3u4EFTwprM>
YoStrick9 "A Modest Proposal" <https://www.youtube.com/watch?v=Yf0LH8FtHAc>

Internet Resources: