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(Master's Thesis, Philippine Normal University)

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**A PROPOSED INSTRUCTIONAL MATERIAL TO TEACH
DYSTOPIAN NOVELS TO YOUNG ADULTS**

A THESIS

Presented to The Graduate Teacher Education Faculty
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN LITERATURE

DIANA O. MAPE

September 2023

APPROVAL SHEET

This thesis entitled “**A PROPOSED INSTRUCTIONAL MATERIAL TO TEACH DYSTOPIAN NOVELS TO YOUNG ADULTS**” prepared and submitted by **DIANE O. MAPE** in partial fulfillment of the requirements for the degree of **Master of Arts in Literature** is hereby recommended for approval and acceptance.

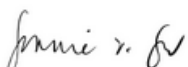


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ACKNOWLEDGMENTS

The completion of this study would not have been possible without the aid and support of countless people. The researcher would like to express her sincere gratitude and appreciation to the following:

Prof. Ma. Concepcion Y. Raymundo, for her guidance and advice through all the stages of this academic endeavor;

To the **PNU library** for allowing me to gather ideas on the correct process of writing the paper;

Ms. Jamaica Candice R. De Jesus, Ms. Bianca Camille G. Clete, Mr. Jose Miguel C. Jazmines, for helping out in the validation of my discussion guides;

Engr. George Albert J. Pahati, who has always been supportive and understanding all throughout the process of this study. He is the motivation and inspiration allowing the researcher to pursue the study until the end despite challenges;

Her family and friends, for believing in the fulfillment of this study; and

Above all, the **Almighty God** for the ability, courage, and knowledge needed to complete this work.

Ms. Diana O. Mape

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ABSTRACT

Name : Diana O. Mape

Title of Study : A Proposed Instructional Material to Teach Dystopian Novels to Young Adults

Key Concepts : Marxism, Totalitarianism, Ecocriticism

Degree : Master of Arts

Specialization : Literature (English Stream)

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The reading of literature, particularly dystopian novels, are important for readers to understand future and present real-world issues. The study analyzed the selected dystopian novels in relation to the concepts of society, culture, human behavior/relationships, and nature environment which are essential for learners today. The use of Theodor Adorno's Negative Dialectics, Hannah Arendt's Totalitarianism, Antonio Gramsci's Culture and Marxism, and Greg Garrard's Ecocriticism paved the way to create questions for the instructional material that facilitates the discussion of selected young adult dystopian novels. The instructional material was also constructed in connection with the K-12 curriculum, revised Bloom's taxonomy, and ideas connected to critical thinking and constructivism. The developed instructional material allows facilitation of meaning construction and a thorough understanding of the political, social, economic, and environmental issues in the novels. It may be a necessary component in meaningful literary discussions and ultimately accommodate learners' growing interest in the matters of the world around them.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter explained the context of the topic and related concepts. The past and recent situation in teaching literature were considered to figure out the necessary actions on the target objectives.

Background of the Study

Literature has flourished in many ways throughout time, but what remains is its timeless importance. In *The Principles of Success in Literature* (2003), it is emphasized that -

Literature is at once the cause and the effect of social progress. It deepens our natural sensibilities, and strengthens by exercise our intellectual capacities. It stores up the accumulated experience of the race, connecting Past and Present into a conscious unity; and with this store it feeds successive generations, to be fed in turn by them. (Lewes, 2003, p. 2)

As a reflection of society and different realities, texts retain their vitality through a variety of themes, styles, and genres. Even the way texts can be accessed has also developed with technological advancements and innovations in format and style are evident. For one thing, there is also the digital literature where the text involves different elements including how stories unfold, literary texts stored in computers, laptops, phones, etc.,

texts presented in different media, and a certain degree of interaction with the text (Wardrip-Fruin, 2010). The idea is that the story is not just a simple text but a collaboration of data, processes, interaction, surface, and context. There is the immersion of the craftsmanship of media in text.

Another example is electronic literature or e-literature. In a study done, this type of literature is slowly paving its way more to the Philippine literature studies (Rosales & Sarce, 2019). Some examples include videograph fiction, kinetic poetry, text tula (hyperpoem), and hyperfiction. These are just a few methods literature of today have shown innovation. In the same way that these changes are accepted in literature's format, there may emerge the question of whether literary texts discussed in the classroom follow the developments in society as well.

In relation to these innovations in literature, writers adapt and cater to the trends and needs in society. This means that even young learners can immerse themselves in different cultures, time periods, and realities presented in literature. There is also the rise of young adult literature which develops readers' inquiry on gender, sexuality, cultural constructs, relationships, expectations, and other diverse topics (Petrone et al., 2014). The authors tried to conceptualize how youths are represented in literature and how critical that is. This is significant because youth representation also affects education policies and even the classroom situation. Moreover, classroom instructions strive more to include books that challenge learners to understand and analyze multicultural representations which may relate to them or the ideologies in the current society (Thomas et al., 2010). Learners begin to see opportunities to identify themselves in the texts and even manifest a

concern for the events around them. Adults, on the other hand, also find appeal now in literature for a number of reasons including its intellectual value and engaging meaning, thus allowing them to see literature's validity (Carney & Robertson, 2018). It may very well be connections they found from their interest in reading from childhood that they can now construct for the new readers of today's time.

Changes did not only present themselves in the forms of literature, but in its deeper sense of presenting knowledge as well. Literature may be presented as a form or medium that may illustrate the relation of policies, culture, and justice in the awareness of readers in the events in the society (Morgan, 2020). Literature takes on the role not only of entertaining or even informing readers but also allowing them to come to terms with past traumas or tragic events in history. Upon looking at the events in the society, the youth need more opportunities offered to them to investigate the changing world in various fields through literature (Roberts et al., 2013). More and more texts provide content that may develop learners' social, emotional, and intellectual abilities. It presents itself in different themes and styles, but they all solidify learners' involvement even in global issues. In a study, certain themes in literature like ambition, doubt, curiosity, etc. were reexamined and they may even help to understand the different dimensions of societal conditions (Carter & Carter, 2014). This aids not only sociologists in a wider area for study, but also readers and even facilitators of learning that more approaches are possible in understanding texts. This may be given emphasis where literature was given a context

that it should be read today and any time as the imaginary may cultivate critical perspectives even on political and social matters (Miller, 2013). Literature's function does not only serve one's pleasure, but also the necessity for survival.

It is evident that literature has a lot to offer from then until now. There is a call for more texts in the classroom setting that allows readers to analyze, experience, or relate to matters on sexuality and gender norms (Blackburn et al., 2015). Since issues related to the mentioned topics are becoming more common, it is essential for learners to cope with the diverse world and know that though there are conflicting notions in the society, it does not mean that they are alone or less of a person like what others may think. This may explain the growing popularity of science fiction which also encompasses a wide range of topics from technology to a determined future, or even a reinvention of current trends in science. This allows readers to explore the limits of human thinking in a world modified by humans themselves (Menadue et al., 2020). This creates different perspectives from readers on how to define science fiction, but what is common are the possibilities of different realities. Readers get to know the limits of humanity and what they may achieve given their persistence in the word of science.

Since this study is moving towards analyzing the content of the chosen literary texts in relation to issues in the political system, society, and culture, the researcher also explored how this is related to the changes in literature around the world. Globally, literature also starts to open its door more to texts allowing an avenue for learners to explore social responsibility through topics such as race, culture, social class, ethnicity, etc.

(Glasgow, 2001). Books with the topics mentioned usually challenge readers' perspectives and may connect to being informed and responsible citizens. Since learners are getting more involved with the issues and events in the society, it is apt to enable a discussion of topics challenging stereotypes, racism, politics, prejudice, and even resistance. This may develop a sense of social responsibility helping both teachers and students to understand the diversity in society even more.

With the fast and wide dissemination of information in today's time, it is important to raise informed learners and let them see what the world was, what it has become, and how it will become given time. This is a challenge to see that though literature may mirror society, the world is so much more than the world that they can read through different texts (Wolk, 2009). This redefines the purpose of literature, especially in the classroom setting. This may be reading not just to improve literacy, but to also develop the disposition that say, social responsibility may mean differently for each person. Confronting this reality helps learners question decisions, policies, and events in the government, community, or society in general. Class discussion holds more potential to provoke learners' thoughts and actions for their better involvement in global and national politics (Bean & Harper, 2006). This may also be done in simpler texts for children, as even they get curious about the world around them and how it works differently for everybody. Thus, even literary texts may influence how learners get involved in society, which will be further discussed in the latter part of the study.

Since literature in the world has shown vast changes and developments, the same goes with the literary texts in Asia as well. In *Asian Literary Voices*, mentioned were topics such as reinterpretation of classic Asian literature in Sanskrit, decontextualizing traditional topics in Chinese vernacular fiction, portraits of lovers, and even about bloggers (Williams, 2010). There is also a recontextualization of sutras, which may be considered a genre of world literature, and illustrating war in Japanese narratives, where non-Japanese readers will be able to comprehend (Lee & Van Bibber-Orr, 2016). Moreover, in the Philippines, texts in the new century now include more themes relating to gender identity, culture plurality, and discussion on norms and conventions (Remoto, 2017). More and more novels, stories, and other forms of texts now cater to significant issues in society. Since readers are influenced by media and web contents, it is necessary to talk about topics they will relate to. The writers' craft in today's time is an intersection of issues in the Philippines and the world, a reminiscing of the past, the acceptance of the ongoing changes in the present, and adapting to global modernity (Reyes, 2014). This is not only reflected in texts written by Filipino authors, but also texts by international writers with similar themes that are part of teaching literature in the Philippines. This allows readers and learners to gain different perspectives on important issues.

In this time of pandemic, innovations in literature are also necessary. Texts should be an account of one's view of the society when social consciousness is involved (Jose, 2020). Time has afforded writers to discover the most important reflection they should see in their writing, being a Filipino. Teaching literature in the Philippines has also undergone adjustments to supply needed competencies to develop learning and innovation

skills, effective communication, and life skills expected of a 21st century learner. Knowing the world that literature opens up for learners, studying literature is crucial. It develops not only their creative thinking, but also their critical perspectives on the text's plot, characters, and themes (Magulod, 2018). A general implication in his study connected learners' literary appreciation to their literary reading performance. Making learners see the value of what they read thereby enhances their understanding of the implications, lessons, and even experiences conveyed in texts. In a study, it was concluded that teaching or choosing literary texts with the main focus of anchoring them on developing language competence may compromise the variety of texts that can be chosen and taught in the classroom (Belvis, 2015). Though a common practice, both fields of study may use their own paradigm in order to properly provide learners with critical concepts essential for each. This entails that it is a must to identify how learners can learn uncomfortable truths related to gender, social class, and race.

With the ease of access to information in the digital age, even young learners are becoming aware of the situations and realities in society. Some of which are about politics, social injustices, and economic and environmental issues. In this age, it is important to teach young learners about various significant events and situations, so they know how to process what they see and read online. How will educators pave a way to open young learners' interest in understanding the intricacies of political and societal systems and ideologies? Therefore, the researcher has placed interest on how this can take place even in the classroom setting. It is aimed that the outcome of the study will pave way through

creating an understanding of significant issues in chosen literary texts through an instructional material. This may also give similar texts an impression that using them in classroom discussion will provide learners with necessary knowledge in understanding different political and societal events. For this endeavor to transpire, the study analyzed the political, societal, cultural, and environmental system in chosen dystopian novels in light of Marxist, Cultural, and Ecological criticism.

Literature Review

This section contains significant information and articles that explain the topic and put it in a better context. Each subsection's title provides clues on the information provided for the topic. Each article chosen is significant in giving more meaning to the text. In the subsections, related studies and researches were also included to expand the information necessary in understanding the topic.

Considerations in Teaching Literature Today

Some goals of teaching literature or incorporating literary texts in class discussions are to enable lifelong learning among readers and hone their critical thinking skills (Sarce, 2021). It aims to give learners access to different cultures and universal values (Martin, 2007). Given this, the literature teacher may be given the freedom to choose texts they deem appropriate for classroom discussion or which the learners can enjoy. Therefore, what to include in the list of literary texts should be given careful consideration. There may be a struggle to choose what the most appropriate content is for learners in the classroom (Sarce, 2021). What is important is exploring the disciplines that will help learners connect to reality. Learners should find the texts being discussed relevant to them in order for them to realize the potential universal truth it may contain. Learners prefer recent texts that deal with societal issues they may encounter. Moreover, learners are more interested in texts that relate to their experiences and emotions. Though learning

objectives in the classroom may include developing learners' vocabulary and communicative competence, it should still target to hone critical thinking, especially in opportunities and situations learners may find themselves in.

Before knowing the appropriate books for class discussions, learners' interests and concerns should be taken into account. Social media is now being utilized by young adults to express their opinions about political events and it may also be used to stir the youth's political engagement as well (Keating & Melis, 2017). Moreover, the 21st century young adults' interests in topics are related to issues of identity and social issues in the global world (Epstein, 2009). In the 2016 World Youth Report on Youth Civic Engagement by the United Nations Department of Economic and Social Affairs (UN DESA), the youth are actively seeking ways to participate in activities involving the community, issues in politics, and economics. This entails the innovative engagements of the youth in relation to policies and decision making (United Nations Department of Economic and Social Affairs Youth, 2016). A good change it may be since young adults are now willing to be collaborators in the events around them. In the latest report, the youth still aim to make known their interest in taking part in events happening around them. In the 2020 report, entrepreneurship systems are the main concerns, which in turn also involves decisions in policies and development in sustainability (United Nations Department of Economic and Social Affairs Youth, 2020). The engagement in the issues presented may be overwhelming, so the youth need guidance and facilitation in what they entail.

The classroom setting may be a part of this guidance and facilitation essential for learners. In some of the English syllabi in the Philippines, it is also noticeable that most of the core texts are classics. Also, the teaching of texts are usually incorporated into the teaching of language as well. One English 10 course syllabus includes the texts *Grapes of Wrath* by John Steinbeck and *To Kill a Mockingbird* by Harper Lee (National University, 2017). Another English 10 syllabus in Holy Angel University in Pampanga, on the other hand, has the text *Life of Pi*, a philosophical novel by Yann Martel, but the focus on this is more on the viewing activities since there is also a film adaptation (Holy Angel University, 2016). Other texts include classic short stories like *The Diamond Necklace* by Guy de Maupassant and *God Sees the Truth, But Waits* by Leo Tolstoy. In the Grade 9 curriculum map of Genesis Advanced Intech Academy Inc. last school year 2019-2020, the focus of literary works for discussion is on the English literature from the Renaissance period, Middle English period, Neoclassical period, until the early 20th century (Genesis Advanced Intech Academy Inc., 2019). In the 2016 K-12 Curriculum guide, the focus of discussions in literature depends on the standard assigned for each level. For Grade 7, the focus is Philippine literature, for Grade 8, Afro-Asian literature, Anglo-American literature for Grade 9, and world literature for Grade 10. This includes narratives, poetry, and drama where each may be taught in a quarter or term. The description indicated for the literary texts is that it should be notable (Department of Education, 2016). This may be the reason why teachers choose classic works because their literary value has been discussed and proven already.

Though the literary value of classics is notable, it is still very important to consider new literary texts. In a study, the potential of young adult literature is relevant. It may give more learning opportunities for learners (Mayle, 2021). It may serve as the bridge to enable a better understanding of the classic works and even the reality we are in now. In the Philippines, respondents in a study also shared reading classics from Great Expectations to contemporary texts such as *Harry Potter* and *The Hunger Games* (Reoperez, 2019). It was later concluded that current social values may affect reading preferences and interest. This coincides with the study made in Rappler that millennials aim to make an impact on others and are compelled to a responsibility in contributing to the community (Passion, 2016).

In classroom discussions, the texts to be discussed requires not only understanding its learning value, but also its impact on learners. In a study done in a Philippine college, it was found that there is a connection between learners' appreciation of literary texts and their performance in reading literature. The more learners appreciate what they are reading, the more they can understand the topics and issues the texts convey (Magulod, 2018). This means that there is a need to give careful consideration to discussing literary texts and the materials used. From the classroom experiences of a teacher in the Philippines, he stated that there is a need to utilize appropriate materials in discussing literature in the classroom. There is no perfect method in teaching literature as the texts vary on content and depth (Nanquil, 2020). Teachers need to experiment with the materials used in literary discussions in order to find what suits the needs of learners. In the

Philippine context, this is also necessary to allow learners to keep up with the fast pace of learning and gaining knowledge in the changing times.

In education, literature is one of the necessary components to prepare learners with the changes in the global society through responsiveness and the proper constitution in the modern age (Loh et al., 2018). Since education in the Philippines gives particular importance in developing life skills necessary to help learners cope with the changing world, the use of literature paves the way to understanding cultures, technologies, developments and other changes from the past until now. Since the world presented in texts essentially portrays a certain reality either in the past, present, or the imminent future, understanding the constructs of the plot and its context should be analyzed as well. One way of doing this is through developing comprehensive ideas about society and politics (Villanueva et al., 2015). Furthermore, the authors found out in their study that reading literature particularly of the dystopian genre may encourage learners to participate in significant discussions and be more involved in the changes in society.

Language skills may be considered a necessity in today's society (Weixiang & Peng, 2017). The interaction and expression of one's thoughts happen with the use of language. Literature plays an important role in propagating a deeper understanding of the learner's knowledge about language as well. Analyzing literary pieces in the classroom enables students to imagine different contexts and learn vivid language. Moreover, the language in literature allows learners to think critically and develop their awareness of different meanings and experiences (Van, 2009). Approaching and analyzing literature

involves understanding meanings and the role of language in shaping the text and the role of the context in the text in developing its language as well.

In the Philippines, it is aimed to use literature to enable the full development of learners (Cruz, 2012). The 21st century demands more from learners, so there should be more insights on the use of literature in the classroom. Teachers are crucial in the formation and development of the essential knowledge of learners (Barrot, 2019). Since the teaching style and strategies for teaching literature is a factor in its effectiveness, there should be of quality over quantity especially with materials used in the classroom.

Literary and Generation Trends

Providing discussions on varied literary topics allows for more depth and rich conversations (Bekchanova, 2021). Conversations in these discussions may result in shedding light on the text and the issues it portrays. This is an important aspect in teaching literature as discussion provides opportunities for learners to engage in sharing insights on significant issues. Moreover, it provides a challenge as well because the meaning of the text may be interpreted differently. The authors of texts may have portrayed a certain message at the time text was written, but as times change, readers may also relate the text differently as it fits the period they are in.

People associate literature usually as something that contains hidden meanings and messages to which the readers can interpret based on their own experiences (Somani, 2020). Literature has been used not only in education, but even to aid in societal issues as well. Writing in literature has helped convey historical, societal, and even political issues that may or may not encourage readers to create a change. However, with many technological trends, many of the younger generations tend to get distracted with all the information they see and get. In his study, Somani (2020) has mentioned trends in literature involving online platforms. It is apt to say that since literature also adapts to a certain timeline, it also adapts to era trends. Some of these trends are “internet-based literary texts” which is broad as it may encompass texts that are in a digital platform or texts that are influenced by social media and popular trends online. This is important as readers always look for texts they can relate to or texts with topics that are trending in the world.

Also, using different platforms allow more people to learn and think critically about issues that books discuss.

The trends in society today allow for quicker and more convenient access to information. Sharing ideas with and gathering ideas from other people are also made easier through the use of social media. This is advantageous for both writers and readers because this allows people to connect to each other more easily (Gürova, 2016). Writers are able to expose themselves to more ideas and reach a larger audience. They can also provide more creative ways to engage readers with texts and readers can even provide immediate feedback through authors' official pages in various online platforms. Various trends in online platforms enable growth in both the readers and writers. However, it is important to note that it also posits disadvantages as misinformation is prevalent, especially in social media platforms. Each time period allows for literature to reveal its customs and issues (Kiran & Kumar, 2021). Literature has portrayed significant topics then and now from harsh life aspects particularly death, war, responsibility, values, government issues, and reality. There are also emerging trends such as talking about gender issues, using regional language along with English in a text, using flash fiction to gather the interest of young readers, and "Twitter fiction" which is writing with limited characters using Twitter. More changes and developments can be expected in literature as trends change and more issues and topics come to light.

