

DADES: Ongoing Online Discussions

Mr. Lobdell • Sci-Fi/Fantasy Lit

Along with reading and discussing this book in class, there are 7 online discussions for you to participate in. These are available on the class blog (which is on the class website), or you can get to them instantly by scanning the QR codes below. Log in to join the conversations.

You must **contribute 10 times** to these discussions before the unit test. Your contributions may be in the form of original posts or comments to your colleagues' posts. (All of your posts will be moderated before they appear on the blog, so don't worry if your posts don't appear immediately.)



Human Substitutes? What aspects of humanity have artificial substitutes and why? Are these things good? Or are they troubling?

Power Structures? How are hierarchical systems of power used in this novel? How have we as a society done the same thing?



Celebrity Culture? What is the role of Buster Friendly and his Friendly Friends? Does it matter that Buster is an android? What is Dick suggesting about celebrity culture?

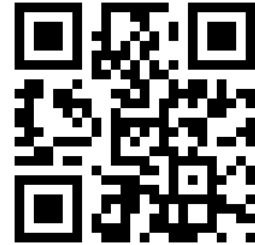
Androids as Freedom Fighters? Can you empathize with the androids' quest for freedom? Are they, in many ways, like many other marginalized groups in our own history (African Americans, Native Americans, undocumented residents, and others) who have been dehumanized and who have had to fight for their freedom?





More or Less Human? Sometimes the androids in this novel seem more human than the humans—especially the protagonist, Deckard. Why might that be the case?

Our Technological Children? Can we separate ourselves from our technological creations? If we create them, are we responsible for taking care of them? If we create them, are we responsible for what they do?



Should We Measure Everything? Think about our society's emphasis on measurability and rationality. Has it killed our appreciation for emotional intelligence, creativity, and the arts—some of the things that we say make us human? Or has all that data helped us in some way?

When responding on these class blogs, certain rules apply:

- Please do your best to write in Standard English--no texting abbreviations or sloppy writing.
- Strive for the following: Mutual Respect, Read Attentively, Everyone has the Right to Participate, and No Negativity or Putdowns.
- Remember, though your identities are "hidden" from each other on these blogs, I know who you are, so you don't need to include your name in your response.

Your 10 posts are due by _____. Feel free to post more than 10 times, and come back to the site to see what others have said about what you've said.

2001: A Space Odyssey – Online Exploration

Mr. Lobdell • Sci-Fi/Fantasy Lit

The movie we're about to watch is different. Some people hate it, some people love it, but it is unquestionably one of the greatest science fiction movies ever made. Everyone who knows sci-fi knows about this movie—and now you will too. Below are some sites you might want to explore before and while watching the movie. Use a QR Code reader to follow the codes, or point any internet browser to the URLs below each code.

The Movie Advocate's Review



<http://bit.ly/AFhs0K>

Kubrick 2001: Space Odyssey Explained



<http://www.kubrick2001.com/>

(requires Flash; won't work on an iOS mobile device)

Legacy.com's article on Clarke & 2001



<http://bit.ly/wMAIm7>

Wikipedia's Entry on 2001



<http://bit.ly/16dd7m>

Kubrick & Beyond: Book-Length Look at 2001



<http://bit.ly/qAjyE5>

2001 Internet Resource Directory



<http://bit.ly/zbAJ5M>

***I, Robot* Children's Stories**

Mr. Lobdell • Sci-Fi/Fantasy Lit

Below are links (and QR Codes) that will take you to the children's story versions of the chapters/stories in Isaac Asimov's novel, *I, Robot*. Your assignment today is:

1. Retrieve your iPod from the cart
2. Meet with your Novel Group
3. Share your stories with each other.
4. The person who was a part of the team who wrote the story should read/tell the story to the rest of the group.
5. The rest of the group members should scan the codes so that they can follow along on their own iPods as the teller shares the story.

If you have questions about the story, ask them! Take notes on characters and plot as you listen.

