

LESSON PLAN

# Decoding the Dystopian Characteristics of Macintosh's "1984" Commercial



Grades 9 - 12

Lesson Plan Type Minilesson

Estimated Time 50 minutes

Lesson Author



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Publisher



## STANDARDS

### COMMON CORE STANDARDS

This resource has been aligned to the Common Core State Standards for states in which they have been adopted. If a state does not appear in the drop-down, CCSS alignments are forthcoming.

Kentucky 10 GO

### KY.CC.9-10.RI. Reading Standards for Informational Text

#### Key Ideas and Details

- 9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Craft and Structure

- 9-10.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.RI.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Integration of Knowledge and Ideas

- 9-10.RI.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the

reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## **KY.CC.9-10.W. Writing Standards**

9-10.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **KY.CC.9-10.L. Language Standards**

### **Vocabulary Acquisition and Use**

9-10.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

9-10.L.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

9-10.L.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

For a more in-depth look at CCSS that align to this resource, visit the full version of the [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#).

## **NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