In today's teaching of literature, it is important to let the students learn the real events in the society or what could have happened (Kay-Costa-Valentine, 2003). Understanding time's significant topics, including conflicts and problems are needed for the

learners to understand what the future entails and how they look to the future with more wisdom. It also sheds light on the perspectives which may not be common for a certain period of time, for instance, looking at the perspective of villains, smallest struggles of people every day, changes in employment, and connections among the issues in the society. Literature should be the education itself. It should teach the world as it was, as it is, or how it could be.

Since literary texts follow the trends in society, one consideration also are the changes in young adults in the 21st century. Young adults today may be considered more diverse and keen on realizing the importance of self-autonomy (Domènech & Salmeron, 2019). Young adults may also be more aware of economic trends as it also affects their behavior. More trends like globalization and technological advancements have also affected their view of society. They are more curious and understanding of what is going on around the world and what might affect them eventually (Scaife, 2014). Since information is readily available, they also want to discuss topics about culture, communication, sexuality, history, and politics. They are keener to converse with people they know are knowledgeable on those topics. This is more apparent as globalization also intensifies the challenges young adults may face (Li, 2020). As more skills develop, the higher the competition goes as well for many aspects in young adult life. This is why they need to know more about society and what they will or might face in reality.

It is essential for the youth to be more involved in a peaceful solution-making by gaining the courage to ask questions and analyze issues (Javadekar, n.d.). Education will

play a big role in enabling the youth of the necessary skills to face 21st century challenges and opportunities. Embedding life skills in teaching allows for a long term impact on students (Behl, 2022). As the world continues to change, it is becoming more important to include varied skills to encourage learners to thrive more and adapt better in society. However, with the need to teach and develop more skills for learners comes also the challenge in figuring out how to best approach this. Literature is one of the ways to start this, but there are some teachers who may not be confident in handling texts.

In the National survey done, less time is given in literary study in classroom discussions today. More priority is given to language (Ostenson & Wadham, 2012; Stotsky et al., 2010). Classic works are also given priority in English classes which are considered a sort of bridge to more advanced studies. The preferences of teachers assigned may also be a factor since the classic works are considered more challenging. Though based on the study done, since literature study is also used in language study, only texts that are significant in the English language are given consideration.

Moreover, such is the same case in the Philippines. Language teaching is identical to teaching literature common in elementary and secondary levels (Flores, 2010). Teaching or discussing literary texts is only done in conjunction with teaching grammar. This is advantageous since grammar is discussed in context. However, there may be an instance where the text may not be given much attention. This is significant as it affects the texts chosen in the curriculum. More regard is given to the texts which have been commonly used in the classroom. In the article “Literature in the K to 12 curriculum” in PhilStar Global (2021), literature is also mostly taught as part of teaching language as well (Cruz,

2012). With the exception of discussing *Noli Me Tangere* and *El Filibusterismo*, this technique in teaching literature may undermine the value of the literary texts. Due to this, not much attention is given to literature which may interest young adults more, which slowly takes on more popularity in the reading world. However, in CHED memorandum no. 21, stated literature courses involve the idea that a background in literature is essential in the holistic training of learners (Commission on Higher Education, 2017). Literature lets learners understand different meanings in their everyday lives. Contemporary literature is also included in the commitment to lifelong learning and interdisciplinary perspectives in texts.

Teaching novels in literature gives teachers the opportunity to cover the message they want learners to comprehend (Sulzer & Thein, 2016). Different strategies may be used to make sure the use of novels matches what the learners may find interesting and with messages that match them. Dystopian literature may be included in this selection of contemporary texts. Young readers may find it more interesting as it can be relevant to them and their experiences. Since dystopian literature presents a different kind of reality in its society, learners find it refreshing to read. Using novels in classroom teaching also can be aimed not only to improve learners' comprehension of texts, but also their understanding of real life situations and personal experiences (Sun, 2021). However, there are considerations in teaching literary texts, especially novels. Its timeliness, appropriateness, and impact on readers should be given thought.

The Narrative of Young Adult Literature and its Significance

Young adult literature are texts written for and marketed commonly for young adults, usually those of high school age (Crowe, 1998). The texts may be used as a bridge in approaching classic works. It can also be works that can be read like any other traditional literature. However, young readers may find it more interesting as it can be relevant to them and their experiences. Young adult literature may sometimes be perceived as texts containing less challenge for readers; however, it is not the case with all the works. This concern was addressed by stating that young adult literature has texts with the promise of depth and complexity (Connors, 2013). It was also discussed that one's initial perception of the literature may affect how readers interpret the text and understand its possible complexity. Young adult literature contains plot in the point of view of adolescents about their concerns and experiences (Bucher & Hinton, 2014).

Young adult literature may arguably have different origins. Ellen Conford may be one of the pioneering writers and young adult texts might have started in the 1930s. They were not popular at the beginning as educators are afraid of criticism, but they may also be a source of knowledge about what young people are going through (Blakemore, 2015). Other researches show that there may not be a specific moment when adolescent or young adult literature came to be (Smith, 2002). It may be any text marketed for and read by adolescents. The term 'teenage fiction' was used more before in Britain, but now used the same as 'young adult fiction' and 'adolescent fiction'. As more and more texts are grouped in this category, young adult literature also grew. In a 1982 study shared by

Smith (2002), teenagers or adolescents shared that they prefer literature that they can relate more to and that contains something real for them. Different perceptions on young adult literature appear involving the language, theme, and plotline appropriateness to teenagers or young adults. However, much recognition should be given to how young adult literature also adapts to the changes in society. The plotlines, characters, themes, and even the language mirror what teenagers may generally relate to more.

Young adult literature presents varied themes and topics authors deem relatable to adolescents. However, the experiences and events covered by these texts are not universal as adolescents have their own sense of disposition and circumstances (Petrone et al., 2014). In youth lens, an analytic approach developed by Petrone and Sarigianides (2014), they examined how adolescents are represented in young adult literature. It provides innumerable possibilities of analyzing young adult literature from the behaviors of the characters, to how it builds the young adult identity, from its setting to the general context, from norms and themes to the expectations in the age group, etc. This means to entail the interest and engage the young adult not only with the classroom texts, but also the conceptions in reality.

In the Philippines, young adult literature also provides the same idea. However, though it is marketed to young adults, there seems to be a wide number of adult readers as well because they feel sentimental upon reading and relating to certain novel plots (CNN Philippines Life Staff, 2021). In the same article, both local and international young adult literature is mentioned to be thriving. The international books include *Shadow and Bone*, *Finding You*, and the *Percy Jackson* series which has an adaptation

among others. Local ones include Wattpad publications and Janus Silang series among others.

Aside from a wide variety of young adult texts to choose from, there are more texts that are being published every year. This means that stories adapt to the changes in society as well and more issues that are relatable for adolescents may be discussed. Some other benefits of young adult literature is that it creates a learning environment that breaks stereotypes, discusses sensitive issues learners can handle, and engages learners by appealing to their interests (Silva & Savitz, 2019). In their study, where the following texts were analyzed including *The Hunger Games* by Suzanne Collins, *Ender's Game* by Orson Scott Card, *One of Us Is Lying* by Karen M. McManus, *How It Went Down* by Kekla Magoon, etc., they find multiple representations of the young adults. To name, adolescents in selected novels undertake adult responsibilities from domestic to even political ones. They also posit the emotional capacity related to maturity like selflessness, wisdom, and sacrifice. Lastly, they can take on responsibilities with independence. This is evidence that young adult fiction can provide complex representations of reality as well.

However, these young adult literary texts also have different complexities. In a study, some young adult fiction like *Glimpse* by Lynch Williams, *If I Stay* by Gayle Forman, and *If I Grow Up* by Todd Strasser all contain text complexity in terms of knowledge demands, meaning levels, structure, and language conventionality and clarity (Glaus, 2014). There are many texts which contain more complexity than these adolescent literary texts, but it is important to consider texts that speak to the young adults

themselves. Many of these will pave the way to engage learners to read and appreciate literature more. In addition, in a speech for the Ezra Jack Keats Lecture at the Fay B.

Kaigler Children's Book Festival, some trends of the young adult literature in the 21st century are the emergence of award-giving bodies for the category itself, its international scope, author experiments on texts making it more interesting, for example, emails and link between stories, and how topics in the texts are becoming bolder, more challenging, more complex, and more popular than other books (Cart, 2016). Works of authors like John Green, J.K. Rowling, Lois Lowry, and Louise Rennison to name a few are some of the bestsellers in young adult fiction. Books like the *Harry Potter* series and *Looking for Alaska* provide relatable content for adolescents that make the texts more compelling to read. To see a sort of reflection of themselves in the pages of the books foster their love for reading more.

Through young adult literature, learners get to experience the emotional and psychological growth in what they read without physical harm (Hays, 2016). This type of consideration is analyzed by different award-giving bodies. In Edwards Awards, young adult literature helps adolescents gain awareness of their individual role in the society and the world, has quality, captures the interest of readers and teaches them about life, is popular, and serves as a ticket to discovering the world (Bucher & Hinton, 2014). In the Printz Award, the "literary excellence" is given more importance. More and more topics are now covered by young adult literature, for instance, mental health awareness, LGBT community, violence, etc. which also affects the perspective of the readers and critics.

Moreover, young adult literature also has the following criteria: (1) texts reflect consideration of young adults' cognitive and interest levels; (2) texts tackle issues and topics relatable for adolescents; and (3) texts address world ideals. This still allows authors to use compelling language that also challenges readers in conveying their understanding of the world around them. These also present the significance of young adult literature in the classroom setting.

With these criteria, young adult literature now involves utilizing topics that are relevant for learners. Since young adult literature is considered the 'doorway' for transition from childhood to adulthood, this encompasses topics which may be experienced, are experienced, or will be experienced by adolescents (Yassin & Saed, 2021). However, topics in young adult literary texts may depend on its genre. All common genres may also be found in young adult literature, but here are some of the most featured ones (WHSmith Writers, 2016). One is crime and mystery where clues are pieced together to solve issues. This also involves issues in relationships, mental health, and even coping with traumas. Some examples are *Truly Devious* by Maureen Johnson and *One of Us is Next* by Karen McManus. Next is fantasy, a popular genre, which revolves around the supernatural to adventures and quests. Issues like friendship, self-confidence, and identity are included here. The *Harry Potter* series by J.K Rowling, *Percy Jackson and the Olympians* by Rick Riordan, and *The Raven Boys* by Maggie Stiefvater are under this genre. There is also the contemporary genre usually about real world situations adolescents' experience. Some examples are: *The Perks of Being a Wallflower* by Stephen Chbosky and *Simon vs the Homo Sapiens Agenda* by Becky Albertalli. This genre entails a lot of topics since this is

the everyday journey of teens. Next is romance where relationships are the central topic. Some recommended reads here are *Eleanor & Park* by Rainbow Rowell and *This is Not a Love Story* by Keren David. There is also SciFi and dystopian. This genre involves lots of thoughts about the future, possibilities of the world, and even oppressive systems. Books like *The Hunger Games* by Suzanne Collins and *Divergent* by Veronica Roth are some of the popular books in this genre.

Genres in young adult literature may be overlapping. This results in texts having more than one issue discussed. Some of the topics included in young adult literature are coming-of-age journeys in figuring out their identity, mental, physical, and psychical conditions, issues and ideals of family life, abuse and addiction, sexual and gender identity, and relationships (WHSmith Writers, 2016). In a recent article, an interview was done with Amanda Melilli, head of UNLV's Teacher Development and Resources Library, about the themes and topics in young adult literature (Kennedy, 2019). Topics that deal with trauma, violence, sexuality, and mental illness are some deemed to be relevant as they happen to learners in the real world. Though not all relevant books may be interesting for readers, it is still important that it should be available for them. In *Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Fiction*, young adult literature is diverse in terms of characterization, culture, and identity from different points of view (Fitzsimmons & Wilson, 2020). It challenges racism, definitions of masculinity, sexism, and oppression. Most if not all of these themes may also be found in the dystopian genre which is one of the most commonly read in young adult literature.

The World of Dystopian Reality

The changes in society mostly caused by the government's reasoning of ensuring the nation's stability can be seen as the recurring themes in dystopian fiction. Dystopia is more than just the opposite of the utopia, but more of a utopia that is only applicable to a part of a society (Gordin et al., 2010). Therefore, there is a certain need to analyze the text and its context to understand its connection to society. Classic dystopian literature points to humans as the cause of the chaos and disturbing events in the society (Scholes & Ostenson, 2013). If utopia presents an idyllic state, dystopia is the opposite. Dystopia, coined by Gregory Claeys in the 1740s, means a country in dissatisfaction (Lepore, 2017). Today, the meaning has evolved in relation to apocalyptic, post-apocalyptic, or a world that resulted in suffering. Lepore (2017) also stated that progress competes with the ideals in the dystopian world. Some examples of dystopian fiction include *The Time Machine* by H. G. Wells, *NK3* by Michael Tolkin where it narrates an aftermath of a nuclear attack, and *Underground Airlines* by Ben H. Winters portraying slavery and cruelty.

A utopia gone wrong may be a development leading to dystopia (Madhusudana, 2018). In utopia, the quiet clash between reality and the ideal state may be felt. Advancement in technology is related to an ideal society, but the instance it becomes more disadvantageous for the society is when it becomes the premise of a dystopian fiction. Characters in peril and themes of negativity are also explored in dystopian literature (Synowich, 2018). Though it contains themes and topics opposite of the ideal, it is one factor that makes dystopia compelling for readers. Madhusudana (2018), in his study, has even

noticed the close connection between utopia and dystopia. Some literary concepts of dystopia include people living in a controlled society that may seem like an ideal or utopian outside. This explores the concepts of freedom, social class, individual beliefs, and repression as something that is relative to the type of society built in the literary world. An example of this is *1984* by George Orwell which presents a society full of scrupulous surveillance and a repressive government.

In order to understand dystopian society, one must understand utopia first (Synnowich, 2018). It was first used by Sir Thomas More to represent a society where everyone enjoyed equality even in accepting differing beliefs (Howells, 2014). Utopia, in general, presents a flourishing society aiming for transparency and equality. It involves a society that is organized, secure, and fit for visions of a happy life (Levitas, 2003). However, the effort one has to go through to achieve this may make it seem unattainable. This leads to a dangerous vision in order to attain or keep the illusion of this idyllic state. Many will point out that to achieve this, diversity and certain changes may not be welcome and accepted. Order and stability are very important in a utopian society. Thus, manipulation may be imminent to maintain the happiness of a certain group in the society and not necessarily for the public interest.

Levitas (2003) explained that utopia may present differently. First, there should be a direct link between what was envisioned and reality. Next, a utopian society for one may not be the same with the other. The ideals of equality and order may be justified differently. Third, sustaining the ideal vision of a society hardly ever happens in the long term. This makes sense as human beings are not flawless beings and are prone to making

mistakes and even selfish decisions at times. This now bridges the understanding of the dystopian society being closely related to utopia. The world we live in and the society we envision is always going to be challenged because of differing understandings of power and political ideals (Sypnowich, 2018). This presents the questions “Who ultimately decides what is good for the people?” and “What lengths have to be taken to achieve this state and maintain it?”

It is important to take note that many dystopian societies in literature are from critical human thinking (Seeger & Davison-Vecchione, 2019). It stems from their greed for power and control; however, critical texts contain not only the horror of a utopian society gone wrong, but also possible suggestions on how to correct it. Now, more dystopian literary texts move away from proposing theories to actual views on political and societal issues today. An example is *Brave New World* by Aldous Huxley which he revisited, so it included his views on societal and political events (Seeger & Davison-Vecchione, 2019). A noticeable trend here is that though dystopian literature portrays a sinister vision of the future, it is still based on an escalated sense of the recent trends and events in the society (Claisse & Delvenne, 2015). It posits the possibility of the dark future happening if something is not done. Dystopia also offers a lot to readers. Claisse and Delvenne (2014) enumerated some of them in their article. First, some concepts utilized in dystopian fiction are the apocalyptic future, catastrophe, and potential ways to manage this. Another is that even past dystopian fiction may still function as reference for the current trends in society. Orwell’s *1984* concept of surveillance is relevant even in the 21st

century where technological advancements actually place danger in an individual's privacy. Creating a sense of possibility in the events in a dystopian fiction implies the blurred line between the secured reality and the horrifying future that could be.

Dystopian fiction features themes that provoke the critical thinking of readers. There is government control over the population, constant surveillance, and emergence of conflicts (Wylie, 2020). Control is common in dystopian fiction like *1984* by George Orwell and *Brave New World* by Aldous Huxley. In exercising control, the governing body ensures that the mass fits in the mold they envision through manipulation. Surveillance is also prevalent in the *Maze Runner* trilogy by James Dashner, *Uglies* by Scott Westerfeld, and *1984* by George Orwell. Lastly, conflicts in dystopian fiction can be in a form of a competition as in *The Hunger Games* by Suzanne Collins, or clash of ideas in Ray Bradbury's *Fahrenheit 451*, or ultimately a big confrontation or revolution *Mockingjay*, the last book of *The Hunger Games* trilogy, *Allegiant*, the last book in the *Divergent* series by Veronica Roth, and in *Pandemonium*, the last book in the *Delirium* trilogy by Lauren Oliver.

Dystopian fiction also features brutality, a distorted version of reality, oppression, social hierarchies, and resistance (Fisher, 2012). These are evident in the dystopian films *The Hunger Games* (2012-2015), *Never Let Me Go* (2010), and *In Time* (2011) where the first two are also adaptations from novels by Suzanne Collins and Kazuo Ishiguro, respectively. Surrounding the atmosphere of fear and control is the spirit of revolution. However, the fulfillment of this in the films mentioned varies because of the influence of the governing body and the developing mindset of the characters.

Some other themes in dystopia which include dictatorship like in *It Can't Happen Here* by Sinclair Lewis and *We* by Yevgeny Zamyatin (Shiau, 2017). These novels are some of the defining dystopian novels in the 1920's to 1930's along with *1984* and *Brave New World*. In the 50's and 60's, the novels *A Clockwork Orange* by Anthony Burgess and *Fahrenheit 451* by Ray Bradbury posit brainwashing as a means of citizen control by the government. The 70's to 90's novels like *The Giver* by Lois Lowry emphasizes the grave importance of sameness in the society and *The Handmaid's Tale* by Margaret Atwood portrays the chilling oppression of women. In the 20th century to present, dystopian literature is more correlated with young adult literature in this era (Shiau, 2017). With the fast dissemination of information that comes with technology, even adolescents are becoming more exposed to the social events in reality like the 9/11, global financial crisis, climate change awareness and other geopolitical crises (Weidokai, 2019). Texts like *The Hunger Games* by Suzanne Collins, *Uglies* by Scott Westerfeld, *Matched* trilogy by Ally Condie, *The Selection* series by Kiera Cass, and *Ready Player One* duology by Ernest Cline are some of the novels that dominate in this era. Though the characters are teenagers, most of them discover a sense of justice and do not allow themselves to be dominated by a controlling body and to be oppressed.

With young adults, the increase in emotional impact affects their decision-making capability. This is also the critical period of their social behavioral maturity which may be an advantage for their motivation to explore the world (Committee on Improving the Health, Safety, and Well-Being of Young Adults et al., 2014). Young adults become more involved in technological developments which also becomes their avenue to engage

in political and civic engagement. The people in this age group tend to be more interested in the changes in the world in terms of technology, economics, politics, and social issues since information is easily accessible and the expectations in the adult world are starting for them. Since this literature presents complex topics relatable to young adults, it allows them to explore the world in different perspectives. Dystopian fiction provides readers with exciting and intriguing topics in a level of challenge which stimulates their thought.

Various factors affect young adults' growing interest in dystopian literature (Rana & Adhikari, 2015). Since young adult novels allow learners to view the world if changes are made by people as young as them, the lure of being the one in power is great for them. This involves resisting issues and topics that were previously only talked about by adults. Moreover, young adults were deemed ambivalent and disorganized. Having a representation in young adult novels captures their interest more. Added with the success of even this disorganized and indecisive portrayal of teenagers in young adult dystopian literature, there is no wonder it seems so appealing to them. This also marks how the mentioned portrait of young adults live and even triumph in the structured world of adults in young adult literature (Trites, 2000 in Rana and Adhikari, 2015). Since their age group is in transition from childhood to adulthood, they may feel displaced and brushed off by adults as unruly and aggressive as they try to navigate the rules and order set by adults in the world. There are different reasons that make dystopia appealing to teenagers (Nadworny, 2017). One reason is that these young audience see the world full of choices to make and consequences for every action. This is usually the time they act out, test the limits of their freedom, and even question rules. Dystopian fiction allows them to think

about these in hypothetical situations; therefore, proving that they will be able to ponder on rebellion, action, resistance, and testing their strength without the actual harm it may cause them. It allows them to process these thoughts with different possibilities in dystopian fiction.