Remember: the *I, Robot* test will cover the entire novel—not just the story you worked on in your Chapter Group—so this story sharing is important.

Chapter 1: Robbie



<http://bit.ly/yRaUk8>

Chapter 3: Reason



<http://bit.ly/wcl8cl>

Chapter 2: Runaround



<http://bit.ly/xhtYHS>

Chapter 4: Catch That Rabbit



<http://bit.ly/z2ARcj>

Chapter 5: Liar!



<http://bit.ly/yex7V2>

Chapter 8: Evidence



<http://bit.ly/AyXE7t>

Chapter 6: Little Lost Robot
(Missing at time of publication)

Chapter 7: Escape!



<http://bit.ly/zAPSeU>

Chapter 9: The Eitable Conflict



<http://bit.ly/xLMpwr>

The End!

Sonnet Discovery

Mr. Lobdell • English

Over the next several days, we will explore and discuss the sonnet—a poetic form. Your objective today is to analyze 3 examples of this form and see what you can deduce about the form from these examples. You will work with a small group, and each group will be assigned 3 poems to explore. You will use a class iPod and the indicated apps. (You may use your own electronic device if you have access to the necessary apps.)

The following poems may be found easily by using the search feature in the **Poetry** app.

1. "Composed Upon Westminster Bridge, September 3, 1802" by William Wordsworth
2. "Mowing" by Robert Frost
3. "My mistress' eyes are nothing like the sun" (Sonnet 130) by William Shakespeare
4. "The New Colossus" by Emma Lazarus
5. "On First Looking into Chapman's Homer" by John Keats
6. "Ozymandias" by Percy Bysshe Shelley
7. "Shall I compare thee to a summer's day?" (Sonnet 18) by William Shakespeare
8. "When I Consider How My Light Is Spent" by John Milton



To find the following poems, use a QR Code scanner (**i-nigma** works the best) to scan the code provided for each.



9. "Death, be not proud"
(Holy Sonnet 10) by John Donne



10. "How Do I Love Thee?"
by Elizabeth Barrett Browning



11. "Leda and the Swan"
by William Butler Yeats



12. "The Oven Bird" by Robert Frost



13. "Putting in the Seed"
by Robert Frost



14. "Range-finding" by Robert Frost



15. "the sonnet-ballad"
by Gwendolyn Brooks



16. "The world is too much with us"
by William Wordsworth

The **i-nigma** app icon:



Use the chart on the back to record your observations about each poem and your conclusions about sonnets.

Sonnet Characteristics Chart

Name(s): _____

Sonnet Title			
Number of Lines			
Number of Stanzas			
Number of Lines per Stanza			
Rhyme Scheme			
Meter			
Topic(s) & Tone(s)			
Other Observations			










Based on your observations from these 3 examples, what can you conclude about sonnets in general?

Poetry Puzzle: Sonnets 1

Mr. Lobdell • English

Name: _____

In the boxes below are QR Codes which, when scanned, will reveal pieces of 3 sonnets. Working with partners (this works best if you have 3 iPods or smart phones per group), scan the codes and put the pieces together to reconnect each sonnet. Pay attention to rhyme scheme, the poet's use (or non-use) of meter, diction, tone and topic (including the turn) in order to decide how to reassemble each poem. There is space provided below the QR Codes for you to use the letters in the boxes to list for each poem the order in which the pieces should appear.

<p style="text-align: center;">A</p> 	<p style="text-align: center;">B</p> 	<p style="text-align: center;">C</p> 
<p style="text-align: center;">D</p> 	<p style="text-align: center;">E</p> 	<p style="text-align: center;">F</p> 
<p style="text-align: center;">G</p> 	<p style="text-align: center;">H</p> 	<p style="text-align: center;">I</p> 

Immortality
By Matthew Arnold

_____, _____, _____

Farewell to Poetry
By Théophile Gautier

_____, _____, _____

Love Recidivus
By Lisa Barnett

_____, _____, _____

Introduction to Dystopia

Collaborative QR Code Webquest

Mr. Lobdell • English 101/102

Dystopia: A Brief Summary



<http://bit.ly/nAQJr>

- Dystopias are oppressive and controlling places that maintain the illusion of perfection. What are some of the types of oppression or control common in dystopias?
- What are some common characteristics of a dystopian protagonist?

