Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TG: \_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_

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| **Connections**  **AS 91104 (English 2.7):** Analyse significant connections across texts, supported by evidence  **The FUTURE of Humanity:**  **An examination of dystopia and its effects.** |



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| https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQLDO095ju6Rb4AheGUXiRMwPqybNJH7cMYYLhOlMXWzQBbzqSkhttp://i35.photobucket.com/albums/d164/Zomular/neo_ruins_3.jpg |

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| Show evidence that at least four texts have been read and that one has been independently selected. | | |
| Analyse significant connections across texts, supported by evidence. | Analyse significant connections across texts ***convincingly***, supported by evidence. | Analyse significant connections across texts ***perceptively***, supported by evidence. |

Dystopia, Power, Heroes and Villains

* Analyse significant connections across texts involves recognising and interpreting connections across texts.
* Analyse significant connections convincingly across texts involves developing reasoned and clear interpretations of connections across texts.
* Analyse significant connections perceptively across texts involves developing insightful and/or original interpretations of connections across texts.

*Significant connections* are connections of importance and consequence and may relate to:

* purposes and audiences
* ideas
* language features
* structures.

*Supported by evidence* refers to the use of specific and relevant details from the text to support analysis.

At least four texts (written, oral and/or visual; short and/or extended) must be included. The texts selected for study may be any combination of written, visual and/or oral. At least one text must be student selected.

**Complete the mind-map on the following page to help you plan your connections:**

* Select 4 texts
* Write connecting words along the dotted lines between the text titles
* Develop the connections between texts writing notes in the spaces between the lines

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**Text2**

**Text3**

**Text4**

**Text1**

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| **Connection Title:** | | |
| Provide a brief summary of what you expect to find while doing this theme investigation: | | |
| **Tracking my texts:** | | |
| Title of text | Author/director | Brief summary of what the text is about: |
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Divide the key words between positive connotations and negative connotations:

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| **Negative connotations** | **Positive connotations** |
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List key words (from the mind-map):

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Choose two texts to connect using words with positive connotations and choose two texts to connect using words with negative connotations. These will form your ***negative*** and ***positive*** ideas:

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| --- | --- | --- | --- |
| **Negative idea** | | **Positive idea** | |
| **Text 1** | **Text 2** | **Text 3** | **Text 4** |
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| Now, let’s use the words from the ***negative*** list to describe the negative idea that appears in the two texts you chose to connect. |
| **Negative idea** |
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Connect ***negative*** texts 1 & 2:

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| *(you may write bullet point notes here)* |
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***Negative text 1:***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. Mini statement
2. Example
3. Explanation
4. Why important

Write about the negative idea. Use key words from above.

When you write about the second text, explain how it is similar to the first text.

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| *(you may write bullet point notes here)* |
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***Negative text 2:***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. Mini statement
2. Example
3. Explanation
4. Why important

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| Now, let’s use the words from the ***positive*** list to describe the positive idea that appears in the two texts you chose to connect. |
| **Positive idea** |
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And finally, connect ***positive*** texts 3 & 4:

***Positive text 3***

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1. Mini statement
2. Example
3. Explanation
4. Why important

Write about the positive idea. Use key words from above.

When you write about the fourth text, explain how it is similar to the third text.

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| *.(you may write bullet point notes here)* |
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***Positive text 4***

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1. Mini statement
2. Example
3. Explanation
4. Why important

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| Text Title: | Writer/director: |
| *Brief summary/paragraph of how this text presents the theme:*  In what ways are dystopias and their consequences shown? Consider the setting (place and date) links to historical events, character actions and reactions. | |
| ***Bullet points/notes of different ways this theme is presented****: Include evidence; quotes, scenes, language features, camera shots, specific details to help support your points* | |
| *Which example of the theme stood out to you the most and why?* | |
| *What have you learnt from this text?* | |

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| Text Title: | Writer/director: |
| *Brief summary/paragraph of how this text presents the theme:*  In what ways are dystopias and their consequences shown? Consider the setting (place and date) links to historical events, character actions and reactions. | |
| ***Bullet points/notes of different ways this theme is presented****: Include evidence; quotes, scenes, language features, camera shots, specific details to help support your points* | |
| *Which example of the theme stood out to you the most and why?* | |
| *What have you learnt from this text?* | |

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| Text Title: | Writer/director: |
| *Brief summary/paragraph of how this text presents the theme:*  In what ways are dystopias and their consequences shown? Consider the setting (place and date) links to historical events, character actions and reactions. | |
| ***Bullet points/notes of different ways this theme is presented****: Include evidence; quotes, scenes, language features, camera shots, specific details to help support your points* | |
| *Which example of the theme stood out to you the most and why?* | |
| *What have you learnt from this text?* | |

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| Text Title: | Writer/director: |
| *Brief summary/paragraph of how this text presents the theme:*  In what ways are dystopias and their consequences shown? Consider the setting (place and date) links to historical events, character actions and reactions. | |
| ***Bullet points/notes of different ways this theme is presented****: Include evidence; quotes, scenes, language features, camera shots, specific details to help support your points* | |
| *Which example of the theme stood out to you the most and why?* | |
| *What have you learnt from this text?* | |