Some young adult dystopian novels learners often read are Marissa Meyer's *Renegades* where characters try to establish order in a new world and Scott Westerfeld's *Uglies* where an operation removing one's ability to think for themselves is involved (Nadworny, 2017). These types of bizarre situations are what grabs the attention of readers (Young, 2011). They imagine themselves as the hero/heroine in a world full of chaos and disorder where the young adults are the one facing dangers and facing the oppressors which are usually the adults. This also corresponds with their psychological and emotional developmental journey. The appeal of Katniss Everdeen and Peeta Mellark's characters in *The Hunger Games* is also different (Rana & Adhikari, 2015). They both create a resistance in an otherwise rigid structure that the adult world has.

However, since the growing popularity of dystopian novels only came recently, most of the studies in dystopian novels have been focused on the considered classics. This includes *The Handmaid's Tale* by Margaret Atwood (Finigan, 2011; Ketterer, 1989), *1984* by George Orwell (Anwar, 2016; Finigan, 2011), *Fahrenheit 451* by Ray Bradbury (Anwar, 2016), and *His Dark Materials* by Philip Pullman (Cantrell, 2010) to name a few. Most of these novels portray a controlling body and oppression of freedom. However, except for *His Dark Materials*, the worlds portrayed in the mentioned novels are navigated by adults. These novels are some of the considered pioneers of the dystopian

rave in literature, especially Orwell's *1984* and Atwood's *The Handmaid's Tale*. In young adult dystopian literature, some of the most common texts for analysis are Veronica Roth's *Divergent* series (Cothran & Prickett, 2016; Stefanopoulou et al, 2021) and *The Hunger Games* trilogy by Suzanne Collins (Cothran & Prickett, 2016), Lauren Oliver's *Delirium* trilogy (Davis, 2019; McDonough & Wagner, 2016), and *Uglies* by Scott Westerfeld (McDonough & Wagner, 2014). The presence of a dominating class and corrupt governing body are also present in these texts. Moreover, the young adult protagonists rebel against the conformity that is expected of them in an oppressive environment. Dystopian fiction in general also focuses on the horrific society in the future that results from catastrophic events (Isomaa et al., 2020). It encapsulates the fear, undesirable changes, and risks in development which may stem from technology or result from ecological catastrophes.

Looking at the themes common in dystopian literature, it may be worrying to imagine teenagers learning about themes such as oppression, corruption, revolution, and the like. However, with the changes happening fast in society in terms of social, political, environmental, and even technological events, young adults should be made more aware rather than sheltered from the reality, or at least, the possible reality. Since now, dystopian literature is more accessible and more appealing for teenagers, teachers should take advantage of this (Alfes et al., 2021). Dystopian texts make readers think (Kleofastova et al., 2020 in Alfes, Guttke, Lipari, and Wilden, 2021; Warmkessel, 2017), and enable them to examine the realities, question injustices, and have an idea on the power they

have in the new era. Moreover, dystopian literature is necessary because everyone has easy access to information even in political events (Warmkessel, 2017).

Since the transition from childhood to adulthood entails a lot of expectations on adolescents and young adults, reading dystopian fiction allows them to glimpse the version of them that they may aspire to be like the protagonist who is not afraid to take risks, holds responsibility for his/her actions, grapples at first with moral decisions, but figures it out at the end, and related topics. In a study it was found that the interest of learners in discussing young adult dystopian literature and the challenges presented in the texts may allow them to have a broader perspective of critical issues (Alfes et al., 2021). However, with the right approach, this genre of literature does a lot more for raising socially, environmentally, and politically involved learners.

Towards a Deeper Understanding of Dystopian Fiction

Dystopian fiction typically presents the type of society where a totalitarian regime is imminent. Some literary concepts of dystopia include people living in a controlled society that may seem ideal or utopian outside. This explores the concepts of freedom, social class, individual beliefs, and repression as something that is relative to the type of society built in the literary world. There is the constant theme of oppression in the dystopian genre, but most of the literature uses Orwell's novels as texts. Also, though there are studies using *The Hunger Games* by Suzanne Collins, *Divergent* by Veronica Roth, *Legend* by Marie Lu, *Uglies* by Scott Westerfeld, and *Dry* by Jarrod Shusterman and Neal Shusterman in different perspectives, there has been no study using the mentioned texts

focusing on significant concepts from Theodor Adorno's *Negative Dialectics*, Terry Eagleton's specificity of the Marxist literary theory, Gramsci's culture and Marxism, cultural materialism, and ecocriticism and how they are connected to their dystopian society. The present study aims to establish the expansion and boundaries of the concepts of Marxism, cultural criticism, and ecocriticism in the texts, as well as their connection to a dystopian society. Through these lenses, the context of the selected texts may be better understood.

Marxism is a term that has been broadly used in a lot of studies. It stems from the work of Karl Marx and Friedrich Engels with concepts deeply related to history, social issues, economics, and labor (Heyman, 2018). It also has provided an analysis of modern socialism, communism, and labor capitalism. This encompasses the relationship between capitalists and workers where each may not exist without the other and all the issues that arise due to a play of power. Many followers have also made developments on the theory or even combined it with other theories. In relation to literature, Marxism analyzes the social, historical, and political issues in the texts (Panda, 2015). As an approach in analyzing literature, it explores how the author has interpreted the social, cultural, and political realities through the text.

In Marxist theory, literature may be portraying a certain ideology related to economic, cultural, or political factors. Theodore Adorno, a German philosopher, has also attempted to develop a Marxist theory (Mambrol, 2017). In Adorno's *Negative Dialectics*, it posited the contradictions in society because of how people and their thinking are affected by capitalism (Adorno, 1973). Men's sense of being is affected by their way of

thinking. Their capacity to think may be easily steered and trapped into a certain consciousness. People try to find sense in their culture and the reality they are currently in. They tend to get swayed by the individuals they deem superior who may be deemed authoritarians imposing an ideology. As in Object and Reification, they find some sense of self in following what is readily available for them that sometimes result to alienation and a cycle of looking for directions in reality again. Later on, in the concept of freedom, people's sense of freedom is affected by their sense of belongingness or of being protected. Their interest in gaining freedom is affected by what would happen if they take action. This, in turn, affects the way a society is organized. Those others who have freedom then enjoy looking at others who are bound and powerless against society. People in society such as this can be coerced by whom they consider the sovereign and agree to any terms because of self-preservation and fear of death. This also affects their will and their reasoning and also society's sense of justice since its individual citizens are affected by the thinking of the whole.

Negative Dialectics also focuses on the consciousness of the horror of reality and that a form of utopia imagined means not seeing the whole picture (Ott, 2015). There needs to be a revelation of the state of the oppressed and the poor and the prioritizing of 'having' over 'being' as a result of a capitalist system. In this regard, there is a false longing for an ideal society jaded by globalized domination. Adorno mentioned that people internally long for change that can be achieved through unity, but a 'spell' has been cast on society making them unable to get the urge to change their current status. However, this longing for the ideal, the freedom, or the alternative is rooted by the people's fear of

death because it is something unknown. In a system such as this, people are seen not as entities with unique personalities and qualities, but as the quality that will make them easier to manipulate or believe in something presented to them (Cucharo, 2022). This allows for a blurring of the justice system resulting in the repetition of offenses. Also, the concepts of guilt, justice, and remorse are ignored in order to follow the system they practice. For Adorno, guilt is an important factor associated with justice. Its absence may result in not feeling the responsibility towards others and the world.

Conversely in Marxism, understanding the social context is important. The same goes with understanding its cultural concepts. It allows the analysis that a certain work presents a certain ideology which can be interpreted differently (Templeton, 1992). It involves an understanding of power, social events related to it, and traditional values and beliefs. One such way is through Antonio Gramsci's concepts of cultural hegemony. Culture plays a significant role in propagating inequality, and high regard to the commonly held values in the society (Crossman, 2019). For Antonio Gramsci, also a Marxist theorist, the forces that govern form a domination, or what he calls hegemony and take on a sort of control among the groups they rule over (Gramsci, 1999). Dominating forces that form this hegemony include those at the government, education, church, and media. In line with this, social order is attempted to be established through governing forces of rule and law by power and dominance, and sectors from religion, education, and media influence the agreement of the society in that dominant order (Kellner, 2021). The analysis on this includes understanding the dominating forces, those that contribute to the achievement of hegemony, and the counterforces that may overthrow the dominating force

(Gramsci, 1999). Specifically, Gramsci's concept of civil society consists of individuals from private sections such as the church, schools, and unions. In these sectors, there exists a sort of hegemony already as the leadership role is with the consent of members (Thomas, 2019). One role of the leader is to foster either an agreement or opposition to the current social force that dominates them through persuasion. Ideally, an organized movement by the civil party will be the opposition for existing social orders.

Gramsci also explained how culture plays a role in the ruling of dominating groups and how it allows them to maintain or lose their power (Jones, 2010). In the society's ruling class, the relationship between the classes can be considered flexible. Civil society has a major influence on how power negotiates an understanding among the classes. Gramsci then specified that the bourgeoisie's control of culture and how values are developed and maintained are ways they can also control those in the lower classes. The lower classes copy and accept the culture they are constantly exposed to even if it really counters what they believe in (Sunshine, 2019). To counter dominance from upper class groups, the lower class has to build their own set of culture and form a union, or a connection to other groups in society. In Gramsci's concept of the society, the one who holds the power can be made dynamic depending on who follows a certain culture and beliefs. There will always be different groups fighting for authority in society.

Additionally, education or sectors close to functions have a heavy influence on the citizens and their understanding of their culture (Gramsci & Forgacs, 2000). It paves the way towards the citizen's thought on freedom and equality. Gramsci's conception of

culture is focused on oneself rather than serving those in power. Thus, building culture requires organization and self-growth to understand society better.

In relation to the ideas related to power and domination, Arendt's concept of totalitarianism is considered. It involves an analysis of the two phenomena involved in the crisis namely: anti-Semitism and imperialism. Her work has been an influence to various social and political movements (Burrowes, 1969). In *The Origins of Totalitarianism*, though ideologies are also explained as part of the governing body's system, terror seems to be the core manifestation of totalitarian control. There is an experiment on organizing people for a deemed purpose and it changes depending on how people react and how satisfied those in power are. The expectation is that there will be total dominion and control over them in all aspects of their lives. This does not stop in the view of the limited area of the controlling system, but also the world in general. The privileged people in power desire for an unchanging state of things and to prove that their ideology should be rightfully embodied. Despite comparisons to other systems, Arendt claims that totalitarian systems change in unpredictable ways and be fulfilled differently that may make them incomprehensible for citizens or those under the power.

There is no doubt that the totalitarian attempt to dominate control has brought destruction and a feeling of doom. Anti-semitism, imperialism, and totalitarianism: three terms expounded and found to be more horrific than the other, have shown that what is needed is the assurance that the next political principle will consider the essence of humanity (Arendt, 1962). The essential nature of loyalty has been greatly demonstrated in these three phenomena --- asserting control greater than reality. However, Arendt also

added that the neutral indifferent are those that people need to be wary of since they find many aspects of life incomprehensible, and they may attempt to suddenly be motivated by sudden desires for meaning and interest. They are easily influenced by manipulative people since they think these dominating people provide a root or a sense of being grounded through a deemed orderly system of control. The dominating body creates a comprehensible fictional reality that lures many. They then are able to destroy the straight sense of right and wrong, factual and fictional in order to establish that they are the source of the ultimate truth.

These horrific phenomena in society not only affect the people, but also the world they live in. Ecocriticism came as a response to the emergence of significant developments affecting the environment (Zapf, 2012). Ecocriticism analyzes environmental issues like the effects of industrialization, climate change, changes in environmental diversity, and risks of limited water supply and human waste. For literary scholars, ecocriticism may serve as an approach to investigate global ecological issues. Simply, it may be defined as the analysis involving how literature is related or connected to the environment (Buell, 2011). This approach attempted to centralize environmental concepts in literary texts to make readers more connected in what they are reading (Ataullah Nuri, 2020). The first wave of ecocriticism focused on literary texts with topics on nature and wilderness leading readers to a deeper understanding of the relationship between nature factors and the non-nature one. The second wave started with seeking environmental justice considering both rural and urban landscapes. Literature is seen as a tool to inform others of environmental issues and also related concerns like minority and endangered

habitats. The third wave leads readers to a better understanding of environmental issues and where they are situated in them. Ecocriticism in the third wave also explores ecological issues across the globe making it a sort of bridge for different cultures.

Ecocriticism is a broad approach to understanding environmental and ecological issues through literary texts. The British ecocritical writer Greg Garrard has explored the approach in his book *Ecocriticism*. The approach explores topics specifically pollution, wilderness, apocalypse dwelling, animals, and the earth. In literary texts, ecocritics may be able to solve or give an insight on problems in the society caused by human actions. As a product of culture, literature serves as a guide to understanding how humans are related to the natural world. Changes in the demand and supply affects the production of resources and scarcity caused by political conditions in the society (Garrard, 2023). His book also analyzes other interpretations of ecocriticism and shedding more light on its significance through practical situations and insights from other ecocritics. In his concept of pollution, he gathered that things start out as an idyllic environment, then a malevolent change lays a sense of apocalypse to it. Texts portraying ecological problems may not take much part in the ongoing debates about ecological issues, but it can certainly help readers understand a concept and explore them in context. Tropes in literary texts may be accepted in certain circumstances, but those with practices that damage the environment may be exploited and tolerated despite its inappropriate potential. In *Positions*, Garrard explored the relationship between human advancements and the decline of resources or scarcity. He used the term ‘cornucopia’ as there is an abundance of improvement in the welfare and progress of humanity, but with it also comes the abundance of pollution,

scarcity, and environmental issues. In *Pastoral*, he also explained how tropes also affect the portrayal and contrast between rural and urban landscapes. There is the sense of the rural being made an ideal setting, but hides the hardship of labor. The concept ‘Wilderness’ is also related to ‘Pastoral’ which creates a wide gap between the idea of those exposed with culture and what some consider as the untamed or untouched. This reduces the idea of an organized setup even in rural areas. An important term also dwelled on is the ‘Apocalypse’. This is a term that is yet to come, so it is filled with speculation and imagination (Garrard, 2023). However, this is clouded also with a shred of acceptance in a way since there may be scenarios coming from present experiences. Garrard has exemplified other various scenarios and portrayals in literary texts common in literature.

Overall, it is fair to assume that though dystopian novels in literature posits mostly a fictional concept of a Marxist, totalitarian, or even an ecological minded government, it is still important to explain this concept to readers, especially young learners. The dystopian genre is one of the genres that provides a context for social, political, cultural, and ecological issues as an intellectual framework. Teachers are then delegated the task to help keep this inquiry of thought to freedom, individuality, justice, and revolution for generations to come (Gleason, 1997).

A Selection of Young Adult Dystopian Novels

The Hunger Games (2008) is a novel in Suzanne Collins’s *The Hunger Games* trilogy. This novel was also adapted into a movie in 2012. *The Hunger Games* novel won numerous awards like New York Times Most Notable Children’s Book of 2008, Califor-

nia Young Reader Medal: Young Adult (2010), Cybils Children's & Young Adult Bloggers' Literary Award for Fantasy & Science Fiction (2008), and Heartland Award for Excellence in Young Adult Literature (The Writing Conference, Inc.) in 2010 to name a few and also numerous best book lists. This is a young adult dystopian novel set in post-apocalyptic North America. What rose from the ashes is Panem which originally was divided into 13 districts, and the Capitol which is the federal district. Panem presents a totalitarian government and police state in the form of peacekeepers. All the districts are expected to provide for the Capitol in exchange for their protection and safety. This however comes from brutal enforcing of rules and regulations and unequal treatment of citizens from the districts and the Capitol. This resulted in the first rebellion led by District 13 which unfortunately eventually resulted in the collapse and obliteration of District 13. A Treaty of Treason was signed to end the war and *The Hunger Games* was established as a reminder that such an uprising should not occur again. *The Hunger Games* is a contest where one boy and one girl (ages 12-18) are taken from each district, chosen by lottery, to participate in a live reality show where they must fight to death until one victor remains.

Because of its popularity, *The Hunger Games* trilogy has been used in various studies. It has also been analyzed using different lenses. An analysis was done with the trilogy using contemporary post feminism. It was found that Katniss resists dystopian postfeminist by questioning tyranny and focusing on social action (Ruthven, 2017). On the other hand, another study used the developed Youth Lens to offer an approach to teach young adult literature like *The Hunger Games* (Petrone et al., 2014). Teachers were encouraged to use *The Hunger Games* to encourage learners to assess world realities

(Simmons, 2012). However, this should be done with caution. Next *The Hunger Games* was used for book club reading to discuss sociocultural gender issues and stereotypes (Taber et al., 2013). *The Hunger Games*, along with other young adult dystopian novels like *Uglies* by Scott Westerfeld and *Matched* by Ally Condie, were found to have potential effects in sparking readers' interest in political action (Ames, 2013). A study also describes the faces of rebellion in the trilogy and how Katniss's heroic deeds provide opportunities for readers to realize their own strengths as well (Jones, 2016). Lastly, a study also analyzes totalitarianism in *The Hunger Games* trilogy, but it is compared in retrospect to democracy (Mutiarra, 2015). She also uses the Foucauldian discourse and its relation to power and freedom.

Divergent (2011) by Veronica Roth is also a young adult dystopian novel. It was adapted into a film in 2014, but has gained recognition and praise even before that. A few of its awards are the 21st Century Award from the Chicago Public Library Foundation and the Chicago Public Library (2014), Georgia Peach Book Award (2012), South Carolina Book Award, Young Adult (2014), Rhode Island Teen Book Award (2013), Evergreen Teen Book Award (2014), and numerous other awards.

Like *The Hunger Games*, *Divergent* has also been used in numerous studies. Cothran and Prickett (2014) have analyzed Beatrice as a dystopian heroine. Like Katniss Everdeen from *The Hunger Games*, Tris also exemplifies a concept character common in young adult dystopian novels. Researchers attempted to explain the ideology and class struggles in the factions present in *Divergent*'s society (Wardana & Roy, 2019). Raymond Williams' theory of ideology was used and they found that the bourgeois society

and slave society's struggles were evident. Another study, focused on the educational system in the novel and its possible association in reality (Stefanopoulou et al, 2021). They found ways in the fictional world that may apply in reality to improve the educational system. The issues of surveillance in today's world because of technological advancements have been analyzed (Robina, 2018). It was found that in science, there always lurks the misuse of technology for surveillance which is also found in *Divergent*. Lastly, a study has looked into the struggles of the oppressed and dominated people (Rosheed & Mahdi, 2019). The term 'subaltern' originally coined by Spivak was used to refer to different types of people including the 'factionless' and those in the faction but cannot speak for themselves. How these subalterns were able to regain their rights and freedom were also studied.

Uglies by Scott Westerfeld has also won several awards namely Honor book (2008), Ditmar Award Nominee, Best Novel (2006), Young Adult Book Award (2008), South Carolina Book Award Nominee, Rhode Island Teen Book Award Nominee (2007), Golden Duck Award, Young Adult (Hal Clement Award) (2006), and Eliot Rosewater Indiana High School Book Award (2007) to name a few. Several studies analyzed the novel. Mahmud and Azeez (2022) used critical realism theory for the first two books in the series. They have analyzed how uglies were used as a mark of someone's identity and how it triggers many conceptions of beauty in today's society (Mahmud & Azeez, 2022). These imposed standards in society are a form of control and a building block for power structures. Hoe (2020) analyzed the conditions of caring as a subjective means to creating

judgments and actions in the novel. The protagonists in the novel were able to make actions against the antagonists, but only once people they loved had been threatened (Hoe, 2020). Through this, readers can see a reflection of their partiality in decision making and enforcing laws. In Gadowski (2013), *Uglies* was understood as an important narrative portraying some concepts of transformation from human to posthuman. This reflects premises in popular culture about body image and freedom in making decisions (Gadowski, 2013). Issues in body modifications presented in the novel were also discussed (Steinhoff, 2015). How children and adolescents see their body images according to the author may be due to the cultural context. It is exemplified in the novel that they have to have the surgery and be the same as everyone. They were told that body modification may be the only way to achieve happiness and fulfillment. However, many are not aware of the boundaries of beauty and going over it as the basis is only superficial.

