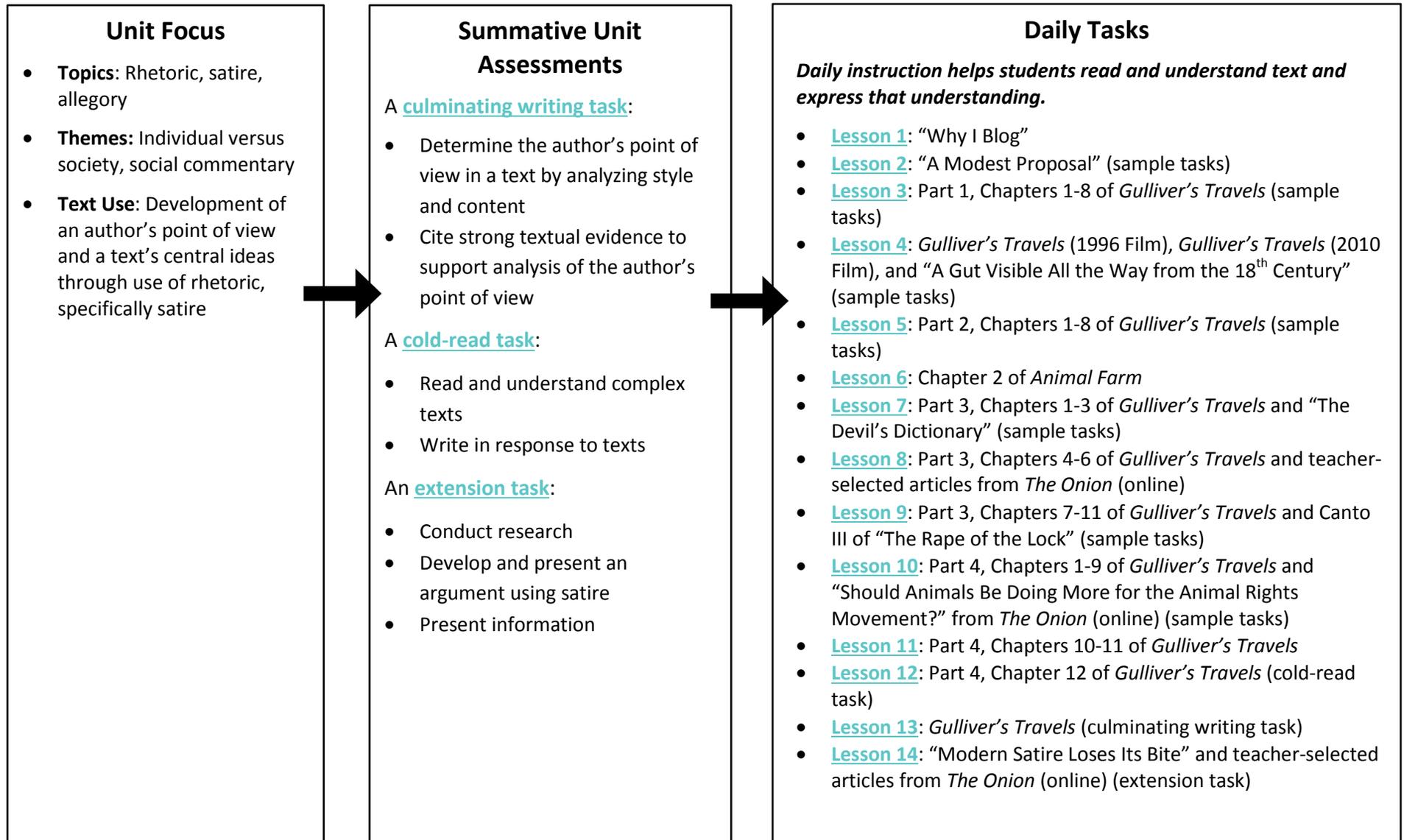


UNIT: GULLIVER’S TRAVELS

<p>ANCHOR TEXT</p> <p>Gulliver’s Travels (or here), Jonathan Swift (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “A Modest Proposal,” Jonathan Swift • Chapter 2 of Animal Farm, George Orwell • Canto III from “The Rape of the Lock,” Alexander Pope • The Onion (online), teacher-selected articles <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “Why I Blog,” Andrew Sullivan • “A Gut Visible All the Way from the 18th Century,” A. O. Scott • “The Devil’s Dictionary,” Ambrose Bierce • “Modern Satire Loses Its Bite,” Nicholas Swisher <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • Editorial cartoons (Art) • <i>Gulliver’s Travels</i>, Charles Sturridge (1996), and <i>Gulliver’s Travels</i>, Rob Letterman (2010) (Film) • “Should Animals Be Doing More for the Animal Rights Movement?,” <i>The Onion</i> (online) 	<p>UNIT FOCUS</p> <p>Students continue to learn that people use the written word to express their thoughts and ideas about social issues and attempt to persuade others to do the same. They will explore advanced rhetorical devices, including satire and allegory, and come to understand how they can use devices and techniques to advance their own arguments.</p> <p>Text Use: Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire</p> <p>Reading: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4a, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.10, RI.11-12.1, RI.11-12.4, RI.11-12.6, RI.11-12.7</p> <p>Writing: W.11-12.1a-e, W.11-12.2a-f, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.8a-b, W.11-12.9a-b, W.11-12.10</p> <p>Speaking and Listening: SL.11-12.1a-d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6</p> <p>Language: L.11-12.1a, L.11-12.2b, L.11-12.3a, L.11-12.4c, L.11-12.5a-c, L.11-12.6</p> <p>CONTENTS</p> <p>Page 466: Text Set and Unit Focus</p> <p>Page 467: <i>Gulliver’s Travels</i> Unit Overview</p> <p>Pages 468-472: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 473: Instructional Framework</p> <p>Pages 474-486: Text Sequence and Sample Whole-Class Tasks</p>
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Gulliver's Travels Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Age of Reason writer—and contemporary of Jonathan Swift—Alexander Pope penned, “Know then thyself, presume not God to scan/The proper study of Mankind is Man.” In *Gulliver’s Travels*, Swift uses satire to hold a mirror up to the follies of mankind. Lemuel Gulliver’s travels allow Swift to satirize everything from government and politics to academics and scientific study.