This is designed to help you put together your paragraphs. Remember it is only a guide and you may wish to change words / sentences ☺ Write your paragraphs on the ***negative*** idea first (texts 1 & 2), and then on the ***positive*** idea (texts 3 & 4)

**Texts 1 & 3**

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| **Big Statement**  **In** [name of text] ***directed / written* by** [name of director/writer] **and** [name of second text] ***directed/ written* by** [director/ writer] t**he connecting theme of dystopian genre elements** [the main point of your paragraph: this can be your negative idea and your positive idea]. |

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| **Mini Statement**  **In** [name of first text to discuss] [director/ writer’s surname in (brackets)] **shows this connection of** [what the point of your paragraph is: i.e. negative or positive idea]  **through** [describe the example you are going to talk about BUT DO NOT USE THE QUOTE/ EVIDENCE YET] |
| **Example 1**  **This example is shown when** [describe the example in more detail and use the **quote** or **film techniques** that support it]  **OR**  **This is shown through the quote,** “insert your quote here” |
| **eXplanation 1**  **This is important because** [explain to the marker why this evidence is important and what it tells us about the theme]   * *Consider how the characters might feel* * *What it tells us about society at that time* * *How you might feel in that situation* |
| **whY important? Your link back**  **It made me** *think / feel / believe/ imagine / realise* [describe how it changed views or made you learn something new. This part is personalised like a reading log] |

**Texts 2 & 4**

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| **Mini Statement for Text Two**  **This connection is also developed through** [what the point of your paragraph is] **in** [title of second text] ***directed/ written by*** [director / author]. |
| **Example 2**  **This example is shown when** [describe the example in more detail and use the **quote** or **film techniques** that support it]  **OR**  **This is shown through the quote,** “insert your quote here” |
| **eXplanation 1**  **This is important because** [explain to the marker why this evidence is important and what it tells us about the theme]   * *Consider how the characters might feel* * *What it tells us about society at that time* * *How you might feel in that situation* |
| **whY important? Your link back**  **It made me** *think / feel / believe/ imagine / realise* [describe how it changed views or made you learn something new. This part is personalised like a reading log] |

Texts 1 & 2 – ***negative idea***

**Mini statement - Text 2: (use your notes and the structure above to write this paragraph)**

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**Mini statement - Text 1: (use your notes and the structure above to write this paragraph)**

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**Big statement: (write a brief explanation of your first connection –** *the negative idea***)**

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Texts 3 & 4 – ***positive idea***

**Mini statement - Text 4: (use your notes and the structure above to write this paragraph)**

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**Mini statement - Text 3: (use your notes and the structure above to write this paragraph)**

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**Big statement: (write a brief explanation of your second connection****-** *the positive idea***)**

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**Conclusion: (write a brief summary of how each of the four texts link together)**

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| http://api.ning.com/files/BfJIQarv7Anu*u*5SDcrOgfEZPmDtGDnAJ1ARWxeixXALyrmmTyLmeG2M484bJ-Y9zpFehZrKxZnJifw6YvGbvR9vI4LKs-H/divergent_hq.jpg“Every faction conditions its members to think and act a certain way. And most people do it. For most people, it's not hard to learn, to find a pattern of thought that works and stay that way. But our minds move in a dozen different directions. We can't be confined to one way of thinking, and that terrifies our leaders. It means we can't be controlled. And it means that no matter what they do, we will always cause trouble for them.” [Veronica Roth](http://www.goodreads.com/author/show/4039811.Veronica_Roth), [*Divergent*](http://www.goodreads.com/work/quotes/13155899) ―. | [Suzanne Collins](http://www.goodreads.com/author/show/153394.Suzanne_Collins)“Taking the kids from our districts, forcing them to kill one another while we watch – this is the Capitol’s way of reminding us how totally we are at their mercy.”  ― [Suzanne Collins](http://www.goodreads.com/author/show/153394.Suzanne_Collins) |
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| George Orwell “No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?” Animal Farm –George Orwell | http://inktank.fi/wp-content/uploads/2013/08/1984+orwell.jpg. ‘We know that no one ever seizes power with the intention of relinquishing it. Power is not a means, it is an end.’ Nineteen-Eighty Four, George Orwell |
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| http://interestingliterature.files.wordpress.com/2013/07/bradbury.jpg “There must be something in books, something we can’t imagine, to make a woman stay in a burning house; there must be something there. You don’t stay for nothing.”  ― [Ray Bradbury](http://www.goodreads.com/author/show/1630.Ray_Bradbury), [*Fahrenheit 451*](http://www.goodreads.com/work/quotes/1272463) | http://www.huxley.net/huxley2.jpg**“Words can be like X-rays if you use them properly — they’ll go through anything. You read and you’re pierced.”** Brave New World — Aldous Huxley |