Neal Shusterman's *Dry* by was recently published and released in 2018. Despite being recently published, it has already gained several recognitions. Some of them are Chicago Public Library's Best of the Best, Pennsylvania Young Reader's Choice Award Master List, Zilveren Griffel (2020), Virginia Readers' Choice Award, and Keystone to Reading Secondary Book Award. Since the novel is fairly new, there were only a few studies where the novel was used. Falkner (2022) has pointed out the importance of *Dry* as a 'Cli-Fi' or climate fiction along with other texts. With the pandemic that has happened and is still felt, it is a pressing concern in the classrooms to process realities and changes in the society as time goes by (Falkner, 2022). Learners begin to understand scenarios happening because of climate change sooner or later if situations do not change.

Lodge (2018) reflected on how horrifying the storyline of the novel is because of drought experiences in California. The portrayal of life-like situations is noteworthy which may get the book an adaptation coming soon. *Dry*, which tells about climate change, emphasized the importance of climate fiction now more than ever (Bernstein & Sweeney, 2022). Through such novels, the reality about environmental changes, and inequality even in times of disasters can be portrayed. There is still a power play in society and exposing readers to such stories is significant.

On the other hand, *Legend* is a popular novel by Marie Lu published in 2011. It is the first book in the series with awards like Rhode Island Teen Book Award Nominee (2013), Truman Readers Award (2014), Young Adult (2015), Lincoln Award Nominee (2014), and Rebecca Caudill Young Readers' Book Award (2015). Several studies have analyzed *Legend* in different aspects. Amalina (2015) studied how *Legend* reflects Foucault's techniques in the aspects of organization and distribution system. It sheds light on totalitarian control and the importance of taking control of your own life (Amalina, 2015). The dystopian society also highlighted the struggles against the society and the set class they set people in. Connors and Tries (2018), on the other hand, presented a critical framework to emphasize the significance of understanding economic events in fiction. *Legend* was used to illustrate that dystopian fiction may be a basis to analyze neoliberalism (Connors & Trites, 2018). The complexity of politics and economy may be best understood through this kind of fiction. This thought also goes the same as the other novels previously mentioned.

Though several studies use *The Hunger Games*, *Divergent*, *Uglies*, *Dry*, and *Legend*, most explain apparent themes and events as the basis for analysis. The researcher aims to prove each of the texts' connection to understand the various phenomena portrayed leading to patterns and themes. This is essential as learners and readers will be more guided of how the books reveal social, political, economic, and even ecological events.

In Guiding the Discussion of Dystopian Fiction

Instructional materials may be used to ask challenging questions about literature (Vanderbilt University, n.d.). Several elements may be included in the questions which may vary depending on the results of the study. This can make the guide more personalized and appropriate for the objectives stated in the curriculum. One format may emphasize essential questions before reading, while reading, and after reading and allow a hierarchy of questions (Lindquist, 1982). Since the instructional material aims to help learners challenge their own learning, an inquiry-based approach will best fit it. Through this approach, teachers can process learners' comprehension of the selected texts through questions that seek to think critically (Alameddine & Ahwal, 2016).

Through the given dystopian fiction, the researcher may be able to identify the essential information necessary in an instructional material to better facilitate the learners' understanding of related social realities. Planning instructional materials is helpful for teachers to help anticipate the participation necessary from students (Artman-Meeker et al., 2016). Learners are sometimes reluctant to participate in literary discussions since they do not have enough preparation for it or they lack practice on identifying key points

in the text they can discuss with others (Zucker, 2016). Laying out expectations on the details and concepts learners can focus on helps them find the courage and interest to participate in the discussion. Doing this can also challenge learners into looking into the text more and engaging others to participate as well. Using guides for reading has been a strategy that was used back then. It pointed out the importance of guided discussion in reading activities (Manzo, 1975). It may contribute to the learners' higher order thinking skills and promote the organization of information from concepts they encounter. In turn, this could form a pattern for them to read and deeply analyze other literary texts as well.

On the other hand, it is suggested that providing guidance for students' reading activities may improve their comprehension. Though there may be different types of guides, there is an underlying pattern enabling learners to process what they have read and improve their understanding (Armstrong et al., 1988). In their study, they have recommended that in constructing reading guides, the information that needs to be emphasized should be analyzed, there should be items that help students relate their personal experiences to what they are reading, and teachers should develop questions that learners can also discuss with their peers or only with each other. In the Philippines, a teacher has concluded that asking questions is essential in teaching literature. It allows learners to process what they have read while also figuring out how leading questions are significant in the text (Nanquil, 2020). Teachers may find reasonable grounds on the questions to ask while also figuring out the strategy to take in and filter responses. However, the teacher should also have a guide in the tasks of materials he or she uses in the discussion.

In the classroom, guided discussion is a common practice for explicit instructions in reading programs (Reutzel et al., 2014). This practice may also result in developing the skills necessary for learners to be independent when reading literary texts. Moreover, it is also important to discuss literary texts that promote diverse experiences for learning in terms of culture, perspectives in the world, and representations (Kelly-Howard, 2021). Integrating different issues about social justice and diverse characters consider discussions of literary texts in the classroom that provokes their thought, allows for a healthy debate, and makes learners reflect as well. Instructional materials should not just include questions that make learners think about the important points in the text, but also how the information and learnings they get from reading will allow them to function and decide in the real world. This way, learners are guided both on the meaning provided by the text and its application to reality. One of the true measures of an effective reading of literary texts is not just identifying its main idea, but getting learners to read and reflect on texts (Fountas & Pinnell, 2012).

For guiding discussions in teaching literature through the use of instructional material, it is essential to enable students to think critically. Varied literary texts give plenty of opportunities for students to apply critical thinking (Meriem Ouhiba, 2022). It enables students to seek evidence and verify truth and information. Using one's critical thinking does not only entail this though. It also involves giving opinions that are objective and based on gathered information (Butterworth & Thwaites, 2013). Literature is viewed as an avenue to develop learners' critical thinking. This is because in reading literature, learners are required to retrieve information to relate their understanding to the meaning

of the text (Tung & Chang, 2009). They demonstrate different skills such as understanding and verifying truth, understanding the text literally and deeply, creating moral and fair judgments on issues in the text, understanding different perspectives in the text, and apply understood concepts in the real world. Moreover, learners must also show willingness to modify their previous knowledge and accept new points of view (Tabačková, 2015). This allows a shift to higher order thinking especially in young adult learners.

In constructing questions for an instructional material of literary texts, it is important to consider moving from low-level thinking questions to challenge learners, especially young adults (Meriem Ouhiba, 2022). Focus on the higher order thinking questions encourages learners in asking and answering deeper questions about the text. The revised Bloom's taxonomy still provides a classification of learning goals (Krathwohl, 2002). The types of thinking are remembering (information retrieval), understanding (meaning construction), applying (procedure implementation), analyzing (concept breakdown and interrelation), evaluating (judgment creation), and creating (original product creation) as part of the cognitive dimension in the revised taxonomy (Krathwol et al., 2001). Aside from using these as an emphasis to the educational opportunities in the classroom setting, teachers may also use these in specific delivery of instruction. If critical thinking is connected and may be potentially developed through guiding discussions in literature, it is necessary to take note of the levels of knowledge which are part of the knowledge dimension in the taxonomy. It still encapsulates factual (basic details and elements), conceptual knowledge (elements interrelation), procedural knowledge (techniques and methods), and

metacognitive knowledge (self-knowledge). The taxonomy table incorporating both dimensions are for learning objectives and determine the target level of learning for students.

In applying levels of thinking and knowledge, it is imperative to have a basis of objectives and expectations for learning. In the K-12 Curriculum Guide for English, these are significant objectives to consider for Grade 10 learners; these are drawing conclusions from the set of details (EN10RC-IVg-2.12), reacting to the falsity or soundness of an argument (EN10LC-IVg-16.2), synthesizing essential information about a chosen issue (EN10SS-IVc-1.8), explaining how a selection may be influenced by culture, history, environment, or other factors (EN10LT-IVg-3), and evaluating literature as an instrument to express and resolve conflicts within, between, and among societies (EN10LT-IVi-21). Since education's aim is for the students to learn significant skills for them to function in the real world, it is necessary to look at these objectives and essentials in discussing literature in a manner that learners construct their own learning (Department of Education, 2016). Constructivist theory states that each person creates knowledge and a personal reception of the world for themselves (Hein, 1991). The role then of a constructivist teacher is to guide and support students in discovering information and knowledge (Battista, 1990). Teachers should have the necessary skills in order to set the classroom environment where students will feel comfortable discussing and reflecting on their understanding of the lesson.

It is also a constructivist's aim to develop critical thinking in learners (Triantafyllou, 2022). Its origin may also be linked to Piaget's theory of cognitive development and Vygotsky's social content of learning.

There are also numerous developments and perspectives on the theory, but the learner is in the middle of it and the teacher is the mediator of learning. Some concepts that are important to remember are that learning is constructed, an active process, contextual, personal, and a social activity (Kurt, 2021). There are different strategies that teachers can use in order to facilitate learning under constructivist theory. One of which is aligning technology in learning (Solvie & Kloeck, 2007). Through the correct tools in technology, the students' learning experiences will be more beneficial in their construction of knowledge. There should also be careful consideration of the technology with the expected knowledge gained from students. It may vary from using video and audio clips, visuals, and other appropriate material for the discussion. Using particular technological tools can support and allow learners to take responsibility for their own learning. All of these require careful thought, but a successful application creates memorable learning for students. Moreover, it challenges both the teacher and the students in analyzing and interpreting information and concepts from texts (Juniu, 2006).

Synthesis

Though young adult dystopian novels present complexity and critical realities, the researcher sees this as an opportunity to be more focused on the potential of these novels

which young readers are interested in. As a matter of fact, with the goal to engage learners to be more engaged citizens, the researcher trusts in how the study, particularly a thorough analysis of *The Hunger Games*, *Divergent*, *Uglies*, *Dry*, and *Legend* is the most appropriate for this matter.

The review of related literature has opened the understanding of some considerations in teaching literature, readers' interest in literature, the young adult literature format and concepts, dystopian reality, a deeper understanding of the dystopian world, how the selected young adult dystopian texts relate to these, and how an instructional material can help learners understand this world better. Having understood that the readers' interest in literature and topics in the classroom change, there is a need to analyze and focus on choosing texts that encourage learners to be the catalyst for change. Other subject areas may have definite learning objectives, but literature adapts to change. Therefore, competencies in the classroom are more challenging since the knowledge does not only come from the texts alone, but also the background and the learners' understanding of the context. Thus, it is necessary to acknowledge the importance of young adult literature particularly the dystopian genre. In this era where information is easily gathered and obtained, and the world continues to challenge even young learners, it is necessary to help them navigate the complicated adult world. Though the reading of classics will always prove to be useful in learning language and certain topics as well, considering new literature like the young adult literature has an advantage of capturing learners' interest from the topics discussed to the characters they can relate to. It offers more than face value as more and

more young adult literature is enabling critical thinking of certain social issues. Moreover, the understanding of a dystopian society and the presence of social, political, economic, and ecological issues in it also calls for learners to be more involved in the events around them. Ultimately, the use of *The Hunger Games* by Suzanne Collins, *Divergent* by Veronica Roth, *Uglies* by Scott Westerfeld, *Legend* by Marie Lu, and *Dry* by Neal Shusterman pose an application of all of these.

Using Arendt's concept of totalitarianism, Adorno's Negative Dialectics, Gramsci's Cultural Hegemony, and Garrards' ecocriticism as anchors, the study explores the dystopian society. This is done through the perception of realities in the novel by different characters, the ideologies behind it, concepts of power and rule, the societal and environmental situation and the awareness of the characters in such oppression. Through this, the connection formed between the mentioned anchors and the dystopian world may be perused. Aside from using given concepts, the plot of the text may be studied in relation to how power, terror, and social injustice revolves around the development and limitation of a dystopian government.

Having these circumstances in mind, it is indeed a challenge for teachers to facilitate learners' perception of political concepts and ideologies. Therefore, the researcher has placed interest upon how this process can take place, and how the educational community can make a difference about it. It is believed therefore that a thorough understanding of the government/political, societal, and environmental system in selected young adult novels may reframe how innovations in teaching literature may be done. Through analyzing the given dystopian fiction, the researcher may be able to identify the essential

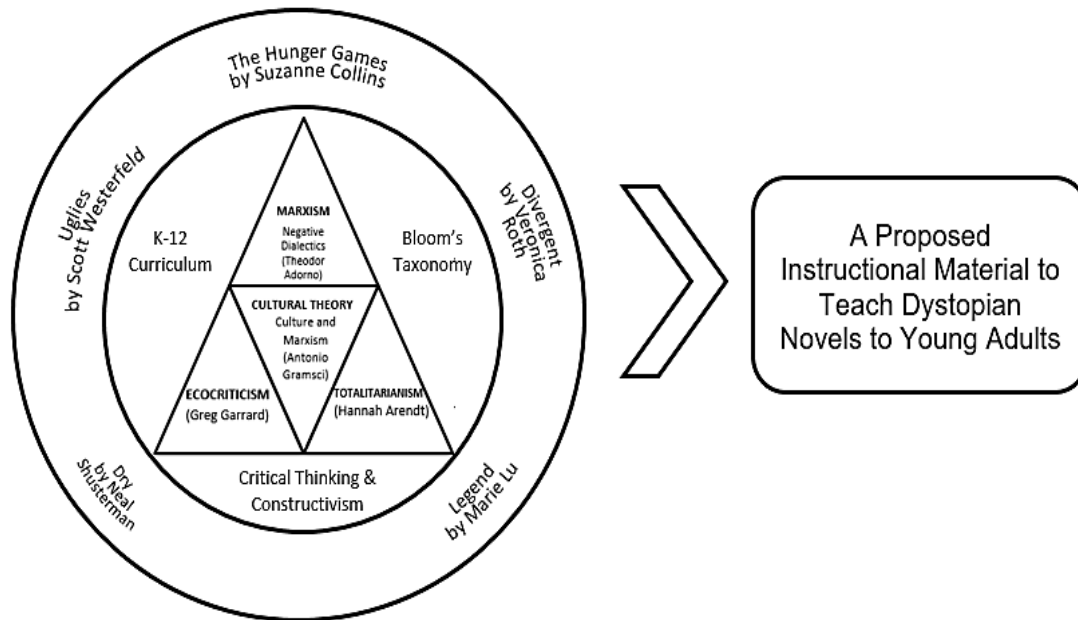
information necessary in an instructional material to better facilitate the learners' understanding of related social realities. Planning instructional materials is helpful for teachers to help anticipate the participation necessary from students (Artman-Meeker, Grant & Yang, 2016). The instructional material will not only pose questions about literary texts, but also consider levels of thinking/knowledge, how learners construct meaning, and even how technology now plays a role in the creation of understanding.

Conceptual Framework

The five chosen dystopian novels were thought to be the way to teach young adults about the necessary realities and issues in the modern world. Facilitation of discussion of the texts will be better done with the use of instructional materials carefully constructed through a thorough analysis involving the curriculum and related learning theories. The framework that follows summarizes the connection of related variables in the study.

Figure 1

Processes Involved in the Development of the Instructional Material



Note. Figure 1 shows how the research variables relate to each other. In the same way, it gave light to both the researcher and the readers as to what the direction of the study will be.

The map firstly illustrated in the outer circle, the five dystopian novels analyzed in the study namely *The Hunger Games* (2008) by Suzanne Collins, *Divergent* (2011) by Veronica Roth, *Uglies* (2005) by Scott Westerfeld, *Dry* (2018) by Neal Shusterman, and *Legend* (2011) by Marie Lu.

The next flow or the inner circle of the framework was the analysis of the selected dystopian novels and considerations taken. In order to understand the dystopian society

of the texts better, the Marxist theory, cultural theory and ecocriticism were applied. In Marxism, key concepts like justice, guilt, freedom and materialism from Theodor Adorno's *Negative Dialectics* were used in the analysis. Another key theory was the cultural theory emphasizing Antonio Gramsci's take on how culture may be used to understand power and relationships in a community. Hannah Arendt's concept of totalitarianism analyzing the government system was considered. The last theory was Greg Garrard's ecocriticism emphasizing environment, and critical and social issues. These theories were used along with consideration on the K-12 curriculum, revised Bloom's taxonomy, critical thinking, and constructivism. The processes involved were used to lead in the development of the instructional material.

Statement of the Problem

The endeavor of this study was to develop a proposed instructional material to teach the selected dystopian novels to young adults in relation to a thorough analysis. This aimed to explore and understand the societal, cultural, and ecological ideologies in the selected dystopian novels. The direction of the study was towards the analysis of the society, culture, and environment in the novels in light of Marxist theory particularly that of Theodor Adorno in *Negative Dialectics*, Hannah Arendt's *Totalitarianism*, Antonio Gramsci's cultural hegemony, and Greg Garrard's ecocriticism. It is hoped that the analysis shed light on how even young readers can gain awareness of significant ideologies through fiction.

Specifically, this study sought to answer the following questions:

1. How is dystopia depicted in each of the novels?
2. What do the novels reveal about the following:
 - a. Society
 - b. Culture
 - c. Human behavior/Human relationships
 - d. Nature/Environment
3. How can the analysis be used to inform the preparation of the instructional materials to teach dystopian novels?

Scope and Limitations

The study was limited to the concepts related to the political/government, societal, and environmental system and society in the chosen texts namely, *The Hunger Games* by Suzanne Collins, *Divergent* by Veronica Roth, *Uglies* by Scott Westerfeld, *Legend* by Marie Lu, and *Dry* by Neal Shusterman. This also involved the texts' relation to Hannah Arendt's discussion of totalitarianism, Theodor Adorno's Negative Dialectics, Antonio Gramsci's Culture and Marxism, and Greg Garrard's Ecocriticism and the dystopian society and genre in a broader perspective.

Significance of the Study

The outcomes of the study shall be of benefit to the following people:

- 1. Teachers of English and literature***

The teachers of English and literature are the primary beneficiaries of this study. They will be able to glean an idea on how to process the chosen texts when used in classroom discussions. They also can facilitate discussions of similar texts with more understanding of how critical literature is in raising learners' awareness of social, cultural, political, economic, and environmental reality.

2. Teachers of other subject areas particularly Values, Science, and Araling Panlipunan.

The same principle as that of English and literature teachers may be provided. If they use the mentioned texts or similar ones, they will learn to adapt an understanding of why such texts are significant not only to learners' interest, but also to their involvement in society as its citizens.

3. Learners

While some learners are very familiar with the texts used in the study, there may be some who are not. This study may help gain learners' interest in reading the texts or even other similar texts, thus possibly fostering their love for reading. Moreover, this may also pave the way to raising their awareness of political, social, and environmental realities through fiction and even allow them to realize their significant role as citizens.

4. Writers/Authors

The findings of this study contain how young adult dystopian texts allow for critical thinking for their readers. Thus, this may give them an idea of the types of texts and materials that will enable a more engaging classroom discussion or simply a personal reading.

5. Curriculum developers

Though a limit of this study is understanding the government, societal, cultural, and environmental system of chosen texts particularly that of the young adult dystopian genre, curriculum developers may still find significance necessary to consider in the criteria for choosing literature not only in the high school level, but also in the college level.

6. Parents and guardians

With the knowledge of how influential the texts in the young adult dystopian genre may be, parents and guardians may be better equipped in dealing with information learners and readers may get from this type of texts. They may also encourage and foster the love of reading with these texts.

Definition of Terms

The following terms have been constitutively or operationally defined for the better understanding of the study:

Adolescent. This ranges from ages 10-19 according to a report by the World Health Organization (2014). This is the stage where development in the knowledge and skills and an understanding of their emotions and relationships are necessary for them to enjoy this stage or get ready for adult roles (World Health Organization, 2014). They experience rapid growth in terms of ‘physical, cognitive, and psychosocial’ terms affecting how they interact with others.

Climate Fiction. This is also known as cli-fi. This is a type of fiction that allows readers to understand environmental and sustainability issues (Lindgren Leavenworth & Manni, 2021).

Culture and Marxism. This refers to the sectors in society that forms a hegemony to establish control (Gramsci & Forgacs, 2000).

Discussion Guide. Learning material with questions that facilitate teaching literature (Artman-Meeker et al., 2016).