Consider how Swift develops a narrator with a perspective different from his own in order to convey his point of view to the reader. For example, how does Swift use Gulliver’s view of Europe’s superiority to highlight its inferior natures? (RL.11-12.6) In a multi-paragraph essay, explain how Swift’s point of view is conveyed through Gulliver’s choice of words, travels to imaginary lands, and attempts to explain his culture to others and other cultures to the reader. (RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5)

Teacher Note: Students should write a multi-paragraph essay that examines the authors’ point of view, introduces and develops a topic, cites and organizes strong and relevant textual evidence, uses varied transitions to create cohesion, uses precise language, establishes and maintains a formal style and objective tone, and provides a related conclusion. (RL.11-12.1; W.11-12.2 a, b, c, d, e, f; W.11-12.4; W.11-12.5; W.11-12.10) The completed writing should use general academic and domain-specific words and phrases; demonstrate command of conventions of grammar, usage, punctuation, and spelling; and utilize a variance of syntax for effect. (L.11-12.2b, L.11-12.3a, L.11-12.6) (Note: Use peer and teacher conferencing as well as small-group writing time to target student weaknesses in writing and improve student writing ability [e.g., using appropriate organization and style or correct grammar and punctuation].) (W.11-12.4, W.11-12.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> Topics: Rhetoric, satire, allegory Themes: Individual versus society, social commentary Text Use: Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire 	<p>This task assesses:</p> <ul style="list-style-type: none"> Determining the author’s point of view in a text by analyzing style and content Citing strong textual evidence to support analysis of the author’s point of view 	<p>Read and understand text:</p> <ul style="list-style-type: none"> Lesson 4 (sample tasks included) Lesson 5 Lesson 7 (sample tasks included) Lesson 11 <p>Express understanding of text:</p> <ul style="list-style-type: none"> Lesson 3 (sample tasks included) Lesson 10 (sample tasks included) Lesson 13 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read Part 4, Chapter 12 of *Gulliver's Travels* by Jonathan Swift independently, and then answer a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. **Teacher Note:** *EAGLE* offers a passage and question set from *Gulliver's Travels* (referenced in Lesson 3). This set may be used as a guide for developing similar assessment questions.

Sample questions:

1. Which statement best describes the central idea of this chapter? Which phrase from the chapter best helps develop the central idea? How does the central idea of this chapter build on others to produce Swift's purpose? (**RL.11-12.1, RL.11-12.2, RL.11-12.5, RL.11-12.10**)
2. In this chapter, Gulliver continues to extol the Houyhnhnms as the pinnacle of reason, "(f)or who can read of the virtues I have mentioned in the glorious Houyhnhnms, without being ashamed of his own vices?" What specific aspects of the Houyhnhnm culture cause Gulliver to feel this way? What impact does this have on Gulliver's judgment of mankind? What does this tell you about Swift's main idea? (**RL.11-12.2, RL.11-12.3, RL.11-12.10, W.11-12.4, W.11-12.9a, W.11-12.10**)
3. After providing the reader with "a faithful history" of his travels "for sixteen years and above seven months," Gulliver's journey ends where he began, in England. How does Swift's cyclical choice of "ending where he began" highlight the drastic change in the narrator's disposition toward humanity? How does Swift's choice to return Gulliver to England advance his rhetoric and allow him to further satirize the follies of humanity? (**RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.10, W.11-12.4, W.11-12.9a, W.11-12.10**)
4. Reread the following excerpt from Chapter 12:

But this description, I confess, does by no means affect the British nation, who may be an example to the whole world for their wisdom, care, and justice in planting colonies; their liberal endowments for the advancement of religion and learning; their choice of devout and able pastors to propagate Christianity; their caution in stocking their provinces with people of sober lives and conversations from this the mother kingdom; their strict regard to the distribution of justice, in supplying the civil administration through all their colonies with officers of the greatest abilities, utter strangers to corruption; and, to crown all, by sending the most vigilant and virtuous governors, who have no other views than the happiness of the people over whom they preside, and the honour of the king their master. (**RL.11-12.1, RL.11-12.6, RL.11-12.10**)

What argument does Gulliver make against colonizing the lands he discovered on his journeys? After describing the formation of a "modern colony," Gulliver makes an exception of his native country. Determine Swift's point of view on Britain's history of colonization by analyzing the distinction between what Gulliver states directly and what the author really means.

