

## Kyeong Kim's **Lesson Plan: Analyzing Themes in *Memory of Water***

- **Grade Level:** 10 - 11th Grade
- **Subject:** English Language Arts
- **Primary Text:** *Memory of Water* by Emmi Itäranta

### **Common Core Standards**

- CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story

### **Learning Objectives**

1. Students will learn about dystopian novels
2. Students will learn about possible environmental themes in dystopian novels: themes of water scarcity, consequences of climate change, human impact on natural systems, survival in challenging environments, ethical dilemmas caused by environmental crisis, and power in a dystopian setting
3. Students will analyze dystopian themes of water scarcity and environmental crisis
4. Students will examine the protagonist's moral development
5. Students will be able to connect the novel's themes to contemporary global issues
6. Students will develop critical thinking and analytical writing skills

### **Procedures**

#### **I. Introduction**

- Quick write: "Imagine a world where water is the most valuable resource. How would society change?"
- Share the responses in small groups
- Introduce a brief context about [dystopian novels](#) and [environmental themes](#)

#### **II. Thematic Analysis: Collaborative Theme Exploration**

- Divide the class into four groups and assign one of the following topics to each group:
  - Water Scarcity
  - Environmental Impact
  - Power Dynamics
  - Individual vs. Collective Survival

- Each group will:
  - Identify key textual evidence
  - Create a visual representation of their theme
  - Prepare a 3-minute presentation

### **III. Protagonist Analysis**

- Character Development Mapping:
  - Ask each student to create a timeline of the protagonist's moral choices
    - Timeline should address how environmental challenges shape character development
    - Provide guided reflection questions:
      - How do survival pressures impact personal ethics?
      - What moral compromises does the protagonist make?

### **IV. Contemporary Connections Discussion**

- Structured Discussion:
  - Divide the class into three groups
    - Each group will choose one of the following topics:
      - Water rights in the 21st century
      - Climate change and resource scarcity
      - Individual action vs. systemic change
    - Each group will present their responses to the whole class after the discussion

### **V. Assessment**

- Analytical Writing Task
  - Prompt: "Discuss how the novel's dystopian setting reflects real-world environmental challenges. Cite specific textual evidence and draw connections to contemporary global issues."
  - Assessment Criteria:
    - Depth of thematic analysis
    - Textual evidence integration
    - Critical thinking
    - Connection to contemporary issues
    - Writing clarity and coherence

### **VI. Differentiation Strategies**

- Provide scaffolded reading guides
- Offer alternative assessment:
  - Research current water scarcity issues and create a poster about the findings
  - Create a multimedia presentation on environmental themes
  - Write an alternative ending exploring different moral choices

