

# The Chrysalids:

## Life on the Fringes

### Summary

This unit, centred around John Wyndham's *The Chrysalids*, focuses on developing analytic and creative reading skills, as well as reader-response skills. Students will be encouraged to use *The Chrysalids* as an anchor for an exploration of prejudice, normalizing, social injustice, dystopia, intolerance, science, and technology. By drawing connections between texts and the real world, students will develop an understanding of how texts reflect on our world (this is particularly true for science fiction and speculative fiction) and will be encouraged to think more deeply about social justice.

### Outcomes

#### GCOs

- 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically
- 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts
- 6: Students will be expected to respond personally to a range of texts
- 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre
- 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
- 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

#### SCOs

- 1.1 Examine others' ideas to clarify and further their comprehension
- 1.2 Develop ideas by asking relevant questions and responding thoughtfully
- 1.4 Listen critically to analyze and evaluate to formulate and refine opinions and ideas
- 2.3: Ask and respond to questions, including those related to complex texts and tasks
- 4.1: Read a wide variety of print texts recognizing the relevance to their lives and community
- 4.2: Read a wide variety of media and visual texts, focusing on the structure, genre, style, and cultural diversity
- 6.1: Recognize and articulate information from texts that trigger personal responses
- 6.2: Make connections between the ideas and information presented in texts and their own experiences
- 6.2: Make connections among the themes, issues, and ideas expressed in texts

- 6.4: Demonstrate a willingness to explore multiple perspectives
- 6.6: Articulate feelings about ambiguities in complex texts to clarify their understanding
- 7.2: Recognize how artful language and structures of genre and text can influence the reader or viewer
- 7.5: Analyze the merits of language, ideas, and other characteristics of texts and genres
- 7.7: Explore ways texts reveal and produce ideologies, identities, and positions
- 7.8: Reflect on their responses to texts, considering their own and others' social and cultural contexts
- 8.1: Use writing and other ways of representing to: explore, interpret, and reflect on their own experiences with a range of texts and issues; monitor their language and learning processes and strategies; record and assess their language and learning achievements; express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes
- 8.3: Make informed choices of language and techniques to enhance imaginative writing and other ways of representing
- 9.2: Create coherent structures in writing and media production: make informed choices of form, style, and content for audience and purposes; use effective strategies to engage the reader or viewer
- 10.1: Apply a variety of writing and representation strategies to construct increasingly complex texts
- 10.4: Demonstrate a commitment to crafting a range of writing and other representations

**Time Frame**

3.5-4.5 weeks (18-22 days)

**Outline**

Introduction:	2 classes	
Chapters 1, 2, 3:	2 classes	
Chapters 4, 5: Close to Home	2 classes	
Chapters 6, 7, 8: Injustice & Complacency	2-2.5 classes	
Chapters 9, 10, 11: "What makes a man a man?"	3 classes	
Test	1 class	
Chapter 12 & "The Valedictorian"	2 classes	
Chapters 13, 14, 15: Life on the Fringes	1.5 classes	
Chapters 16, 17: "The essential quality of living"	2 classes	
Conclusion & Portfolios	2-3 classes	
		TOTAL: 20-22 classes

**Assessment**

1. *Test:* Students will be asked to develop their own test for the unit (i.e., what they would expect their peers to know) including an answer key assigning points to varying answers. They will be given Bloom's Taxonomy and encouraged to think about what questions matter and how answers connect to those questions.

2. *Writing Prompts/Tasks*: Every day or every other day. These are informal assessments that should hit up multiple intelligences and multiple modes of expression, and for which students can solicit feedback and input.
3. *Portfolio*: Contains self-selected prompts, test, and culminating performance task/project (can be selected from variety of options... See attached hand-out)
4. *Reading Groups*: Students will discuss writing prompts/certain themes of each chapter in groups (informal assessment)

### **Texts**

*After: Nineteen Stories of Apocalypse and Dystopia*. Eds. Ellen Datlow and Terri Windling. New York: Hyperion, 2012. Anthology.

Harden, Blaine. *Escape from Camp 14*. London: Pan, 2012.

Jemisin, N.K. "The Valedictorian." *After: Nineteen Stories of Apocalypse and Dystopia*. Eds. Ellen Datlow and Terri Windling. New York: Hyperion, 2012. 45-63.

LeGuin, Ursula. "The Ones Who Walk Away From Omelas." <<http://harelbarzilai.org/words/omelas.txt>>

Olson, Carol Booth. *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom* (3rd ed.). Boston: Pearson, 2011.

Roberts, C. "Checklist for Personal Values." <<http://www.selfcounseling.com/help/personalsuccess/personalvalues.html>>

Scalzi, John. *Fuzzy Nation*. New York: Tor, 2011. Kobo.

*Star Trek: The Next Generation*. "The Measure of a Man." Season Two, Episode 9. Netflix.

*X-Men*. 2000. DVD.

*X-Men 2*. 2003. DVD.

Wyndham, John. *The Chrysalids*.