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have NOT been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Rhetoric, satire, allegory • Themes: Individual versus society, social commentary • Text Use: Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding complex texts • Writing in response to texts 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 8 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 12 (use this task)

EXTENSION TASK⁴

Work collaboratively to investigate modern works of satire (print or nonprint). Examples may include, but are not limited to, publications such as *The Onion*, comics such as *Dilbert*, sketch comedies such as *Saturday Night Live*, and films such as *The Truman Show*. (RI.11-12.7, SL.11-12.1a-b) As a group, chose one example and write an argument defending or disputing the claim presented in “[Modern Satire Loses Its Bite](#)” by applying the claims to the sample works of modern satire you reviewed. (RI.11-12.6, W.11-12.1, SL.11-12.2) Introduce and develop your argument with a logical organization and relevant evidence; create cohesion through words, phrases, and clauses; establish and maintain formal style and objective tone; and provide a relevant conclusion. (W.11-12.1a, b, c, d, e; W.11-12.4; W.11-12.5; W.11-12.10) Present your example of satire and argument as a group to the class. (SL.11-12.4)

Write a satirical proposal by selecting a social issue to satirize and researching this issue in order to provide an accurate, detailed description of the problem. Then, offer an “A Modest Proposal”–style solution to the problem, listing the advantages of your solution and defending it against counterclaims in order to support the need for social reform. (W.11-12.4, W.11-12.10, RI.11-12.7) Present your proposal to the class in a formal multimedia presentation, conveying a clear and distinct perspective with organization, development, substance, and style appropriate to the task, purpose and audience. (W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topics: Rhetoric, satire, allegory• Themes: Individual versus society, social commentary• Text Use: Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Conducting research• Developing and presenting an argument using satire• Presenting information	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1• Lesson 8 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks included)• Lesson 3 (sample tasks included)• Lesson 10 (sample tasks included)• Lesson 14 (use this task)

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁵ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

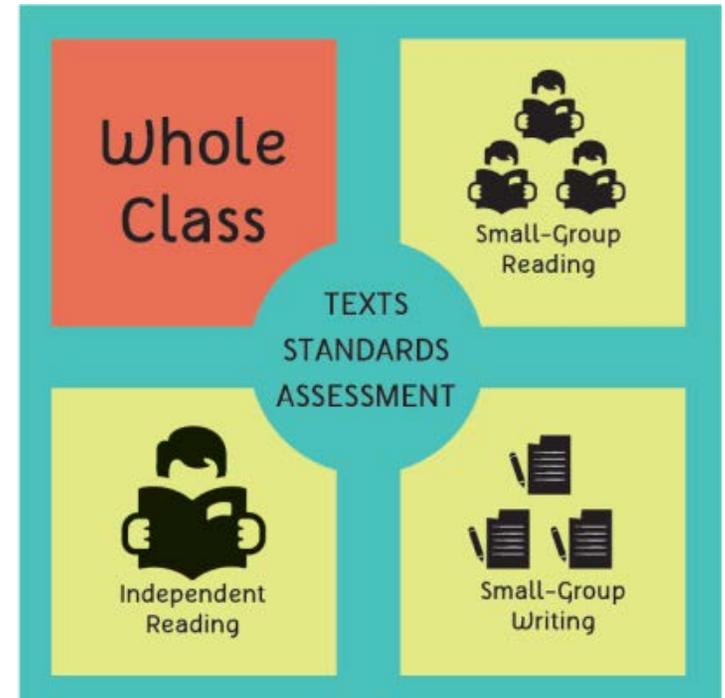
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁶</p> <p>“Why I Blog,” Andrew Sullivan</p>	<p>TEXT DESCRIPTION: In this informational essay, Andrew Sullivan explores the evolution of blogging into a literary form and the interaction between writers and readers. He asserts, “Words, of all sorts, have never seemed so now.”</p> <p>TEXT FOCUS: This article illustrates the unit focus, writers using the written word to express ideas about social issues. By determining the central idea of this text and analyzing the development of blogging as a form of writing, students can discuss writing as social commentary. Persuasive techniques and rhetorical devices should be introduced or reviewed before continuing with the unit. (RI.11-12.1, RL.11-12.2, RL.11-12.3) Because of the modern prose text and technological subject, assign this article for independent reading followed by whole-class discussion and analysis.</p>
<p>LESSON 2:</p> <p>“A Modest Proposal,” Jonathan Swift</p>	<p>TEXT DESCRIPTION: Jonathan Swift’s classic and controversial satirical proposal mocks unsympathetic attitudes toward the Irish poor by suggesting the Irish sell their young as a food source to the wealthier segments of society.</p> <p>TEXT FOCUS: This text introduces students to Swift’s style, including the impact of word choice on meaning and tone (e.g., “breeders”) and his use of satire and rhetorical devices. (RL.11-12.4, RL.11-12.6, RL.11-12.10) Students analyze how the structure of the text (e.g., listing advantages) contributes to its overall meaning. (RL.11-12.5)</p> <p>MODEL TASKS</p> <p>SAMPLE TASK:</p> <ul style="list-style-type: none"> • Access a sample lesson⁷ for “A Modest Proposal” that provides a guided reading of the text and a chart of commonly used satirical devices. The lesson is accessed by clicking on the “Instructional Plan” tab. After engaging students in the initial guided reading of “A Modest Proposal,” students should reread the text independently and paraphrase the central idea of each section in an online interactive note taker. • Note: The linked lesson contains a mock television newscast or editorial assignment with website listings that can be used for the Extension Task.
<p>LESSON 3:</p> <p>Part 1, Chapters 1-8 of Gulliver’s Travels (or here), Jonathan Swift</p>	<p>TEXT DESCRIPTION: In Part 1 of <i>Gulliver’s Travels</i>, Lemuel Gulliver narrates his adventures on the island of Lilliput, a nation comprising tiny people. Gulliver witnesses the Lilliputians’ penchant for war and absurd methods for advancing political offices.</p>