Dystopia. This refers to the genre which may be the opposite of utopia where the society presents speculations of a usually chaotic and horrifying socio-political reality (Ashley, 2016).

Ecocriticism. In the context of literature, it looks into the interpretation of texts based on the presented meaning related to environmental concerns and how to address it (Tekbiyik & Çelik, 2019).

Hegemony. In relation to culture, it refers to establishing accepted norms through cumulative experiences and exposure to perspectives (Ong, 2022).

Marxism. This refers to the theory originally conceived by Karl Marx in analyzing social struggles and economic classes (Menand, 2016).

Negative Dialectics. Adorno postulated that people's way of thinking is affected by the perceived consequences of their action thereby skewing their sense of justice and responsibility (Geuss, 2016).

Revised Bloom's Taxonomy. A revision of Bloom's original categories for learning goals where cognitive processes are also aligned (Sudirtha et al., 2022).

Science Fiction. This includes texts that have a premise with connections to development and technology (Menadue et al., 2020)

Totalitarianism. This is a form or system of government usually characterized by a dictatorial authority and a strict exercise of power and control (Jackson, 2019).

Young Adult. This is defined most of the time in relation or similar to adolescents (World Health Organization, 2014). There is no specific age bracket intended for this certain category, but the World Health organization (2014) has defined 'young people' pertaining to this certain group from 10-24 years old or 'youth' ages 15-24 years old.

CHAPTER 2

METHODS

This chapter dealt with the processes done to accomplish the analysis of the selected young adult dystopian novels using Marxism, totalitarianism, cultural Marxism, and ecocriticism. Negative Dialectics by Theodor Adorno, Hannah Arendt's concept of totalitarianism, Antonio Gramsci's Culture and Marxism, and Greg Garrard's Ecocriticism were used to analyze the novels. Some salient concepts analyzed were related to political, economic, cultural, and ecological issues. The concepts of society, culture, human behavior, and nature of the dystopian society in the novels contributed to the construction of the discussion guides.

Research Design

The researcher used descriptive-analytical which is a qualitative method in nature (Loeb et al., 2017), because the intent is to explore the political, cultural, economic, and ecological system in the chosen texts in the light of Marxism, Totalitarianism, Cultural Theory, and Ecocriticism. Moreover, it seeks to describe and explain this process and also ultimately understand the dystopian genre more. Since the study heavily relied on the analysis of the language and pattern in the text, qualitative is more applicable.

Qualitative research uses a method designed to obtain data by exploring and understanding a phenomenon (Moser & Korstjens, 2017). This allows a deeper probe into real world problems and discovering perspectives on a given research problem or topic. It

is essentially effective in using systems for an inquiry of the human phenomena in terms of finding meaning in their behaviors, attitude, choices, and values. It also provides an advantage of people's actions and talk that reveals not just what it says about them, but also how it is reflected in society.

Essential readings from books, articles, theses, e-journals were done especially those containing information about young adult literature, dystopia, and issues on society, government, economy, and environment in fiction to give ample background for the study. After which, novels that fit the required criteria were chosen.

Processes Undergone

The study has undergone five phases:

Phase I - Creating a Criteria for the Selection of the Novels

Based on the readings done by the researcher on the essential concepts of the study, listed below were the criteria for selecting the novels. The criteria was made to limit the novels to be chosen and ensure its appropriateness to the study. The criteria were further validated by the research adviser along with the novel selections.

- Must be a young adult novel
- Must be of the dystopian genre
- Must be award winning
- Must be published from 2000 to present

- Must contain factors related to Marxism, Totalitarianism, Cultural Theory, or Ecocriticism
- Must be accessible to learners
- Must have at least 1,000 reader ratings as noted from Goodreads or Amazon

Phase II - Selection of the Novels

The novels were chosen from a list of best young adult novels from TeachThought website containing 44 young adult novels they would recommend for teenage readers. From the 44 novels in the website, 5 novels which best represent a dystopian society were chosen. These were novels that the researcher was familiar with and has read prior to the study and also fits the criteria set. There were novels that were part of a series, but only the first book was chosen as it entails the introduction of the novel's premise more. The novels were also checked in Goodreads, a cataloging website for books and reviews, and Amazon. The following novels were chosen:

The Hunger Games (Collins, 2008) is set in dystopic North America where the harsh rule of the Capitol forces children to participate in a game where they fight to the death.

The Hunger Games (2008) introduced Katniss Everdeen, a teenager who is also the breadwinner of the family. She lives with her mother and sister, and she provides for them by hunting illegally outside district twelve with her best friend, Gale. Then, comes the reaping or the selection day of tributes for The Hunger Games. Unfortunately, Kat-

niss's sister, Prim, got chosen, so Katniss volunteered in her place instead. The other tribute is Peeta Mellark, the son of the baker in the district. Both Peeta and Katniss are then trained for the brutal games and primed for their appearance on television for the Capitol citizens' entertainment. All 21 tributes were transported to a forested area for the games. Then, follows the survival of the fittest as you can leave the arena if you are the only one left alive. However, circumstances happened which made both Peeta and Katniss the victors, contrary to the satisfaction of President Snow, the leader in the Capitol.

Legend (Lu, 2011) illustrates the difference between those born in wealthy districts and those in the slums. The Republic or what was once the western United States will go to great lengths to keep its secrets even if it involves the lives of many.

The novel is set on a dystopic United States, portraying the contrasting lives of the two protagonists: June who is born in an elite family and Day who was born in the slums. When a citizen turns ten years old, he or she must undergo a trial to determine whether they will later live a life of privilege and service or death and suffering. It also follows the effect of an economic and societal catastrophe and how the people in the Republic, which was what they named the new nation, tries to survive while there is another impending war. The divide between the rich and the poor also creates tension between the protagonists, but they soon learn who the enemy really is. Upon discovering secrets not everyone in the Republic knows, they have to choose soon their battles and fight for their own survival.

***Divergent* (Roth, 2011)** shows the factions in the dystopian Chicago world. Each faction has its own set of rules to follow and the members who follow them live an untroubled life. However, unrest has started way before secrets are revealed and the seemingly perfect and organized society begins to unravel.

This is set in a society divided by five factions namely, Candor, Erudite, Dauntless, Amity, and Abnegation. Each faction prides itself on the cultivation of the values of honesty, intelligence, bravery, peace, and selflessness. For a day every year, 16-year-olds must choose the faction they will be in for the rest of their lives. Beatrice Prior, the protagonist, is torn between choosing the faction where her family is (Abnegation) or the faction she is considering joining. Prior to the ceremony, there were tests and trials that may reveal the faction appropriate for them. Beatrice's choice during the ceremony surprised everyone. She renames herself as Tris following her choice. The challenge does not end in the ceremony as there is initiation before they are accepted in the faction they chose. They undergo tests that challenge them physically, psychologically, and emotionally. To add to this, she must also figure out who her friends are and if she can trust the whole system of their society.

***Dry* (Shusterman, 2018)** illustrates a drought escalating to a catastrophe in dystopian California. The quiet suburban neighborhoods in the country turn into war zones as people look for water sources. Each family and individual now must make difficult choices for their survival.

It is also a young adult dystopian novel focusing on water scarcity as a catastrophe. This drought is called Tap-Out and people are asked to conserve water through

many rules. However, with water supply running out and people deviating supplies to be given to them, the community soon breaks into chaos and a warzone. People fight over water supplies and some take advantage of the situation to run a business. Others use scare tactics and force for water. With all these events, people including the main characters, Alyssa Morrow and Kelton McCracken, try to get through it and get to safety.

***Uglies* (Westerfeld, 2005)** shows a reality where physical capacities and attributes determine your place in society. When they turn sixteen, almost everyone in this dystopian modern society is expected to undergo an operation, so they can be considered pretty. However, belonging to the advertised paradise also results in major risks.

Uglies is the first novel in a series by Scott Westerfeld published in 2005 which also won numerous awards. It is set in a dystopian society where people are considered *ugly* until they turn 16 and undergo extreme cosmetic surgery to turn *pretty*. It centers on Tally Youngblood, a girl soon turning 16 and cannot wait to undergo surgery to be pretty. There is a hierarchy in society depending on one's age and if they have undergone the surgery. Once you are to have the surgery to turn pretty, you will cross over to the other side of the river to separate you from the others. There are also the *pretties* (mostly teenagers), *middle-pretties* (employed adults), and *crumbliies* (adults). Tally's life was pretty straightforward though she is carefree and likes telling jokes. She wants to undergo the surgery and be with a friend who had the surgery already and go with the flow. However, her life changed upon meeting others like her friend, Shay, who chose not to be turned *pretty* and plans to follow other insurgents who refuse to have the surgery. She then realized that life is not as straightforward as it seems.

Phase III - Analysis and Interpretation of the Novels

This involved the analysis of the novels in relation to the dystopian concepts present in Theodor Adorno's *Negative Dialectics*, Hannah Arendt's *Totalitarianism*, Antonio Gramsci's cultural hegemony, and Greg Garrard's ecocriticism. The researcher observed the following steps for the analysis and interpretation of the selected novels:

1. Rereading the plot and thoroughly analyzing the novels in connection to its dystopian nature.
2. Determining the reality of dystopian concepts portrayed in the texts.
3. Identifying the dystopian concepts related to the political, economic, cultural, and ecological ideologies of Adorno, Arendt, Gramsci, and Garrard.
 - Using Adorno's *Negative Dialectics*, the concepts of society's consciousness and their sense of justice and freedom was delved into.
 - Arendt's *Totalitarianism* has shown how control and domination exists in the selected novels.
 - Examining the culture and control in the novels was done through Gramsci's *Culture and Marxism*.
 - Noting details of the ecological problems in the novels were also examined using Garrard's ecocriticism.

Phase IV - Development of the Instructional Material to Teach Each Novel

This phase addressed the concern regarding pedagogical implications of analyzing young adult novels. After the analyses of the selected novels, an instructional material for

each novel was done using the information gathered from the analysis. The instructional material addressed the concern of teaching dystopian novels perpendicular to the JHS curriculum. The instructional material was aimed to help and guide teachers of literature in using and processing young adult dystopian novels in the classroom.

The main objective of the instructional material are as follows:

- A. To provide appropriate questions for discussing the topics in the dystopian society of the novels.
- B. To facilitate understanding of critical topics and concepts present in the novels.
- C. To challenge students to think critically and understand different perspectives.
- D. To gain confidence in discussing and explaining their thoughts about important matters related to the novels.

Using the analysis and interpretation of the novels, questions were formulated to help students derive answers that allow them to understand the related dystopian concepts better. Each guide consisted of the following:

- 1. Objectives
- 2. Questions for Pre-Reading
- 3. Questions While reading
- 4. Questions for Post Reading.

The objectives part contained goals that target the knowledge components, as well as, literary appreciation of the discussion. These objectives were aligned with the set objectives in the K-12 JHS curriculum for Grade 10. The questions part for pre-reading, while reading, and post-reading of the novels targeted some low-level thinking questions moving up to the higher order thinking question based on the concepts of constructivism and the revised Bloom's taxonomy which are remembering (information retrieval), understanding (meaning construction), applying (procedure implementation), analyzing (concept breakdown and interrelation), evaluating (judgment creation), and creating (original product creation). The questions aimed for learners to give answers that process the essential concepts that were analyzed in the study. Questions that allow them to use technology or access technology were included to allow learners to verify their understanding or construct their own knowledge on the issues presented.

Overall, the gathered data from the analysis and interpretation of the dystopian world in the selected novels were identified in alignment with the learning competencies in the K12 curriculum, particularly in literature. The goal to identify the educational implication of the novels through their analysis were done in order to glean how the selected novels and possibly similar texts offer an alternative choice of texts used in classroom discussion and enable learners to gain concepts with practical significance in the society. This information was used in developing a instructional material aligned with the objectives listed in the K-12 curriculum for JHS English literature (Grade 10).

Phase V - Validation of the Instructional Material

This phase involved the validation of the created instructional materials using the criteria stated below. The validation was done by selected teachers who are knowledgeable in the subject and have a background in creating content in the curriculum. Three experienced teachers have validated the instructional material. Two validators are English subject area coordinators and the other one is an assistant principal. They have confirmed that the instructional material were aligned with its objectives and the goal of the study. The checklists were also confirmed to reflect the instructional material. (See Appendix B & C)

Checklist for Instructional material

The instructional material generally included the following:

- ___ Overview of learning material/resource
- ___ General objectives aligned with K-12 Grade 10 Curriculum
- ___ Specific objectives
- ___ Pre-reading questions
- ___ While reading questions
- ___ Post-reading questions

The questions met the following expectations:

- ___ Questions are aligned with the K-12 Grade 10 Curriculum Objectives
- ___ Questions are aligned with the specific objectives
- ___ Questions include pre-reading, while reading, and post-reading inquiries

_____ Questions target low-level thinking questions to higher order thinking question based on the concepts of constructivism (learners creating their own knowledge) and the revised Bloom's taxonomy

_____ Remembering (information retrieval)

_____ Understanding (meaning construction)

_____ Applying (procedure implementation)

_____ Analyzing (concept breakdown and interrelation)

_____ Evaluating (judgment creation)

_____ Creating (original product creation)

_____ Questions target learners to give answers that process the essential concepts that were analyzed in the study

_____ Questions are appropriate for the comprehension level of Grade 10 learners

_____ Questions are connected with the application of theories used in the analysis

_____ Questions assist teachers in creating opportunities for learners to understand the narrative text

_____ Questions create opportunities for learners to improve their comprehension and practice careful reading of the text

_____ Questions allow learners to build their own knowledge and understanding of the text

_____ Questions include opportunities for answers that stimulate learners' understanding of the real world

____ Questions allow learners to engage in conversations to help support their understanding of the text

____ Certain questions enable learners to compare information from the text to real life situations

____ Certain questions allow opportunities for learners to create a follow-up of their understanding through appropriate tasks.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of five young adult novels in relation to its dystopian society. The novels namely *The Hunger Games*, *Divergent*, *Legend*, *Uglies*, and *Dry* were analyzed using the different theories and concepts such as Adorno's Negative Dialectics, Arendt's Totalitarianism, Gramsci's Culture and Marxism, and Garrard's ecocriticism. The novels' depiction of society, culture, human behavior/human relationships, and nature/environment were also explained. The following were connected to the concepts to affirm the structure of a dystopian society.

Adorno posited the contradictions in the thinking of people in society as influenced by capitalism. This delves deeper into their sense of culture for their concept of justice, freedom, responsibility, and identity are also affected by their environment, the people around them, and capitalism. Their sense of self is affected by the idea of "having" rather than living at the moment. Moreover, though they may be aware of the oppression they experience, there needs to be a sort of revelation before they take action towards achieving freedom (Adorno, 1973).

Totalitarianism shows the oppression and dominion of an authoritarian government (Arendt, 1962). Those in power aim for an unchanging state where they are above others. They also exercise and use terror to control and manipulate people.

Culture plays an important role in propagating values highly regarded in society. Dominating forces in society consist of sectors in media, government, education, and religion (Gramsci & Forgacs, 2000). They establish order through leaders and with consent of members. Commonly, those considered in the lower class may readily accept the culture developed by the ruling class.

An analysis of texts through ecocriticism focuses on the connection between human development and ecological crisis. Changes in the supply and demand in society may be caused and affected by political conditions and human interactions (Garrard, 2023). The importance of the portrayal of environmental reality in literature is also specified to raise awareness on human practices that damage the environment.

All of these elements utilized along with the K-12 curriculum, revised Bloom's taxonomy, critical thinking, and constructivism led to the development of the instructional material.

Dystopia in the Selected Texts

In the dystopian world, there is always a clashing of ideologies and beliefs (Leopore, 2017). There is also the presence of a society strictly controlled by a governing body, oppression, surveillance, and the foreboding possibility of chaos and death. Moreover, characters facing challenges and possible real-world events provide an amount of appeal to readers of dystopian literature. Dystopian fiction often depicts social and moral dilemmas providing a safe way for readers to respond to such complex scenarios (Scholes

& Ostenson, 2013). Generally, though there are varied topics in dystopian society, they all give a glimpse of future scenarios in society and environment.

In addition, some common dystopian concepts in literature are horrific future setting, manipulation, social division, and influence of governing body (Fisher, 2012). It explores more on the ideal world as well, but in a differing perspective (Kalafut, 2019). The governing bodies are in different forms, but they commonly impose strict rules on the citizens to produce the world they envision. This creates an atmosphere of fear and hopelessness among the people. In the perspective of learners, this can have a startling effect. In a study, it was found that reading dystopian novels may affect the decision making of learners (Jones & Paris, 2020). It allowed the learners to imagine the magnitude of changes in society.

The Hunger Games

The novel generally posits the common dystopian society with the presence of a strict and greedy governing body, chaos, violence, and a negative insight of the future to name a few. The constant presence of an authoritarian government is also a concept in totalitarianism. Terror is favored in this system and total control is the goal (Arendt, 1962). This manifests in the example below.

The story revolves around an oppressive environment in Panem where every movement and activity of the citizens are restricted. The Panem consists of the Capitol where the government operates and where the considered wealthy lives, and thirteen districts. The people are limited in doing what the governing body dictates for each district. As a dystopian fiction, this presents a society only beneficial for those in power (Gordin

et al., 2010). The Capitol benefits from the products of each district, whereas the people in the districts cannot enjoy the rewards of their own hard work. This is because of the propaganda of the Capitol where the people in the districts are at their mercy because of the lives lost during the rebellion. This is also where Districts 1-12 were defeated and District 13, according to the Capitol, was completely obliterated. The Capitol then introduced the Hunger Games, an annual event where players who are children from each district fight to death.

There is also a constant feeling of inescapable ill fate among the people. The government dictates the system in society, and the citizens are left with no choice, but to follow since there are punishments involved. Katniss, the protagonist, is aware of the unjust treatment as she is in District 12 and lives in the seams, the poorest part of the district. District 12 mines coal and may be considered the smallest and also the poorest district in Panem. Even in just the first part of the text, the helplessness of the people is apparent in this line:

Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out to the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails, the lines of their sunken faces. (Collins, 2008, p. 4)

Another common theme in dystopia is dictatorship (Shiau, 2017). In relation to the lines above, people endure the hardships of their work even when it results to death in order to provide for their family. It is the only means of living the government provides

for the people in the poorer part of the district. This is only one way the government controls the people. Additionally, the governing body in the Capitol has kept the Hunger Games as a sort of morbid tradition annually. President Snow is the current leader and dictates the current system of Panem. Though he only has a few scenes in the novel, his scenes were always surrounded with fear and violence. He welcomes the tributes for the Hunger Games every year like it is a cause for celebration for them to be chosen to kill or be killed. He also blames Katniss for creating a spark in the rebellion even though the rebellion has been ongoing in the districts even before her act.

President Snow oversees the general and major needs in Panem, but there are still small governing systems assigned in each district. It is revealed that there are discrepancies in the rules and system in each district. In district 12, Katniss realizes how loose the rules and the punishments are compared to other districts. In connection, though they were fortunate in some respects, District 12 still cannot escape the horror that The Hunger Games brings into their lives. This is a common dystopia occurrence where texts present a sinister version of the future. The people are forced to face blatant oppression and torture which is a form of control by the government. This is an important concept in dystopia where readers can analyze not only political ethics, but also different possibilities of government rule (Jones & Paris, 2018).

Every aspect of their lives are dependent on what the government dictates. Their livelihood, education, even the government because they do not have elections. This is a common dystopian concept where surveillance and control by the government is normalized. Though the people long for change, they do not have the will to fight for their rights

anymore because they know and they were made to think that it is futile (Wylie, 2020). They just face every day thinking there is no other choice for them but death. In a scene, Katniss stated how people are supposed to celebrate the Reaping, which is when tributes are chosen for the Hunger Games. People do celebrate, but it is because their family members were not chosen. The Hunger Games is basically sending their kids to slaughter. In society, people sometimes fear fighting for change because the alternative is scarier for them (Adorno, 1973).

Consequently, the citizens are aware of the oppressive situation in society, but they are unable to revolt against the system. One example is Gale, a friend of Katniss in District 12. Gale is aware of the oppressive state, but he can only rant about them when he is with Katniss. Even his anger with Madge, the daughter of the governor who can afford to not put her name in the reaping as many times as them, is futile because their situation is not her fault. They all know they have no say in whatever the government plans for them. Furthermore, the government can change the rules in society any time they want, and the citizens will be left wondering what will happen to them again. This is the reason why the idea of having children is an incomprehensible idea for some like Katniss who knows that they cannot let their children face the horrors they are facing. To further demean them, the Capitol parades around the winners as a way of reminding the citizens of the Hunger Games and that the victors are part of why their children are dead already. This may be a strategy to make them hate each other or pit the districts against each other.