Dystopia: Wikipedia Entry



<http://bit.ly/byRVdf>

- Find the list of “Works with dystopian themes in various media.”
- Surf the lists of dystopian films or literature to see if you’ve seen or read any of them. List those you have some familiarity with.

1984: Wikipedia Entry



<http://bit.ly/Bzue>

- Who is the author of *1984*?
- Briefly summarize what *1984* is about.
- Find the section labeled “The world in *1984*.”
 - What is the setting of the novel?
 - What are the three Ministries, and what is the function of each in the world of the novel?

Newspeak Dictionary (1984)



<http://bit.ly/YpDxE>

- Define the following words, each of which is important in *1984* and also comes up in contemporary conversation sometimes:
 - Big Brother
 - Doublethink
 - Newspeak
 - Prole
 - Thoughtcrime
- Some people have compared hate-crime laws to Orwell’s idea of *thoughtcrime*. What do you think? Are they related or different?

Apple’s 1984 Commercial

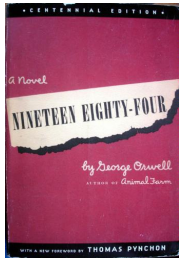


<http://bit.ly/O3kel>

For some reason, this QR Code will NOT work with the i-nigma app. Try using the Easy QR app instead.

- Tap the section labeled “Production,” and find within it the section labeled “Intended message.” Read what both Cellini and Jobs said about this commercial.
- In the time since 1984, Apple had some great successes, then fell on hard times in the mid ‘90s, and has now come roaring back and holds a very unique position in the world as far as many people are concerned.
- Consider what Cellini and Jobs said. In this day and age, do you think Apple stands for “combatting conformity and asserting originality”? Or is it a force for freedom in the information age? Or is it something else entirely? Explain your response.

1984 Amazon.com Reviews



- Open the Amazon app, tap Search, and tap "Snap It" to search for this book by taking a picture of the cover.
- Tap on the "Customer Reviews" section and read what some readers have to say about this book.
 - Tap "Filter" to select and read some 5-star reviews
 - Tap "Filter" again to select and read some 1-star reviews
- Did you read anything in the reviews that might help you decide about this book?

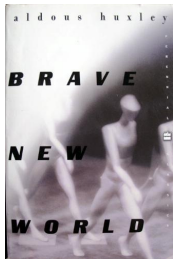
Brave New World: Wikipedia Entry



<http://bit.ly/aKvN>

- Who is the author of *Brave New World*?
- Find the section labeled "Fordism and society."
 - Where does the name "Fordism" come from?
 - Briefly explain what Fordism is and its role in the novel.

Brave New World Amazon.com Reviews



- Open the Amazon app, tap Search, and tap "Snap It" to search for this book by taking a picture of the cover.
- Tap on the "Customer Reviews" section and read what some readers have to say about this book.
 - Tap "Filter" to select and read some 5-star reviews
 - Tap "Filter" again to select and read some 1-star reviews
- Did you read anything in the reviews that might help you decide about this book?

3 Kinds of Soma



<http://bit.ly/aKvN>



<http://bit.ly/4jaeYz>



<http://bit.ly/1pqqNd>

- Scan the code at the left, tap the section labeled "Plot," and read the first 2 paragraphs in the section "The Introduction." What is *soma* in this novel?
- Continue skimming this section if you like, but find the paragraph that begins "The conditioning system eliminates..." and note the additional uses of *soma* in the novel.
- Now scan the code in the middle and skim the article. This kind of *soma* served as Huxley's inspiration for the one that appears in the novel.
- Finally, scan the code at the left. Have you heard of this kind of soma before? Do you consider it ironic, or apt, that this drug is marketed under the name *Soma*?