⁶ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁷ <http://www.readwritethink.org/classroom-resources/lesson-plans/seeking-social-justice-through-30827.html?tab=3#tabs>

TEXT SEQUENCE	TEXT USE
	<p>TEXT FOCUS: Part 1 introduces the structure of the text and the travel story satire Swift uses. As Gulliver journeys to the first imagined realm, analyze how the Lilliputians are introduced and developed in order to distinguish what is directly stated in the text from what is really meant. (RL.11-12.3, RL.11-12.5, RL.11-12.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze Part 1 of <i>Gulliver’s Travels</i> using the contrasts and contradictions Notice and Note signpost. They participate in a discussion of Swift’s satirical intents in describing the Lilliputians and write a response to the discussion.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read at least one chapter as a whole class to model the Notice and Note signpost,⁸ contrasts and contradictions (see page 114⁹), then assign the remaining chapters for independent reading, followed by whole-class discussion and analysis. EAGLE offers a passage¹⁰ and question set from this part of <i>Gulliver’s Travels</i>, which students can use as assessment practice. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • As the text is read, provide students with sticky notes for when they notice points in the novel in which the Lilliputians’ actions or thoughts clearly contradict those of Gulliver or contrast with patterns the reader would normally expect, suggesting Swift’s use of satire. (RL.11-12.6) • Note the contrasts and contradictions in the text as Gulliver explores Lilliput. Instruct students to use sticky notes to jot down their thoughts to questions, such as: <ul style="list-style-type: none"> ○ How is this society different from Gulliver’s? ○ What qualities does this civilization possess? ○ How do those qualities contradict Gulliver’s values? • At the end of the chapter, use chart paper to record student ideas on contrasts and contradictions. Have students record the notes in their journals for use later. Be sure students cite the page number and text in their notes as well.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁹ http://www.heinemann.com/shared/onlineresources/E04693/NoticeNote_sample.pdf