Next, the constant threat of violence by the governing body is a means of controlling the mass in a dystopian society (Kalafut, 2019). Katniss has discovered that in the other districts, killing people over breaking the rules is present. Each district has an assigned product to produce dictated by and given to the Capitol. The citizens are not allowed to get anything from the goods they produce because it is considered stealing and has a corresponding punishment. Moreover, if your name was picked during the reaping, you have no choice, but to be a tribute in the Hunger Games.

Evidently, since their lives are full of hardship and oppression, throughout the text, Katniss's feeling of inescapable doom can be felt. Since the people are used to being at the bottom with no one to rely on or no one to help them, the way of thinking of people in the districts stays the same. They become stuck in their way of thinking because that is what the people in the Capitol want them to think. When Peeta tells Katniss that she has an effect on people, she has recalled the times she almost gave up and succumbed to starvation. Since this is the society they grew up in, this is the culture they are used to. The culture in society plays a big role in how people view the world (Gramsci & Forgacs, 2000).

In effect, they are all trapped in a certain consciousness that those at the bottom will stay at the bottom and those with a small favor from those in power will stay the same. However, what they do not realize is that they are all the same in the eyes of those in power. They are all just tools to exercise their power. Conditions in dystopian society portray significant problems such as power and responsibility (Rani & Gupta, 2023).

In Katniss's case, there was a time when no one really helped her but Peeta, at his expense. He became her hope and the catalyst for her to see things differently again. However, she feels she has doomed everyone when Haymitch got wind of the news that the Capitol is not happy with how she ended the games. Even Cinna, her stylist, felt that she needed help. Thus, he dressed her as innocently as he could to emphasize that the things she did were decisions made by a child to survive the games. Katniss began understanding her role in the resistance. She has shown how the Capitol can be outwitted and survive. This spark of rebellion is also a part of dystopia (Fisher, 2012). In the lines below, it is evident how Katniss still wants to fight though she knows how big the enemy is.

So I still have a chance, though. Funny, in the arena, when I poured out those berries, I was only thinking of outsmarting the Gamemakers, not how my actions would reflect on the Capitol. But the Hunger Games are their weapon and you are not supposed to be able to defeat it. So now the Capitol will act as if they've been in control the whole time. As if they orchestrated the whole event, right down to the double suicide. But that will only work if I play along with them. And Peeta Peeta will suffer, too, if this goes wrong. But what was it Haymitch said when I asked if he had told Peeta the situation? That he had to pretend to be desperately in love? (Collins, 2008, p. 342)

It is also apparent how Katniss has to do something drastic to preserve her life. Since the Capitol's control spans from many years back, it is hard for the people to fight for the freedom and seek justice. Moreover, the Capitol has all the power because they control the food, needs, education, and security of the citizens, so they control all of them

too. The brutality, control, and oppression are features of dystopian literature (Fisher, 2012). Though the people can at least show in small ways that they know their treatment is unfair, their fear of the consequences still overcomes the change they want to happen. An example of this is when the citizens were not applauding when Katniss became one of the tributes from District 12. Instead, they held three fingers over their lips and held it out for Katniss. This is their small act of defiance as Prim, Katniss's 12-year-old sister whose name was added in the pool of tributes for the first time, was the original tribute. Katniss volunteered instead to replace Prim, resulting in them acknowledging her act of sacrifice as their family is known in the district. In addition, fear controlling the people's lives is apparent in these lines:

When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually I understood this would only lead us to more trouble. (Collins, 2008, pp. 5–6)

The total control and injustice are also reflected in how they fear punishment or death in the face of questioning their current situation. The fear of Katniss's mother over her tirade against the people who govern them can be seen as the total control over their lives that even the rant of a little girl warrants severe punishments. Though they may be aware of how oppressed they are, they know that they cannot say anything against the people who currently rule over them. They may try to fight the system at first, but upon facing possible death, they will eventually just comply and try to survive. They yearn for

change, but they are afraid of what it would bring to them as well. All these create a negative atmosphere in the novel's dystopian society.

Another example is an incident in District 11 as witnessed by Rue, a tribute in The Hunger Games. While working, a boy from his district tried to keep a pair of sunglasses they use and was shot dead because of it. Katniss was confused because though life is hard in their district, the peacekeepers assigned there will not likely kill a child, and a special one, nonetheless. This just shows how different policies were implemented in the districts and how the concept of justice and power may be unfamiliar to the people anymore. Katniss and the others in District 12 were lucky, if they can be called that, because they did not experience the harsh treatment of the peacekeepers at first.

In relation to the differences in the government system, the lines ““Stay alive,” says Haymitch. It's the same advice he gave us on the train, but he's not drunk and laughing this time. And we only nod. What else is there to say?”” (Collins, 2008, p. 133) reflect Katniss and Peeta's acknowledgement of the situation they are in. Since the system can constantly change in this dystopian society, the Capitol bends the peoples' rights and the society's rules based on what suits the satisfaction of the government. The best people can do is to try to stay alive. As they have watched some footage of the previous Hunger Games, they know that the Capitol wants sensational fights, battles, and deaths. The entertainment lies there, and they are nothing but pawns for the Capitol to exercise their power.

Even after winning with Peeta through cunning and manipulation, Katniss still feels like she is still in the games. Because of her defiance, her life and the lives of her

loved ones are in danger. President Snow made her think that her act in the hunger games to use berries to bend the rules reflects badly on the capitol - that there are ways to defeat the Capitol's machination and live to tell the tale. Peeta and the others in Katniss's eyes are innocent bystanders that she will do anything to protect from the Capitol. Katniss is being hunted because she found a loophole in the propaganda of the Capitol. Since there should be only one victor and she found a way to manipulate the gamemakers, she became the scapegoat of President Snow to blame for the rebellion that he knows has been happening even before Katniss's act with the berries. Characters who are in constant peril are evident in dystopian literature (Sypnowich, 2018).

In evidence, as if it is not enough, those in the Capitol keep creating more ways to spy on the people they want to control. When it fails, they abandon their experiments just like how people are to them despite them doing everything they were told to do. This is an evidence on a dystopian society's distorted version of trends and developments (Claisse & Delvenne, 2015). Instead of using developments for the betterment of society, the governing body uses it for their own only. The changes in the supply of resources are affected by political conditions in society (Garrard, 2023).

The Capitol also experiments on different animals to use for their own benefits. Some examples include the jabberjays, tracker-jackers, and the wolf-like mutts. The jabberjays were created to mimic the conversations they hear and repeat it back to the authorities. However, it was discovered by the rebels, and they started to feed it lies. This made the authorities abandon the birds in the wild and when they mated with the mockingbirds, mockingjays were the product. Mockingjays cannot mimic conversations, but

notes instead. It also became Katniss's symbol of rebellion in the latter part of the trilogy. Tracker-jackers are wasp-like insects, but with stings that can potentially kill. Lastly, as shown in the final part of the Hunger Games, Katniss, Peeta, and Cato faced off wolf-like mutts that resemble the previously dead tributes. They go these lengths to show the people in the districts that they have the power.

Lastly, the citizens know that they have little chance of surviving if they do not follow the rules of the government no matter how oppressive they are. Those in the Capitol has the power and they at the districts are just lowly beings in the eyes of the governing body. However, Katniss and Peeta in particular both plans to defy the Capitol in their own ways. Katniss, at first, did not wish to follow Haymitch on how she should act during the interview. In her opinion, the whole affair is already unfair, so why should she act like she was done a favor during the process? Peeta, on the other hand, is aware of how little his chances are to win the games. All he wanted was to die as himself, and not the monster the Capitol is trying to make change them into. This particular event makes the readers think critically and question the reality of injustice around them - a feature of most dystopian novels (Alfes et al., 2021).

With all this, one can see the power of the dystopian genre. Dark and disturbing concepts may shape the way readers envision the political world or the society in general (Jones & Paris, 2020). This may be made to start the readers' concern on the chaos and social order present in the society then and now. Suzanne Collins presents a view of dystopia in the horror of the media and the result of disparity in society.

Divergent

Dystopian societies often feature government control (Wylie, 2020). In Veronica Roth's *Divergent*, society is also controlled through a system. Moreover, there is also the presence of a sinister reality, oppression, and control.

Society is divided into five (5) factions. Each faction fosters specific values namely bravery for Dauntless, intelligence for Erudite, honesty for Candor, selflessness for Abnegation, and kindness for Amity. Citizens are classified into each faction through aptitude and a series of tests. This is meant to solve war and violence because citizens will focus on their faction and conflicts will be eliminated. The continued prominence of such societal issues may be maximized to provide learning challenges and opportunities for readers (Mallan, 2017). In essence, this has been the society most of the characters grew up in. This system may be an attempt for social order. Order in the civil society is done by important sectors in society through influence (Gramsci, 1999). The specific functions of each part of society is given consideration.

Moreover, each faction also has a specific duty or jobs appropriate for the value they foster. The Abnegation runs the council of the government, Amity can be counselors or farmers, Candor is trusted with the law, the Erudites become teachers and researchers, and Dauntless guards the city and becomes soldiers.

There are also those called factionless where those who failed the initiation for the factions go. They get jobs like janitors, workers, and garbage collectors which is considered the lowest. They also do not have permanent dwellings, and only depend on food and clothing given by the Abnegation. This controlled society which may seem ideal, but

hides a sinister truth is part of dystopian literature. Since there is an issue with the supply of resources, giving to the factionless is an issue to some. In reality, literature may shed light on issues of scarcity and production of basic needs (Garrard, 2023). This particular event is also connected to the people's fear of not belonging to a faction.

On a closer inspection, these set rules on the importance of belonging to a faction were laid out on the citizens without adequate explanation. This actually presents the concept of a dystopian society where humans are the cause of chaos and disturbance (Scholes & Ostenson, 2013). Among themselves, they have set the Abnegation as the leaders of the government, but it will be later revealed that there is a higher authority even among them. Assigning leaders and maintaining the society's system creates a growing dissent among factions because they have differing opinions on who should really lead them all. There is no set data or written account of how they came to be like that. Each citizen just follows the line and story which they tell every Choosing ceremony. Since no one really questions the system, this is related to Arendt's (1962) concept of creating their own reality. They are then easily manipulated to follow rules and the created reality in order to maintain the current status.

In general, the novel actually posits a common theme in dystopia of an escalated sense of a trend in society (Claisse & Delvenne, 2015). *Divergent* portrays the significance of conformity in society. One gets to question the people's sense of freedom in relation to this. Most of the citizens are scared to act differently in fear of being factionless and not belonging anywhere. At first, Tris and her brother's father are somehow hurt and

maybe angry that they have changed factions. They have later realized that being in a different faction does not mean that they are not family anymore. Both their mother and father have reiterated that they are still family. However, admitting this also means having a sense that things are about to get worse because they were pushed to hiding to protect themselves. Since they were all considered traitors already, they also lose the protection they get from belonging in a faction.

Both these admissions later on were followed by the deaths of their parents. The mother of Tris knows the danger Tris is facing as she is also a Divergent. Since they cannot be controlled, they are a threat to the world Jeanine and the others envision. This is the brutality also present in dystopia (Fisher, 2012). One may question whether it is easier to just be factionless, so you do not have to comply and conform to set expectations. They were made to believe that being factionless is a reality they would not want because of how they are seen in society. This is the reality created by those in power which makes the citizens bound to it.

Moreover, the aptitude tests also create a sort of feeling that they are bound to the faction that their results state. There are others who also get anxious if the result will be different from their original faction. Simply, they are expected to get conclusive results and no extraneous matters should arise. However, in a world filled with different people, there are bound to be some special circumstances. If it is considered to be a form of betrayal when you switch factions, what more could it be when the result of one's aptitude test is indecisive. This is what Tris has come to realize as she is a Divergent, with the

ability to fit in more than one faction. This is where development is in conflict with people's way of thought. This is evident in the lines below.

“No.” Tori kneels next to the chair now and places her arms on the armrest. Our faces are inches apart. “This is different. I don’t mean you shouldn’t share them now; I mean you should never share them with anyone, ever, no matter what happens. Divergence is extremely dangerous. You understand?” (Roth, 2014, p. 21)

To add to the worries of Tris, she is also being bullied because she was from Abnegation. The emergence of conflicts is also common in a dystopian society (Wylie, 2020). Since the Erudite spreads information that the Abnegation are incapable of just and fair leadership, other factions may also start to believe it. Dauntless also became heavily influenced by the Erudite because of the promise of power and authority. Therefore, those who aspire to power will not stop thinking about ways to discredit the Abnegation in order to launch their ultimate plan. This affects the thinking of other members who just follow the faction and its ideologies. In a particular scene, the Dauntless initiates like Molly and Peter tipped false information to an Erudite reporter who aims to discredit the Abnegation as well, so it does not matter whether the information is wrong. The subtle aggression of the Erudites against the Abnegation also affects the thinking of many.

Moreover, the members of Dauntless have conflicting values because they are affected by how the leaders also manage them. There is a big tendency for the members to imitate what they see and observe among the leaders. Since the new initiates have experienced fear and violence with their faction, they also tend to embody it. Peter tries to confuse other initiates because Tris began having the edge over them. This is something that

he cannot take, so he recruited others who also do not like the current standing. In a study, there is an increasing belief in violence and power control in society because of reading dystopian fiction (Jones & Paris, 2018). Thus, it is important to process such issues appropriately.

Additionally, their sense of self is affected by what they think they are doing. Inaction means they are okay with things, so they have to do something. In this case, they tried to do to Tris what they did to Edward before. Moreover, though they are friends with Tris, Will and Christina's thinking can also be muddled because they are unsure of their status as members as well. Since they want power and authority, Peter and his lackeys also expect others to accept their ideologies and admit that they are stronger and more deserving of a spot in the faction. The lines "“He wanted you to be the small, quiet girl from Abnegation,” Four says softly. “He hurt you because your strength made him feel weak. No other reason.”” (Roth, 2014, p. 177) shows evidence of this aggression.

The Erudite oppressors have created a reality wherein they easily manipulated others and established their authority on knowledge and information. They kill people to make others feel scared for their own lives if they do not follow the order of the privileged. In the culmination of their plans, Jeanine and the others manipulated the will and body of the unaware Dauntless members to dominate the Abnegation. They also killed Abnegation leaders and innocent people and threatened those who will not bend and follow their will. Justice has favored those in power. In Negative Dialectics, this is the obliteration of people's feelings of guilt and remorse in order to establish their ideals. Since most of the divergents are in Abnegation according to their research, the Erudite felt that

they first have to dominate them, then the other factions later on. The Erudite and the Dauntless leaders have become the authoritarian body in this society.

Moreover, the Erudite plans to be the dominating body because their faction values knowledge. Therefore, they think that they have a better capacity to rule since their faction specializes in knowledge and research. Jeanine, the leader of Erudite, dominates them bit by bit through the fabricated reality she paints of the Abnegation. Dictatorship is common in dystopian novels (Shiau, 2017). Manipulation of reality and facts is a tactic of an authoritarian regime (Arendt, 1962).

Even the rulers in Abnegation like Tris's father are realizing why the Erudites are spreading lies apparent in these lines:

“You know why,” my father says. “Because we have something they want. Valuing knowledge above all else results in a lust for power, and that leads men into dark and empty places. We should be thankful that we know better.” (Roth, 2014, p. 28)

Tris constantly feels in danger because of her divergence. This is also a feature of dystopian fiction. The divergents are considered abominations because they can think differently. They are not easily swayed by one belief, and like how it was portrayed through Tris, the protagonist, they may fit in more than one faction, and they may pose a threat to the ideologies that they want them to embody. It can be inferred that this was not the first incident of covering up divergents being different and uncontrollable to others. Tori, one of the established members in Dauntless has warned and given Tris warnings about re-

vealing her being Divergent. Four, one of the leaders also warned Tris about this. This results in Tris being cautious, scared, and unable to take certain actions because she is afraid of the consequences for her and her family. She readily follows what the others tell her in fear of her life. This then means that she does things opposite of what she believes in making her alienated from the others.

This is the reason why the citizens are afraid of change as well. The citizens in Abnegation do not question the system because it was explained to them that once it breaks, war will happen. Tris has once thought that peace will be maintained if people follow the system. War is something they do not want to happen because it is the cause of their current state. However, there are other factions especially the Erudite, who want domination among their resources rather than giving anything to the factionless. This is because since Abnegation favors selflessness, they give those who they deem are in need like the factionless. Though this may seem a part of humanity, there are still in the system that do not deserve the position like Marcus who is later revealed to be abusive to his own family. He is influential and was voted to be a political leader because of their record. That he may be different in his own home is used by the Erudite in order to establish their authority and assess their domination.

In dystopian fiction, a common feature includes characters facing danger (Sypnowich, 2018). Tris constantly faces risks to her safety because of her divergence. Moreover, the initiates face constant danger as well because their initiation involves physical battles. There are different rules for each faction, but what is common is that members are made to believe they are not allowed to have mindsets that are far from their faction's

ideals. They have to embody their faction and their faction's ideologies are their guide. However, in some particular scenarios, it is evident that though there is intimidation and violence in the factions and even the initiation process, there is really no due process for misdemeanors or violations in the rules.

Even Tris, the protagonist, knows that there is nothing she can do about the unfair treatment even from the leaders. They were constantly overpowered in the physical areas of their initiation, but when she overcame and excelled in the other areas, she was bullied because of it. This is because the whole concept of their initiation was built on overpowering others. Eric's mindset as a new leader is to set the initiates against each other, and those who come out at the top deserve to be in Dauntless. The initiates like Tris and the others are then pressured to outsmart the others in order to belong to the faction and not turn into factionless. A leader's role is to foster unity to create social order (Gramsci & Forgas, 2000). Eric as a leader; however, uses his role for personal gain.

Consequently, Eric also propagates a false sense of bravery. When Al, an initiate, has committed suicide, Eric endorsed this act as a sign of bravery. The initiates will also feel confused because this particular scene may have different meanings for them. Eric proceeds to endorse Al being brave because he faced the unknown, but Tris views this as a matter of pride because Al cannot face his own weaknesses. They may be unsure about how to take it and feel like the unspoken rules in the world are changing. This makes them more compliant since they will just follow what is easily available to them. In this case, they will just accept that Al was being brave with his choice since they do not want to think and talk about the person really responsible for his fate. The change of system in

Dauntless also set the ball rolling for the rest of the members. This brought a sense of helplessness to the initiates because it will make them feel like there is nothing else they can do to change the situation. This control and emergence of conflicts is a part of a dystopian society (Wylie, 2020).

“...Abnegation. I am sure that once the remains of your old faction are absorbed into the Dauntless army, Candor will cooperate and we will finally be able to get on with things.”

Absorbed into the Dauntless army. I know what that means—she wants to control them, too. She wants everyone to be pliable and easy to control. (Roth, 2014, p. 264)

Jeanine, the Erudite leader, has started her plans to dominate everybody by starting with the leaders of their government. The lines above explain her reason for doing so. All the developments she has made are for the sole purpose of her intentions to take power from the Abnegation. In a dystopian text, this is a conflict of the developments of the world with the personal goals of the people in society (Lepore, 2017). Since the Abnegation leaders are government officials, they were the first target of the Erudite oppressors.

First, they manipulated the Dauntless leaders and members by promising them positions in the leadership they will establish. The Erudite made them believe that they deserve a better system because the Abnegation faction rejects selfishness, so the Erudite think that there will be no progress and advancement in that system. They also tried to make it seem as if the Abnegation is really corrupted inside while maintaining a dubious

selfless facade. Moreover, since the Abnegation treats everybody equally, they also give food and resources to the factionless, which the Erudite and Dauntless members find futile and a waste. With this, the Erudite and Dauntless oppressors justify their actions even when it results in destroying and killing lives. They manipulate even their own members to accomplish their goal and feel no responsibility for it as long as they achieve power. Other members are easily trapped into thinking that they are doing it for the greater good because that is what they have been told.