¹⁰ <https://www.louisianaeagle.org//pma/orca2/cgi-bin/passageView.pl?passageId=251>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Turn the discussion to an analysis of satire by asking students the following questions. As students discuss, they must cite evidence directly from the text to back up their argument. <ul style="list-style-type: none"> ○ How does Swift introduce and develop the Lilliputians? What does this say about what Swift is attempting to communicate? (RL.11-12.3) ○ How do Swift’s descriptions of the Lilliputian’s warlike nature and political processes convey his true intent? ○ How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means? (RL.11-12.6) ○ What has the adjective “lilliputian” come to mean? (Consult a dictionary if necessary.) How has this meaning been derived from Swift’s characterization? Cite evidence from the text to support your answer. (RL.11-12.1, RL.11-12.3, L.11-12.1a, L.11-12.4c) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students create a written response based on the class discussion, identifying the social and political issues that Swift is satirizing and analyzing how the Lilliputians convey his meaning. (RL.11-12.1, RL.11-12.3, RL.11-12.6, W.11-12.1a-b, W.11-12.9a, W.11-12.10) Instruct students to use this signpost and take notes as Gulliver travels to different imaginary realms.
<p>LESSON 4:</p> <p><i>Gulliver’s Travels</i>, Charles Sturridge (1996) (Film)</p> <p><i>Gulliver’s Travels</i>, Rob Letterman (2010) (Film)</p> <p><u>“A Gut Visible All the Way from the 18th Century,”</u> A. O. Scott</p>	<p>TEXT DESCRIPTION: The Sturridge adaptation of the literacy classic is a made-for-TV film that adheres to the plot of the text, but deviates in the structure. Letterman’s more recent version is a comedy not intent on presenting an accurate version or preserving the satirical implications of the original text. Of all Lemuel Gulliver’s voyages, only those involving the Lilliputians and Brobdingnagians are portrayed in this version. The <i>New York Times</i> review of Letterman’s film is written from the perspective of Jonathan Swift, incorporating his diction, syntax, and style.</p> <p>TEXT FOCUS: Theses two films provide the opportunity to analyze multiple interpretations of Swift’s satire, evaluating how each version interprets the source text. (RL.11-12.7) Although both change the structure, one is clearly a closer adaptation, keeping the satirical tone, while the other is a mere comedy. The scathing review of Letterman’s film is a parody in itself.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students view the clips from both films as a class, and then independently read and discuss the A. O. Scott article. Students then debate the two films, citing evidence from the films and the review prior to writing an argumentative claim.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Watch selected film clips (e.g., the voyage to Lilliput or Brobdingnag) as a whole class. • Have students independently read the film review, “A Gut Visible All the Way from the 18th Century.” <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Before students view the clips, prompt them to list key events from the source chapter(s) in the first column of a three-column graphic organizer. The graphic organizer should be set up in the following way: (1) key details from the chapter, (2) interpretation of events from Charles Sturridge’s film, (3) interpretation of events from Rob Letterman’s film. • As a class, come to consensus on the most critical events from the chapter. Be sure all students have those events listed in the first column of their graphic organizer. All should cite the page on which the event occurs. • Have students watch the clips from both films, detailing how each event is interpreted in the remaining two columns. (RL.11-12.7) • Have students read the <i>New York Times</i> review, “A Gut Visible All the Way from the 18th Century,” independently followed by a whole-class discussion. Ask students: <ul style="list-style-type: none"> ○ What is Scott’s central argument in his review? (RL.11-12.2) ○ What is Scott’s point of view? (RL.11-12.6) ○ Reread the first paragraph of the review. Cite specific words or phrases Scott uses that would be contested by modern conventions of standard English. (L.11-12.1a) How have conventions of usage changed over time? How does Scott’s different usage throughout impact the meaning and tone of the review? (RL.11-12.1, RL.11-12.4a, L.11-12.1a) ○ How do his rhetoric, style, and content contribute to persuasiveness of the text? (RI.11-12.6) • Reread the following passage from the text and analyze the impact of the author’s word choices. (RI.11-12.4) <ul style="list-style-type: none"> ○ “But such unhappy Matters need not detain us here. Indulge, rather, my views on ‘Gulliver’s Travels,’ which somewhat cleverly converts my great Satire into a gaudy, puerile Toy. My avowed purpose in composing that text, as any swot who has suffered the Duty and Dullness rampant in our Schools must know, was to employ my modest pen as a scourge against human Folly and the vanities of the Age. Having deemed itself unable to defeat those foes, this rendition of ‘Gulliver’s Travels’ chuses rather to join them.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Debate the following question using a philosophical chairs debate¹¹: “Which film is a better interpretation of the source, capturing not only Swift’s plot, but also his meaning and tone?” (RL.11-12.7) Form two student-led groups—one that believes that Sturridge’s is a more faithful adaptation and one that believes that Letterman’s is. Have students work together (defining individual roles as necessary) to form written opening arguments and collect supporting evidence (from the anchor text, film review, and films) with the goal of convincing as many classmates as possible to join their side. (RI.11-12.1, SL.11-12.1a-b, W.11-12.8a-b, W.11-12.10) During the debate, students will form two lines facing each other, each line representing a different side of the debate. They will present their claims, reasons, and evidence; pose questions that elicit elaboration; and respond to others’ claims with relevant ideas. (SL.11-12.1a, b, c; SL.11-12.4; SL.11-12.6) As students delineate the claims of the “other side” and evaluate the soundness of the reasoning and sufficiency of the evidence, they may acknowledge new ideas and strong evidence by the “other side” and modify their own views. To represent their change in views, they will “switch sides” by physically moving to the other line. (SL.11-12.1d, SL.11-12.3) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> After the debate, have students write a paragraph that introduces their final claim: Which is the most influential medium, text or film, to convey Swift’s main argument? Prompt students to acknowledge the opposing claim and support their claim with logical reasoning and relevant evidence to demonstrate an understanding of the text. (RL.11-12.1; W.11-12.1a-b; W.11-12.9a; W.11-12.10)
<p>LESSON 5:</p> <p>Part 2, Chapters 1-8 of Gulliver’s Travels (or here), Jonathan Swift</p>	<p>TEXT DESCRIPTION: In Part 2, Gulliver narrates his experiences in the land of Brobdingnag, a peninsula occupied by giants. Gulliver is forced to perform for money and is eventually taken to the king. At court, he attempts to describe the governments in Europe, much to the ridicule of the Brobdingnagian king.</p> <p>TEXT FOCUS: Part 2, Chapters 1-8 continue to develop Swift’s arguments through satire. As Gulliver journeys to another imagined realm, students analyze how the Brobdingnagians are introduced and developed in order to distinguish what is directly stated in the text from what is really meant. (RL.11-12.3, RL.11-12.5, RL.11-12.6) These chapters provide students the opportunity to analyze Swift’s satire of European government.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze Part 2 of <i>Gulliver’s Travels</i> using the contrasts and contradictions Notice and Note signpost. They participate in a discussion of Swift’s satirical intent in describing the Brobdingnagians and write a response to the discussion.</p>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students independently read the text. (RL.11-12.10) As they read, provide them with sticky notes to Notice and Note¹² when the Brobdingnagian society or culture clearly contradicts those of Gulliver or contrasts with patterns the reader would normally expect, suggesting Swift’s use of satire. (RL.11-12.6) Have students continue to build their three-column graphic organizer of contrasts and contradictions. Be sure that students note the page for each contrast and contradiction. • Have students share their notes from reading and summarize them as a class. Have students update their notes based on the class discussion. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to note the contrasts and contradictions in the text as Gulliver attempts to describe Europe to the Brobdingnagian king. Then facilitate a discussion by posing the following questions: <ul style="list-style-type: none"> ○ What impact is Swift attempting to make on the reader by introducing and developing the Brobdingnagians in this way? (RL.11-12.3) ○ “I cannot but conclude the Bulk of your Natives, to be the most pernicious Race of little odious Vermin that Nature ever suffered to crawl upon the Surface of the Earth.” What evidence could the king cite to give legitimacy of his condemnation of Europe? (RL.11-12.1, RL.11-12.2) ○ How does this criticism from the Brobdingnagian king assert Swift’s point of view? How does this point of view differ from the Gulliver’s? ○ How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means? (RL.11-12.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students write a short argument identifying Swift’s purpose in these chapters, citing strong and thorough textual evidence to support their inferences drawn from the text. (RL.11-12.1, RL.11-12.6, W.11-12.1)