In the end, Tris, Four, Caleb, and the others are considered traitors and now factionless, they feel a sense of confusion and have nowhere to go. They only have each other to turn to and they ultimately fear getting caught as it means more manipulation or even death for them. Their sense of self and of the world is scattered and vulnerable. To add to that, Peter, a former Dauntless initiate and a constant bully to them is also with them. His presence creates a sense of distrust and anxiety over their fate. At the moment, their sense of individuality is scattered, and they are vulnerable. This is a sinister version of future society that dystopian literature presents (Claisse & Delvenne, 2015).

Though they have a sense of the Erudite's agenda, it still confuses them how the need for power and authority ultimately led Jeanine and the other leaders to kill people to get them. This brings a sense of doom as they have nowhere to go, no one to turn to, and no purpose at the moment. This is one advantage of dystopian fiction. Dystopia allows for an open interpretation of the issues and events in the story; therefore, allowing readers to create a vision themselves even when the future seems uncertain (Mallan, 2017). This

then creates learning moments for readers making the dystopia for Veronica Roth a society where values are more important than self-worth.

Legend

The dystopian society in Marie Lu's *Legend* presents also features a divided society. Other concepts included are control and oppression, conflict in ideologies, and a distorted version of reality among others. In the novel's society, there is a constant feeling of doom among the citizens due to conflict and chaos. A totalitarian attempt to maintain control brings about helplessness in people (Arendt, 1962).

The setting of the novel is the totalitarian Republic of America where there is an ongoing war and an economic divide. This is one common concept in dystopia where the humans are the cause of chaos and disturbance in society (Scholes & Ostenson, 2013). The story is told through the alternating points of view of June Iparis who lives in the wealthy district and Daniel Wing or Day, a criminal who used to live in the poor sector. It is apparent how different the two sectors are and how the people who live in the poor sector are constant victims of oppression. Day, as one of the protagonists, faces danger to his life every day. This is a usual attribute of dystopian literature (Sypnowich, 2018). Moreover, as a fugitive, he is also bound to rebel against the oppressive system in this dystopian society.

In other words, the Republic has no idea what I look like. They don't seem to know much of anything about me, except that I'm young and that when they run my fingerprints they don't find a match in their databases. That's why they hate

me, why I'm not the most dangerous criminal in the country, but the most wanted.

I make them look bad. (Lu, 2011, p. 11)

In contrast, since June grew up privileged, she sees things differently. The lines above show her sense of entitlement by making it seem like the war was an inconvenience to her. She gets the advantages those in the slum sector can never get. Those in the rich sector and those who are part of the military and law enforcement consider themselves above the others. Examples include getting a good education and a secure future ahead, getting a place to live in, and even extensive training. At one point, June also sees the war as an inconvenience because the electricity gets cut to allot it for war necessities. She also gets away with her misdemeanors because she is from the rich sector, and she is considered a prodigy for her Trial scores. In a study, allowing readers to make judgments in real world scenarios after reading dystopian fiction allows them to consider more perspectives (Jones & Paris, 2020). Thus, events such as this provide more opportunities to think critically.

Consequently, the funeral of Metias, her brother, was also elaborate and given much preparation. Since she has not really seen the situation outside as she is sheltered, this results in the thinking that because she is from the wealthy sector, she deserves a lot of things. She also does not consider the situation of others, but only her own. Because of what she sees around her, she's also influenced by them. She readily follows it because they are steered into thinking that prodigies like her or wealthy people are worth more than those in the poor sector. June grew up into this kind of environment, so she is used to thinking like the people around her. This also means that she is easily influenced and

manipulated. This discrepancy in the treatment of the people because of social class is part of a dystopian society (Fisher, 2012).

Another frequent idea in dystopia are themes of negativity (Sypnowich, 2018). As a fugitive, Day's life is always in danger. Day longs for freedom not only for him, but also for his family, and even Tess. However, their safety prevents him from doing something extreme. He takes things, but does not kill people because he is not like those in power. It also influences his thinking because he does not feel much guilt with his misdemeanors like stealing from a bank, the hospital, and betting in Skiz fights. Men's sense of guilt and responsibility may be influenced by who they consider sovereign (Adorno, 1973).

Since Day feels that the Republic does not take responsibility for their actions, he may also be the same. However, he only does this to help others and his family. He stole plague suppressants for Eden and other things like supplies, food, and money for his family and others if he can. Since the system changes, it is confusing for those in the poor sector like Day because they get treated differently from the others. They feel hopeless and like there is nobody else they can turn to. Day and eventually, June will start their own revolution because of their realizations in their fears and the control of the dominant body.

Analyzing this dystopian society, it is apparent how those who long to escape their current state are easily manipulated to do the dominant body's bidding. Thomas, in particular, was easily manipulated because he also wanted power. June, though it took the

death of Day's mother and some revelations, began to see how unjust the system is. However, June knows she cannot just question things because she also fears what will happen if she does. Thomas then tries to manipulate her as well because he just sees her as someone useful to him as well. Now that he has power, he now deserves more things like June.

Moreover, those who were infected with the plague, like Eden, were also used by the government for their biological warfare experiments. This allows them to not feel guilty because they justify it as for the good of many. Day was not going to be given a fair trial because the government does not want anyone questioning the system, so they are going to make an example out of Day to anyone who is going to rebel. Thomas is part of those groups June needs to be wary of because he easily follows the orders of those in power. He does not question things because he likes the benefits he gets from being in power. The Republic hides the truth and establishes that they are the only one who can save those affected by the plague even though they were the actual cause of it. The plague builds fear among citizens, so this is the power they exercise among those in the poor sector. This all stems from greed and desire to stay in power, typical of a dystopian society (Seeger & Davison-Vecchione, 2019). Moreover, this illustrates how the resources in society are affected by its system. Scarcity and problems in the environment are affected by political conditions in society (Garrard, 2023).

In totalitarianism, these actions by the Elector just proves that he desires for an unchanging state where he has power over people. Moreover, the rules he has imposed in relation to his portraits means that his ideologies should be strictly followed, or else punishment will be given. His portrait being required to be posted in each home serves as a

reminder that he is the sovereign, and his will should also be their will. This includes even the homes of the poor where the portrait of the Elector being their only decor reminds them of their status. Even this occurrence serves as a way to totally control citizens. This concept of dictatorship is a part of dystopian societies (Shiau, 2017).

The novel also depicts a society governed by a greedy and corrupt system. Every day, the people in the Republic are afraid despite assurances by the authorities that they have things in control. This is because instead of the plague being eradicated, it seems to be getting worse. Evidence is when there is a new symbol they put in the doors of the citizens in the slums. This means that a new strain has developed and there will certainly be more uncertainties. Since people will fear contracting the plague, they will readily follow what the government tells them thinking that they will at least help them in any way and there is no other place they can get help since they are isolated because of the ongoing wars. This also makes the citizens easier to manipulate.

Day, for example, fears for his family's life, so he stays under the radar to protect them. Eden, his youngest brother, has contracted the new strain of plague, so he has to do everything he can to help them. He robbed a hospital, but there was no plague medicine, so all he got were the suppressants. As they worry more about Eden, they become more compliant because they do not know what else to do. Only the government has the capacity and resources to develop a cure, so they have to follow. Inequality due to social hierarchies is also explored in dystopian literature (Fisher, 2012).

Another example is June even though she belongs in the wealthy sector. June was manipulated into hunting for Day because those in position put the blame on him in a moment of opportunity. She readily follows their plans because she is vulnerable at the moment. Captain Jameson and the others gave her a purpose and a feeling like she belongs. Her vulnerability was manipulated to make her compliant. This affects her reasoning, making her obsessed with finding Day without questioning and looking at things more closely. She knows that in Day's previous crimes and misdemeanors, he mostly stole, but never killed anybody. This is also in relation to Arendt's totalitarianism wherein those in power create a fictional reality that favors them in order to manipulate people. Since June grew up in a privileged sector, she has the inclination to follow along her peers. Culture plays a significant role in allowing the governing body to maintain its power (Gramsci, 1999).

In this case, June was fooled, resulting in a lot of unfortunate things including the death of Day's mother and brother. Her sense of reality is destroyed because she was manipulated when she was still grieving and vulnerable from her brother's death. She is part of the expendable mass meant to follow the will of the Elector Primo through Captain Jameson. Captain Jameson bent the rules for her making her confused, but knowing she has no choice but to follow. Both June and Day were just pawns of those in power to carry out their own ideologies. The society in the novel portrays both development and chaos caused by conflicting ideas.

Furthermore, because of the injustice Day and his family experiences, even in his dreams, Day knows that he wants to get justice for his family. There is longing not only

from Day, but also John for a change in the system, so their lives could improve as well. However, they fear doing something extreme will result in the worst punishment, so they also cannot take much action. In this instance, Eden, their youngest brother caught the plague. They both want to protect him, but John cannot do much as they are poor and do not have the same privileges as the rich. All they can do is wait for the plague to vanish on its own while worrying if Eden will live through it.

Since Day is a fugitive and considered dead in the family, he has more freedom to help Eden, but he is also bound by his need to stay anonymous to protect his family. This feeling brings their family a sense of doom because the plague paralyzes them in fear. Those in position also hold the power to cure the plague, but the rules for its development and distribution are not definite. This creates confusion among the citizens and makes it easier for them to be held under the authority's power.

Thereafter, June has realized that things were not handled fairly, but those in power like Captain Jameson and Thomas wish things to stay the same. Even Chian, another person of rank in the military, does not seem to show remorse over the killings they do to maintain their power. He ordered Metias to kill a girl who tried to escape the Trial because she had failed. Since they think that Day and his family are poor, they are expendable. They carry out the ideologies of the Elector Primo and get satisfaction over controlling the masses as well. Eden was brought to a medical facility more likely to be observed and experimented on since he caught the new plague strain. The terror will not stop because those in power believe they dictate the law and society's system. These dictatorship scenarios are some of the parts of the dystopian world (Shiau, 2017).

Since in this society, there is war, the Republic constantly faces enemies as well. There are the Patriots who are portrayed as terrorists because they are fighting for the liberation of the citizens in the Republic. The Republic is in a never-ending war against the Colonies, another nation who also aims to dominate the Republic. When they caught a spy, the torture to get information out of enemies or spies are back in the system because of the ongoing war. June notices how the spies are treated and thinks that what they do is a bit extreme. However, she justifies it as something they deserve because they also do the same in their area. There is truth in what the spy is saying, but June needs to realize it more because her belief is already jaded by how people think around her.

Additionally, their torture system allows them to not feel remorse over the inhumane things they do to the spy or their enemies. Those who do the bidding of the Republic no matter how it seems oppressing are those who are easily influenced because they are given some power over others. To think about it though, they are all just expendable to the Elector Primo and they are being manipulated to do his bidding. Thomas, in particular, betrayed his friend Metias because he believed in the ideologies of the Elector and the dominant body in the Republic. The world is as it is currently in this novel because of human actions which is a feature of classic dystopian literature (Scholes & Ostenson, 2013).

In addition, since June knows that there is something wrong with society's system, she tries to make sense of things. June continues to question the very system that established where they belong in the social class. Everybody is manipulated to think that having higher scores means getting a good education, job, and overall life. However,

those in the poor sectors are just pawns that the Republic uses to win the war. This is why even though they get a high score, they will not really get a good life. That is only a chance they give to the wealthy sector. The Trial deciding their fate brings terror to everybody, the family and children included. The rules are not that definite and only the government knows exactly what is going on in the Trials. This is a sinister version of the future that dystopian fiction portrays (Claisse & Delvenne, 2015).

There is a constant war in June's mind because of the information she grew up in and what Day has revealed to her about his experiences after he has supposedly failed his trial. Her belief has been jaded by the environment she grew up in because she was privileged. It is obvious though that since Day came from the poor sector, having a perfect Trial score did not allow him to lead a good life like June. Instead, he was used for experiments and left for dead, which may be the case for other children. The government does to them what they see fit for their objectives. The government may even justify that they are doing it for the greater good. June becomes confused with the system because those in power change it as they see fit to their desires.

All the revelations have resulted in the deaths of the people dearest to June and Day. They were both manipulated and pitted against each other in order to serve the purpose of the Republic. Now that they are free, they will be hunted because the Republic knows that Day was not the one they have executed. This is part of a dystopian society where characters who fight for something have lives constantly in danger (Sypnowich, 2018). They will certainly change the rules of the system again to suit their need to domi-

nate all of them. Even when they have temporary freedom, both June and Day feel helpless and hopeless because they have lost a lot and all their beliefs were turned around. Dystopian fiction gives opportunities to examine different perspective and possible actions for a scenario (Mallan, 2017). Differing perspectives from June and Day ultimately gives readers variation in looking at a dystopian environment. In this case, Marie Lu presents dystopia featuring the devastation of war along with the high regard for exam scores.

Uglies

It is typical in a dystopian society for the advancement of technology to compete with the people's ideologies (Lepore, 2017). In the society in *Uglies* by Scott Westerfeld, there is a divide between the *pretties* who have undergone surgeries to conform and the *uglies* who were enticed to follow along to belong. Though the world of the *pretties* seems to be the ideal place to be, there are underlying circumstances and risks it poses as well. The question lies whether belonging is the right thing to do when it counters and opposes what you believe in. In this society, the belief that being *pretty* is the best option is propagated. In society, there is a dynamics on a belief depending on the culture being followed (Gramsci & Forgacs, 2000).

The contrast between the Pretty Town and Uglyville can be seen in the lines below:

Tally Youngblood was waiting for darkness.

She could see New Pretty Town through her open window. The party towers were already lit up, and snakes of burning torches marked flickering pathways through the pleasure gardens.

Around the outskirts of the city, cut off from town by the black oval of the river, everything was in darkness. Everyone ugly was in bed by now. (Westerfeld, 2011, pp. 3–4)

Moreover, Tally, the protagonist, also emphasizes how no one takes the *uglies* seriously. This matter is confusing for the *uglies* because they do not know why they were treated differently than the *pretties*. However, it is apparent that the dominating body makes it seem like being pretty is advantageous, so the citizens do not have a choice, but to just follow along without question. This is a propaganda done in order to control both pretties and uglies. Development has created both an advantage and disadvantage in society. People have created easier processes for surgeries, but it is used to manipulate the thinking of citizens. Dystopia lets readers glimpse perspectives on ethics concerning power (Jones & Paris, 2020).

Another is that if they do not follow along, then they do not have use anymore. In a way, both *pretties* and *uglies* are considered expendable because their purpose is just so the government can stay in power and in control. Since the will of the dominating body involves making the life of *pretties* ideal, many others follow it. This trend of a sinister version of reality in the future is usually found in dystopian texts (Claisse & Delvenne, 2015). They are expected to follow the world the governing body envisions. A totalitarian regime aims to completely govern men (Arendt, 1962).

She pushed from room to room, trying to distinguish faces without being distracted by those big pretty eyes, or overwhelmed by the feeling that she didn't belong. Tally felt uglier every second she spent there. Being laughed at by everyone she met wasn't helping much. But it was better than what they'd do if they saw her real face. (Westerfeld, 2011, p. 13)

Subsequently, the feeling of wonder over the *pretties* is a culture propagated in Uglyville. This is the reality that the dominating body has created. That the *pretties* are the superior members of society. That the *pretties* are the only people worthy of attention both by other people and the government. To be considered *pretty*, they have to undergo surgery to make their skin flawless, remove all blemishes and pimples, make their features symmetrical, and have the perfect size of nose, cheekbones to name a few. Even as children, there were softwares they could use to determine and change their faces to see how pretty they would look.

Everywhere they look, all the *pretties* look happy. This reality allows the dominating body to control them and how they act until they become a *pretty* and be entirely at the mercy of those in power. They control what they eat, what they do for work, and where they live while looking like they have all the liberties. Since the dominating body expects total control over the lives of people, in this society, the dominating body is the only source of information. Dystopian fiction often portrays a distorted version of reality (Fisher, 2012).

In addition, Tally and the other parts of the community that are not part of the dominating body or the world of pretties are considered to be expendable. More so with

citizens under 16 since they have not undergone the operation to be a *pretty* yet. They are more vulnerable to the information they get from different institutions like in school, media, government, and even their own community. The dominating body seems to make it a point that the uglies will never live up to the standard of the *pretties* unless they undergo plastic surgery. They were also told different information on what it has been before, so the government has total control over the truth. They can change the system on a whim, and expand their control by instilling their own ideologies on the citizens. In this case, there is nothing good waiting for them if they do not cooperate and be a pretty. An example of this is in the lines below where Tally was manipulated by the Specials to do their bidding and look for Shay and the hideout of the rebels.

“If you tell me what Special Circumstances is, I’ll answer you.”

Dr. Cable sat back. She folded her hands and nodded. “This city is a paradise, Tally. It feeds you, educates you, keeps you safe. It makes you pretty.” (Westerfeld, 2011, p. 106)

Tally and the others were made to believe that the world out there is ugly. The government has told them that having differences means war or doom to humanity. This destroys their sense of reality and thwarts the idea of beauty in differences. Their choice is taken because they are expendable and only useful to be controlled by the government. *Being a pretty* is a propaganda by the government to carry out their will and manipulate the people.

Since culture plays a significant role in the beliefs of people, Shay’s reasoning out to Tally is the start of a different truth. However, Tally needed to see things for herself

before she completely believed in a different reality. Understanding how control is done is an important part in creating a different awareness among the citizens. Embracing differences, natural looks, and growing old is all part of the world where the current governing force is not in control. In contrast, dystopian fiction challenges the present society (Peterman & Skrlac Lo, 2022). The novel allows readers to examine its society, and the discrepancies in the system which may be present in the current world. This also creates a sense of gap between the sheltered people and those who fully embrace differences. In society, there is a sense of wide difference between people who are exposed from a culture and those who are not (Garrard, 2023).

The concepts of justice, freedom, and power are also explored in this dystopian society. The people in control of what is happening to Tally are the Specials. Dr. Cable is one of them. Middle pretties undergo another operation and get jobs. With the Specials, however, Tally does not seem to find them just pretty. They are different from *uglies*, but they are horrifying. They have different abilities like super strength and speed. They are also cruel, indifferent, and manipulative. They blackmailed Tally into doing their work by withholding her operation to be a pretty. The Specials are privileged to control and manipulate people, so they desire things to stay the same. They justify their actions as that of protecting people and keeping their community a paradise. Tally and the other *uglies* are expendable to them to see fit for use when they need them.

The Specials are part of the authorities which has a great influence on everybody including the pretties. Just the mention of them brings different emotions like fear and

wonder because they are secretive. However, in order to take control, consent among others like Tally is forced to maintain the status quo where they are above others. They expect to totally dominate others and will do everything to stay in power. This means hunting those who refuse to undergo the operation and those who dare defy their ideologies like David's parents. To them, Tally is just a pawn who can be used to carry out their will. The constant negativity is commonly present in dystopian societies (Sypnowich, 2018).

In contrast, there are people who resist the presence of control of the governing body. One important factor that made Tally realize the disadvantage of being pretty and discern the reality of the operation is David. David is the son of the surgeons who ran away when they realized the reality of being pretty. Though things may seem confusing and incomprehensible to Tally, David seems to be pure of heart and untainted by the lure of beauty and grandeur by the authorities. He was born outside the influence of the governing body, so he sees beauty in everything and knows how hard work gives more to even the simple things. Dystopia shows a reflection of the effects of pressure and emotional manipulation in society (Mallan, 2017). This is an important example of this.

Additionally, he also has made Shay and Tally realize that the ideologies of those in power are meant to control them and not really for their sake. David's contrast to Shay and Tally proves how culture influences a person. Since he was not brought up in the city, his values are different from them. He sees the oppression the authorities bring in order to maintain their so-called peace and equality.

“Our minds are fine,” Maddy answered. “But we wanted to start a community of people who didn’t have the lesions, people who were free of pretty thinking. It was the only way to see what difference the lesions really made. That meant we had to gather a group of uglies. Young people, recruited from the cities.” (Westerfeld, 2011, p. 270)

The good intentions of the people in the Smokes is evident above. Ultimately, this oppressive rule among them has brought a sense of helplessness among Tally and the other rebels. Despite that, they strive to build the world they envision without the need to control and manipulate others. This allows readers to examine the concepts of justice and power through dystopian fiction (Alfes et al., 2021). They start by informing others and making them decide on their own. Though their old hideout was discovered and destroyed, they are creating a new safe space. David’s mother and father have tried making a cure which gives them a sense of hope. Tally realized that the role of the leader is not to control, but to accept differences. This is why she understood that forcing Shay to reverse the operation is doing the same things the authorities did in the first place. There should be a common agreement and understanding.