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p>Chapter 2 of Animal Farm, George Orwell</p>	<p>TEXT DESCRIPTION: This allegorical text satirizes the events leading up to the Russian Revolution of 1917. The chapter depicts the rebellion of humanistic farm animals lead by two pigs against their human farmer under the commandment that “all animals are equal.” In this chapter, the principles of “Animalism” are established, and the animals refer to each other as “Comrade.”</p> <p>TEXT FOCUS: Reading this text after reading the voyage to Brobdingnag will allow students to explore the rhetorical device of allegory as a satire of systems of government. Students should analyze the impact of the author’s choices in setting and characterization while distinguishing what is directly stated in the text from what is really meant. (RL.11-12.3, RL.11-12.6) Although the syntax and diction of the text are less complex, assign this text for reading in small groups to facilitate discussion of Orwell’s satire, followed by a whole-class discussion and analysis.</p>
<p>LESSON 7:</p> <p>Part 3, Chapters 1-3 of Gulliver’s Travels (or here), Jonathan Swift</p> <p>“The Devil’s Dictionary,” Ambrose Bierce</p>	<p>TEXT DESCRIPTION: These chapters find Gulliver in Laputa, a floating island of mathematical, musical, and astronomical intellectuals incapable of practical knowledge. “The Devil’s Dictionary” is a satirical reference that provides cynical redefinitions of words.</p> <p>TEXT FOCUS: Have students determine the central ideas of these chapters by discerning what human follies Swift is satirizing. (RL.11-12.2, RL.11-12.6) Explore the rhetorical devices Swift uses to redefine intelligence and incorporate Bierce’s dictionary into the discussion. How do both authors use satire, sarcasm, irony, or understatement to inject realism into the lofty pursuit of the intellectual ideal? (RL.11-12.6, RI.11-12.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze Part 3, Chapters 1-3 of <i>Gulliver’s Travels</i> using the contrasts and contradictions Notice and Note signpost. They participate in a discussion of Swift’s satirical intents in describing the Laputans and write a response to the discussion.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students independently read the text. (RL.11-12.10) As they read, provide them with sticky notes to Notice and Note¹³ when the Laputans’ mindset or thoughts clearly contradict those of Gulliver or contrast with patterns the reader would normally expect, suggesting Swift’s use of satire. (RL.11-12.6) Have students continue to build their three-column graphic organizer of contrasts and contradictions. Be sure that students note the page for each contrast and contradiction.

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students share their notes from reading and summarize them as a class. Have students update their notes based on the class discussion. • Prompt students to note the contrasts and contradictions in the text as Gulliver attempts to learn and adapt to the way of life of Laputa. Then facilitate a discussion by posing the following questions: <ul style="list-style-type: none"> ○ What impact is Swift attempting to make on the reader by introducing and developing the characters of Laputa in this way? (RL.11-12.3) ○ How does Swift use the Laputans to critique science? Cite specific examples from the text to support this analysis. (RL.11-12.1, RL.11-12.2) ○ How does Gulliver’s opinion of Laputan women convey Swift’s point of view? Does this point of view differ from the Gulliver’s? ○ How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means? (RL.11-12.6) • After whole group discussion of Chapters 1-3, assign certain definitions from the “The Devil’s Dictionary” for small-group reading and analysis. Suggested entries that relate to Swift’s satire of abstract knowledge and gender issues: <i>education, idiot, fool, marriage, or queen</i>. • Break students into groups of three or four to read and analyze the use of satire, sarcasm, irony, or understatement in “The Devil’s Dictionary.” (RL.11-12.6) Have students develop a three-column graphic organizer where they (1) note the denotative meaning of the word, (2) paraphrase Bierce’s cynical definition, and (3) determine whether he uses irony, sarcasm, or understatement in his definition. <ul style="list-style-type: none"> ○ For example, compare Gulliver’s description of the Laputans with Bierce’s definition of “idiot.” <ul style="list-style-type: none"> ▪ “They are very bad reasoners, and vehemently given to opposition, unless when they happen to be of the right opinion, which is seldom their case. Imagination, fancy, and invention, they are wholly strangers to, nor have any words in their language, by which those ideas can be expressed; the whole compass of their thoughts and mind being shut up within the two forementioned sciences.” ▪ “IDIOT, n. A member of a large and powerful tribe whose influence in human affairs has always been dominant and controlling. The Idiot’s activity is not confined to any special field of thought or action, but ‘pervades and regulates the whole.’ He has the last word in everything; his decision is unappealable. He sets the fashions and opinion of taste, dictates the limitations of speech, and circumscribes conduct with a dead-line.”

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Both Swift and Bierce attempt to use satire, sarcasm, irony, or understatement to achieve their purpose. Determine each author’s purpose and the strategies each uses to convey his purpose, and evaluate the effectiveness of each author in achieving his purpose. (RL.11-12.6, W.11-12.1a-e, W.11-12.4, W.11-12.9a, W.11-12.10)
<p>LESSON 8:</p> <p>Part 3, Chapters 4-6 of Gulliver’s Travels (or here), Jonathan Swift</p> <p>The Onion (online), teacher-selected articles</p>	<p>TEXT DESCRIPTION: These chapters follow Gulliver as he descends into Lagado and visits the Academy, where theoretical minds work on useless, impractical experiments. <i>The Onion</i> online offers modern satirical science articles under the Science/Tech tab.</p> <p>TEXT FOCUS: Pairing modern satirical articles on science with Swift’s experiences at the Academy highlight his ironic description of scientists tirelessly working on projects that have no practical gain. (RL.11-12.6) Assign Chapters 4-6 for independent reading, followed by whole-class discussion and analysis. Select and pre-approve modern science articles from The Onion and allow students to read and discuss them in small groups.</p>
<p>LESSON 9:</p> <p>Part 3, Chapters 7-11 of Gulliver’s Travels (or here), Jonathan Swift</p> <p>Canto III of “The Rape of the Lock,” Alexander Pope</p>	<p>TEXT DESCRIPTION: Gulliver travels to an island of magic and sorcery, Glubbdubdrib, where the governor informs him that he can conjure any spirit from history. After conversing with key historical figures, Gulliver travels to Luggnagg and meets a vain and courtly king and learns of a group of immortal, but unhappy, people called Struldbrugs. In Canto III of “The Rape of the Lock,” life at Hampton Court is ridiculed as the epic card game battle and coffee service inspires the Baron in his plot for Belinda’s hair.</p> <p>TEXT FOCUS: Reading excerpts of “The Rape of the Lock” exposes students to a mock epic, another rhetorical device used for social commentary. In this excerpt and these chapters from <i>Gulliver’s Travels</i>, students determine themes concerning the dangers of pride and the insincerity of courtly flattery. (RL.11-12.2, RL.11-12.6) Analyze the impact of Swift’s and Pope’s choices for setting and characterization. (RL.11-12.3) Analyze how Pope’s structural choices in Canto III contribute to his overall meaning. (RL.11-12.5) The mock epic contains words and phrases demonstrating that usage conventions can change over time and is useful for analyzing their impact on meaning and tone. (RL.11-12.4, L.11-12.1a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze Part 3, Chapters 7-11 of <i>Gulliver’s Travels</i> using the contrasts and contradictions Notice and Note signpost, then read and analyze Canto III in small groups using TP-CASTT. Students compare the point of view of both texts and how they are developed. Students end the lesson discussing how the authors develop characters to satirize social customs.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students independently read <i>Gulliver's Travels</i>, Part 3, Chapters 7-11. • Have students read Canto III in small groups. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • After reading <i>Gulliver's Travels</i>, Part 3, Chapters 7-11, have students read and analyze Canto III using TP-CASTI¹⁴ in small groups, paying particular attention to the attitude and tone of the text. • Come back as a whole class to discuss how the language, tone, and point of view of the speaker develop a theme. (RL.11-12.2, RL.11-12.4, RL.11-12.6, L.11-12.5a-c) <p style="margin-left: 40px;">Then flash'd the living lightning from her eyes,</p> <p style="margin-left: 80px;">And screams of horror rend th' affrighted skies. Not louder shrieks to pitying Heav'n are cast, When husbands or when lap-dogs breathe their last, Or when rich China vessels, fall'n from high, In glitt'ring dust and painted fragments lie!</p> <ul style="list-style-type: none"> ○ Identify words and phrases with conventions that could be contested today. ○ How does the overly dramatized language of the excerpt contribute to the rich comic effect? ○ How does the comparison in the last two lines help to develop the tone? • Then discuss the actions and motivations of the Luggnagg king, the Baron, and Belinda in these texts. <ul style="list-style-type: none"> ○ How do these characters advance the authors' points of view? (RL.11-12.3, RL.11-12.6) ○ What language or techniques does the author use to develop the points of view of these characters? ○ How does the presence of contrasting points of view in the story develop a theme of the text? (RL.11-12.2, RL.11-12.6)

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Then conduct a fishbowl discussion¹⁵ based on the following questions: <ul style="list-style-type: none"> ○ In “An Essay on Criticism” Part II, Alexander Pope asserts that “pride, the never-failing vice of fools” blinds man’s judgment and misguides his mind more than any other vice. <ul style="list-style-type: none"> ▪ How does pride affect characters in both texts? (RL.11-12.3) ▪ How do the blinded judgment and misguided minds of these characters develop the authors’ use of satire or irony? (RL.11-12.6) ○ How do Swift and Pope introduce and develop characters in order to criticize social customs and courtly routines of their time? <p>Allow students time to prepare for the seminar by developing their claims and gathering evidence in advance of the seminar. (RL.11-12.1, W.11-12.8) During the seminar, divide the class into two circles (inner and outer). (SL.11-12.1b) Then have the inner circle discuss the questions for a certain time limit. (SL.11-12.1c, d; SL.11-12.4; SL.11-12.6) While the inner circle discusses, students in the outer circle will evaluate the reasoning and use of evidence of a person in the inner circle, noting any discrepancies in evidence. (SL.11-12.3) Have students in the outer circle track their evaluations and integrate ideas, information, and evidence from the discussion of the inner circle on a backchannel platform like TodaysMeet¹⁶. Then swap positions of the circles and repeat the process. (W.11-12.6, SL.11-12.2)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Following the seminar, have students write a timed essay in response to the seminar question: How do Swift and Pope introduce and develop characters in order to criticize social customs and courtly routines of their time? Prompt students to introduce claims and distinguish those claims from opposing claims gleaned from the seminar, citing relevant evidence as support. (W.11-12.1a-b, W.11-12.4, W.11-12.10)
<p>LESSON 10:</p> <p>Part 4, Chapters 1-9 of Gulliver’s Travels (or here), Jonathan Swift</p> <p>“Should Animals Be Doing More</p>	<p>TEXT DESCRIPTION: In these chapters, Swift humanizes animals and animalizes humans as Gulliver travels to the land of the Houyhnhnms. In this world, intelligent, rational horses live in a cooperative, calm society while humanlike beings called Yahoos live in savagery. Gulliver learns the language of the Houyhnhnms and details of their rational society, then explains the government, war, money, and food of Europe. As he spends time contrasting the Yahoos with the Houyhnhnms, Gulliver decides he would rather stay with the Houyhnhnms than return home. <i>The Onion</i> video satirizes animal activists in a fake discussion promoting the idea that animals should be active in the animal rights movement.</p>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ <https://todaysmeet.com/>

TEXT SEQUENCE	TEXT USE
<p>for the Animal Rights Movement?” <i>The Onion</i> (online)</p>	<p>TEXT FOCUS: The introduction and development of the Houyhnhnms as characters not only impacts Gulliver, but the theme and tone of the novel as well. (RL.11-12.2, RL.11-12.3, RL.11-12.6) This satirical video connects to the Houyhnhnms and <i>Animal Farm</i> in that it presents the idea of animals actively petitioning for their own rights. It highlights both Orwell’s and Swift’s introduction and development of animals as characters in governmental positions. (RI.11-12.6, SL.11-12.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students independently read and analyze Part 4, Chapters 1-9 of <i>Gulliver’s Travels</i> using the contrasts and contradictions Notice and Note signpost. They participate in a discussion of Swift’s satirical intent in describing the Houyhnhnms, then view and discuss a satirical video clip on animal rights. Students conclude the lesson by writing a response to the discussion.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students independently read the text. (RL.11-12.10) As they read, provide them with sticky notes to Notice and Note¹⁷ when the Houyhnhnms’ actions or thoughts clearly contradict those of Gulliver or contrast with patterns the reader would normally expect, suggesting Swift’s use of satire. (RL.11-12.6) Have students continue to build their three-column graphic organizer of contrasts and contradictions. Be sure that students note the page for each contrast and contradiction. • Have students share their notes from reading and summarize them as a class. Have students update their notes based on the class discussion. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Conduct a discussion of Swift’s satire by asking students: <ul style="list-style-type: none"> ○ What has the word “Yahoo” come to mean? (Consult a dictionary if necessary.) How has this meaning been derived from Swift’s characterization? Cite evidence from the text to support your answer. (RL.11-12.1, RL.11-12.3, L.11-12.1a, L.11-12.4c) ○ What impact is Swift attempting to make by introducing and developing the characters of the Houyhnhnms and the Yahoos this way? (RL.11-12.3)

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ What is Swift insinuating by contrasting the reasonable society of the Houyhnhnms with the barbaric one of the Yahoos? (RL.11-12.6) ○ How does Swift use the narrator, Gulliver, to distinguish what is directly stated in the text from what he really means? (RL.11-12.6) • Project the satirical video to the whole class for viewing and discussion. After viewing, pose questions such as: <ul style="list-style-type: none"> ○ What is the central idea of this fake panel discussion? (RL.11-12.2) ○ How does this central idea impact the true intent of <i>The Onion</i>? (RL.11-12.6) ○ How does the humanization of animals convey the satirical messages? (RL.11-12.2, RL.11-12.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students write a short argument identifying Swift’s purpose¹⁸ in humanizing animals and animalizing humans in these chapters, citing strong and thorough textual evidence to support their inferences. (RL.11-12.1, RL.11-12.6, W.11-12.1)
<p>LESSON 11:</p> <p>Part 4, Chapters 10-11 of Gulliver’s Travels (or here), Jonathan Swift</p>	<p>TEXT DESCRIPTION: Although Gulliver is content to stay with the Houyhnhnms, his master is told that he cannot stay. Gulliver attempts to find another island to spend the rest of his days, but he eventually returns home.</p> <p>TEXT FOCUS: These chapters highlight the impact of the Houyhnhnms on Gulliver. Analyze Swift’s choices in structure and setting as Gulliver returns home. (RL.11-12.3, RL.11-12.5) Assign Chapters 10-11 for independent reading, followed by whole-class discussion and analysis.</p>
<p>LESSON 12:</p> <p>Part 4, Chapter 12 of Gulliver’s Travels (or here), Jonathan Swift</p>	<p>TEXT DESCRIPTION: This final chapter finds Gulliver returned to his home of England, obliged to write of his discoveries. Swift shows the profound effect of his travels, as Gulliver cannot tolerate living with the Yahoos.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 13:</p> <p>Gulliver’s Travels (or here), Jonathan Swift</p>	<p>TEXT DESCRIPTION: The entire text of <i>Gulliver’s Travels</i> will be used for this Culminating Writing Task.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

¹⁸ For example, human behavior, animal rights, Britain’s treatment of non-whites, or rational, non-feeling cultures.

TEXT SEQUENCE	TEXT USE
<p>LESSON 14:</p> <p>“Modern Satire Loses Its Bite,” Nicholas Swisher</p> <p>The Onion (online), teacher-selected articles</p>	<p><u>TEXT DESCRIPTION:</u> Swisher’s article accuses modern satire of being “toothless” in the age of political correctness and public apologies and “legitimate and mainstream” because of advertisers and politicians trying to be hip.</p> <p><u>TEXT FOCUS:</u> After a thorough study of Age of Reason satire, this article focuses students on satire in today’s society. Students determine the author’s purpose in writing the article and are led to conduct an investigation to validate or refute it.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>