Some dystopian societies depict a version of the future closely related to recent trends and culture (Claisse & Delvenne, 2015). The society in this novel shows the divide of how people see the culture of beauty and the differential treatment based on how a person looks. It is also apparent in this novel what the effect of this differential treatment is to the people, and how the dominating body takes advantage of it. There does not seem to be a specific rule book when you become pretty. At first glance, it looks like all they do is

have fun. It also seems like they do not have responsibilities yet. This is why the *uglies* envy the *pretties*. The *pretties* have fancy clothes, faces they consider beautiful, nice place to live, not much responsibility, and a lot of fun. They also seem well taken care of and given more attention than the *uglies*, given better jobs, and opportunities. Tally was enticed by all these seemingly advantageous situations for her.

Another factor that sways Tally to pursue being pretty is her friend, Perry. Tally was once close with Peris, but the operation on being a *pretty* has changed that. Peris's ideals on life have changed as well because being a pretty changes and alters people. To Tally, it first seems like a part of growing up or maturing, but she will later on realize how things are not as they seem. Tally has longed to be a pretty because she wants to be with Peris in the first place. She was enamored by the things she can do once she turns pretty.

On the other hand, she may have noticed how shallow the *pretties* seem through Peris. He did not inquire about her wellbeing after her encounter with the Specials or being deprived of the operation to be pretty as blackmail. All he cared about was how popular they would become and get into more parties because Tally has been associated with the Specials which is a novel idea to them. He disagreed with Tally's actions at first because it might prevent her from being allowed the operation. He later on had a different opinion because Tally seemed cool to Specials for being different. Peris has become part of the neutral indifferent when he *became a pretty*. He was easily manipulated into thinking that *being a pretty* is all about parties and having fun. However, they are easily influenced into thinking of a certain thing because of the effect of the operation on them. The

dominating force has created their own reality where being a *pretty* is the only way to belong and survive which makes Tally fear that she will never turn into one.

Dystopian society implies a critical understanding of social and governing norms (Peterman & Skrlac Lo, 2022). Basically, making people understand the negative effects of the operation and that it is not really necessary is the only way to overthrow the pretty culture they grew up with. However, before Tally has seen an alternative, she has thought of the operations as a necessary sacrifice to become pretty. Shay, on the other hand, has viewed the surgeries as a way to make them all look the same because looking different does not fit their society's ideals. This is the horrifying reality in the dystopian society where there is a conflict between development and the shared ideals of people (Lepore, 2017).

For instance, the governing forces have made them think that diversity is a weakness, that all the Rusties have done is ruin the world. Every sector in the city makes them think and feel the same way. Being one with nature made Tally realize that being out there can be pretty too. And if that is different from what the government has told them, what else can they be wrong about? In Gramsci's Culture and Marxism, the leader's role is to either make people agree or disagree with the ideals of the society or those in power. In this novel, Dr. Cable is a leader using intimidation to maintain their control of the community. In the Smokes, David's parents are trying to establish a community by giving people choices and letting them decide on their own.

Generally, being pretty is something that is required of them in order to belong and be considered useful in society. This theme of dictatorship is a part of dystopian societies (Shiau, 2017). With Tally, they tried intimidating her, making her wait, and threatening her when she was merely 16 years old. She is more vulnerable and easily manipulated because she just wants to belong. Dr. Cable in particular is cruel and a classic example of a tyrant. She does not care whether she is stepping on Tally's rights as long as she gets what she wants. They expected a teenager to look for the Smokies when they with the available resources could not. Dr. Cable is the leader who wants to dominate rather than unite her people. She, along with the members of the governing body, creates a typically controlled environment to maintain their power in society. Scott Westerfeld focused on dystopia where humanity aims for perfection rather than a regard for individual welfare and morality.

Dry

The society in this novel depicts the extreme actions people may take to cope with a drought. This is what they call the TapOut in dystopian California. Dystopian fiction often focuses on the events following a frightful event (Isomaa et al., 2020). The novel also enlightens readers on play of power in society, chaos, realities on a crisis, etc. Issues related to supply and demand are significant in ecocriticism (Garrard, 2023).

This follows the struggle of several characters like Alyssa, Garrett, and Kelton as they try to survive the water crisis and encounter several challenges which question their humanity and values. There is also the matter of how well the authorities can respond to such a crisis and the impact of immediate action when the catastrophe is escalating. One

powerful lens in dystopia is looking into the complexity and important role of the government in society (Jones & Paris, 2020).

In the beginning, it is apparent how the media and the government during this type of crisis are the ones who should tell people what to do and enforce strict rules. Dystopian fiction often portrays the dynamics of those in power and those under their rule (Jones & Paris, 2020). However, at first, the media chooses which stories they will broadcast by pushing the Tap-Out at the side. Thus, the people did not take it seriously. Moreover, strict rules were not really given. Though people were advised to conserve water, those who violate were not given any punishment, also creating the effect of people not taking the crisis seriously. Then when the people realize the gravity of the situation, it is too late for the media to calm people down because they do not know which story to feature now as many incidents are happening because of water scarcity.

People were so driven towards their goal of getting water that they disregarded a lot of things to get it. Since there was no presence of authority, people took it upon themselves to gain control. An example is when people at the market intimidate, fool others, and or even use their strength to get water. The dominating forces need to impose a culture of organization in times like these. However, as both the media and the government's presence is not felt much, people violate basic rules even robbing stores to get supplies. People do not care anymore where they get water or even how they get it. This just illustrates one dystopian concept where changes in society are caused by the government's reasoning. This provides a contrast to development because the people's mindset is in conflict with it.

Correspondingly, Garrett, Alyssa's sister, is one example of how a crisis like this changes people. He has gone from being an innocent boy to someone willing to hurt others to get even. Since Garrett is young and vulnerable, he is easily influenced by the people around him. He grew up in a normal environment, so he, like the others, did not think much of the crisis at first. He just follows what he sees among the people around him. When they have also realized the gravity of the situation that is how he has also tried to take things seriously. The changes in his attitude also depended on how the people around him responded to the situation. Similarly, this is how it was in the whole neighborhood or even nationally. People act the way they see others act because they have no leader role who organizes the people. A dystopian society allows a view of a sinister future (Claisse & Delvenne, 2015). People discover sides of themselves that a crisis may bring out.

Furthermore, the culture in Kelton's family is different from the neighbors because of Kelton's father. He believes the apocalypse is just around the corner, so he has prepared it. Power in society may depend on who follows a certain culture (Gramsci & Forgacs, 2000). In Kelton's case, they are self-sustainable and have enough resources should a crisis happen. They have their own source of light and they have saved enough food and water as well. They even have their bug out which is where they will go once things get worse. The father is the leader in the household though Kelton, his mother, and brother are against some things that he does. This is the reason why Kelton's brother moved out. Ideally, they are organized and settled even in the midst of a crisis, but Kelton

and his mother want to help others while the father wants to keep resources among themselves only.

Interestingly, when the neighbors knew that they are a hidden source of resources, they tried many ways to ask politely first, then intimidate them later. After a while though, they took advantage of the situation even after Kelton's father accidentally shot his brother and rampaged around the house and took whatever they could get. Power does not mean anything to Kelton's father anymore once he realizes what he has done. The neighbors feel like they are in power and felt entitled to ask for resources and took them by force in the end. These are just some horrific events following an ecological crisis in the novel.

In emphasis, people try to adapt and use whatever means to survive. Since they are desperate to add to their water supply, people are making weird efforts for it. They were driven by what they have heard in the media, the neighborhood, and even in school. There is an apparent effect propagated by what they see in the media (Kellner, 2021). They tried filtering water, doing reverse-osmosis and condensation, giving reminders to conserve water, considering water in the pool and old tanks, and even scraping ice from their freezer. They try to find order amongst themselves with what they know, but with no ultimate directions on what they do aside from staying calm and conserving resources, this order will not stay. This provides an insight into how human actions are related to environmental crises. Having differing mindsets and chaotic circumstances have caused further disturbances in society.

Alyssa's family, on the other hand, is a bit of contrast with Kelton's family and the general neighborhood. They, like the other neighbors, also were not ready for the crisis. However, they do not suddenly patronize Kelton in order for him to give something to them. This, in relation to Gramsci's Culture and Marxism, tells a lot about the culture cultivated in a household. Alyssa has realizations regarding Kelton's family and tries to take in Kelton as a real friend as well.

In Alyssa's family, they were exposed to different values. Alyssa's mom tries to conserve their supplies and still give to others. Alyssa's dad tried to insert humor even in the midst of the crisis and not show how panicked they feel. Uncle Basil is also an influence because they see how even adults can make grave mistakes. As they are part of the lower class for their dire need for water, they have no choice, but to wait for announcements from the media and the government on what they should do. Alyssa's parents later on followed the government and went to the beach to get water, but they ended up getting injured. An important aspect of dystopia is that it allows readers to think (Alfes et al., 2021). As the novel portrays different responses and actions in an ecological crisis, readers can also evaluate how they will act if they face the same issues.

The big news being pushed is that nobody died in the park. That's saying a lot.

There's probably no other geographic area as large that can make that claim. Tons of people are being heralded as heroes all over Southern California. Like the power plant manager who quelled a riot in Huntington Beach, and the mysterious good Samaritan in Tustin who saved a whole bunch of people at a nursing home, then disappeared. The ticket taker would like to say he himself was a hero, but he

didn't do much of anything beyond survive. That was hard enough. (Shusterman & Shusterman, 2018, p. 268)

Looking at the bigger picture, the media and the government are hand in hand in allowing for things to go back to normal. As seen in the lines above, they are able to paint the crisis and their response the way they want to. Water is not scarce anymore though many people are still not used to it. This is where it can be seen how important the role of dominating sectors are in keeping things in order (Kellner, 2021). The officials and officers can apprehend those who violate the laws. They can also give aid to those homes and shelters that have been destroyed. The media can show actual efforts to relieve the destruction water scarcity has caused and the reality of the damage not only on physical structures, but also the people's mental health and morale.

Since there is a revelation of people's attitude in times of desperation and crisis, relationships were also affected. This, in addition to the lives of those who were lost. The media can also show and give recognition to those who put their lives on the line to save and help others. This greatly shows how sectors in society such as media and government affects how people's actions and way of thinking.

The novel focuses on water scarcity resulting in a crisis in social conditions as well. Though there is improvement in technology and the human's way of living, it is evident that there is also a decline with the natural resources in the environment because of the human's disregard of conservation. In this case, there are people who are aware of how dire their situation is, but it may be hard to accept it at first if the situation is only something you see on the television. However, the gravity of the situation will slowly

dawn on people. That is when they will decide to take action themselves, but water will be very hard to get by then. This is related to the dystopian concept where development constantly competes with human ideologies (Lepore, 2017).

“All right, we’re all in the same boat here,” someone else says. And it’s true. But, as Garrett said the other day, that boat is the Titanic. One lifeboat left, and I’m it. I don’t like this. I don’t like it at all, and although I know this is terrible, I begin to wish I never came here with water. (Shusterman & Shusterman, 2018, p. 216)

Moreover, there are situations varying from unnecessary fear of the unknown, hatred and jealousy of people who are more equipped during disasters, taking advantage of the weak, and abusing what was given voluntarily. In the lines above, it is apparent how people may dread helping others out due to more demands and threat they present. These different portrayals of power play dwell on people’s different actions and acceptance of the water scarcity phenomenon. It may seem to be leading towards doom because sooner or later, worse things will happen. Like what Alyssa has realized, the feeling is like having only one lifeboat left in a place where there are who deem they are worthy of being saved. Characters seemingly in dangerous situations are common in dystopian fiction (Synnowich, 2018). It helps readers understand situations like this and how their actions may affect others and damage the environment more.

Similarly, the danger is not only because of the ecological crisis, but because of human actions when the neighbors ransacked Kelton’s home despite the death of his brother. Alyssa at first views Kelton and his family as weird, but later on wants his help. They disregarded the effort Kelton’s father had made to prepare for the apocalypse and

took to heart the gap of their resources. Kelton's family and even Alyssa has anticipated that something big is to happen, but they underestimate the greed of the neighbors that even when there was death, they still took what was not theirs. In society, the thinking may be affected when people readily follow what is available for them (Adorno, 1973).

The same is happening with certain ecological crises, people take and take without regard for the hardship of others in maintaining the environment. This portrayal is important in showing how people expose their real selves when crisis strikes. The line above just shows how people easily change when opportunity comes. Differences in household orientations may be connected to Garrard's insights on how human actions cause problems in the environment. Each of the families in the neighborhood had different actions during the crisis. Alyssa's parents were driven by the promise of water by the beach, but it later turned into unanticipated events by the officials causing brawls and injuries. There is a wide gap with the knowledge people have of cleaning water or the desalination process because the people they have assigned are not familiar with it.

He somehow manages to flash a cool smile, even in his most emasculated state.

"Assets that I've acquired, fair and square."

Alyssa steps forward. "Was it fair when you took my uncle's truck?"

"Of course," he replies, taken aback by the mere suggestion of impropriety. "I have all the paperwork."

"You took advantage of him!"

"The price of water has gone up," he says, getting defensive. "Don't tell me that's my fault. (Shusterman & Shusterman, 2018, p. 149)

Lastly, dystopian fiction allows readers to criticize the realities in society (Rani & Gupta, 2023). In the lines above, Henry, one of the characters, is evidently taking advantage of others. Even in the middle of a crisis, there are always people who only think about themselves. Since there was a lot of demand on water, Henry, another character, realized the potential he could hold over others. This is why he has taken advantage of other people even until the end when the crisis was over. He has played over Alyssa and the other's feelings and beliefs.

Because of greed and personal agenda, more people suffered. However, his ideal environment soon turns up feeling doomed when he is hit by reality. He has convinced Kelton and the others to allow him to join, appealing to Alyssa's morality. This, however, turned into a nightmare because Henry is slowly turning them against each other and making Alyssa and Garrett convinced that he can protect them better. It is not in his heart though because all he cared about was his survival. This is similar to people only caring about themselves and not the effects of their actions to the environment. All these circumstances create an atmosphere where readers have to think critically (Seeger & Davison-Vecchione, 2019).

Finally, the portrayal in the ending allows others to see how relief can be given and what will ultimately save humanity. Dystopian texts such as this help readers examine realities and human actions connected to it (Kleofastova et al., 2020 in Alfes et al., 2021). Human's connection to nature is apparent, taking care of it means being taken care of as well with the abundance of resources.

There are also different types of people portrayed in the novel. Those that do not want to face reality and ignore what happened, those who try to still help others, those who are ashamed to admit and face what they have done, and those who try to take things one at a time. In relation to Garrard's *Pastoral*, people are now appreciating the abundance of resources and the effort it took to survive against the crisis. They are now aware that an ideal setting can easily change if the environment is not taken care of. Dry does not only present water scarcity, but also the lack of awareness of the effect of human action in environmental degradation.

Additionally, the scarcity in guidance and correct influence in a crisis like this may result in violence and desperation. It is evident how connected the humans and their advancement are to the domination in the society and the resulting environmental conditions from it. Different story progressions in dystopia create more opportunity for readers to show understanding of varying situations (C. W. Jones & Paris, 2018). Neal and Jarrod Shusterman presents dystopia in a society facing a crisis which could happen anytime and reflects humanity amidst chaos.

Concepts of Society, Culture, Human Behavior/Human Relationships, and Nature/Environment in the Novels

Within dystopia, there exists different concepts related to society, culture, human behavior or relationships, and nature or environment. The novels portrayed different conceptions of a livable society. What is common is the attempt to implement a system that pacifies its citizens, but ultimately resulting in chaos or violence. Each element below

contributes to the understanding that dystopian society can come in varied forms, but certain elements may be related.

Society

Dystopian societies vary in depiction and characteristics. Some include a controlling and authoritarian governing body, social divisions, and a stunted mentality of the citizens (Seeger & Davison-Vecchione, 2019). Society is driven to destruction because of the control and violent force used by the governing body. On the other hand, ideals in society may differ based on the capability of the people managing the system. Mostly, people find their sense of self in following what they think is ideal for them (Adorno, 1973).

In *The Hunger Games*, the divide between social classes is apparent. The governing body and the people in the Capitol are considered the upper class while those in the districts are in the lower class. The discrimination in the treatment among the citizens even in the districts also causes confusion in the structure of society; however, in general, the people in the districts are still considered lowly in comparison to those in the Capitol. In reality, those in the districts are working for the needs of the people in the Capitol.

The citizens in each district are overworked yet they do not reap the results of this hard work. They even face dangers to produce products that none of them will really benefit from. In a capitalist state, these workers are facing a lifetime of working themselves to death. The state of the oppressed are being greatly affected by the needs imposed by the Capitol. There is a false sense that things are the way they are because it provides organization and security in their society. Moreover, the line, “*District Twelve. Where you can starve to death in safety.*” (p. 5), though mentioned in jest, actually gives a glimpse of

their society's reality. Literary texts may give readers an idea on the connection of humans to the natural world (Garrard, 2023). The society in this novel allows a glimpse of the world where supplies are restricted.

The people were given a false sense of security, but they are actually being controlled and restricted. The Capitol claims that obeying and following them means they are better off because they protect the people from the outside dangers no one really knows about. Gale Hawthorne, a friend of Katniss, longs for freedom and is aware of how the capitol manipulates them, but they fear death which is a punishment they may get when caught. In a capitalist state, there is a constant hoping for change among the people, but there is an underlying fear to change the status quo (Adorno, 1973).

The people in the districts are expendable in the expansion or retention of the Capitol's power. The rules are not constant, but the consequences are. The Capitol have invented a story they embed in everybody else as a reality. In this society, justice now bends in favor of those in power and the people in the districts are left to fend for themselves. In a totalitarian state, there is a created reality and those in power enforce this reality with death as a consequence of not believing (Arendt, 1962). In the case of the people in Panem both in the Capitol and the districts, they were made to believe a certain reality in the incident that District 13 was completely obliterated as a consequence of the thirteen districts' rebellion.

This creates the Treaty of Treason, a certain understanding that nobody is allowed to question the information the Capitol gives them. It was like they owe the Capitol for not killing them all for questioning the government's system. People watching family

members, or their kids kill one another on television is a way to keep them in check. The Capitol even makes out the Hunger Games as something like a celebration where they shower the districts with gifts like rations when their tribute also wins. It is all like an all or nothing showdown where people were lured by the promise of fame, riches, and supplies should they win the competition. This may be, as in Katniss's suspicion, the reason why Haymitch drowns himself in alcohol. He is the only victor from District 12, and he is tasked to supervise and mentor future tributes who keep on dying right by his very eyes.

Furthermore, in the districts, people who are not part of the working class are left to fend for themselves. Those who are 18 are allowed to work in the mines, and the children ages 12-18 are part of the reaping. Katniss's father died in the mines, leaving her mother depressed and all of them starving. Katniss tried every means possible until she could be part of the reaping and get supplies to provide for her, her mother, and Prim. Those in the working class are in the loop of having to always secure their work or means of livelihood in fear of ending up like those people slowly starving to death. People may be misguided by capitalism which can greatly affect their way of thinking (Adorno, 1973).

Terror plays a big role in a totalitarian society (Arendt, 1962). Since they fear for their lives, the hunched shoulders, swollen and dirty knuckles, and sunken faces may indicate the people in District 12 just accepting their fates. Most do not believe things will get better or anything good will happen to them or in their district. Since coal mining is also the main livelihood in District 12, there are many risks and dangers associated with it.

Katniss's father, also a coal miner, was buried alive, and he was just given some sort of recognition, a medal, and a small compensation as if it would make up for his life and his value in the family. Since it is the only means people can earn money or make a living, they still go on with their lives despite the tragedy because they are afraid of starving to death as an alternate scenario of not working. Families are scared to see a family member starve to death. They are also terrified because working at the mines at a certain age is also required or expected since the Capitol gets their supplies from them. Moreover, mining in general requires more effort and exertion of strength, so workers are also left with insufficient nutrition. This sinister version of the future is a concept in a dystopian society.

However, in the eyes of the people in the Capitol, they are all the same part of the expendable mass. Their capacity to think is influenced by how the people in power assess their capability in society. This is a part of the reason why people in the districts tend to thwart the idea of rebelling or winning because they know their attempts to change their situations may turn out futile. An ideology that any form of rebellion or not following the outright oppressive rules the authority has set results in death or more hardships is already ingrained in their minds. As Katniss admits at first, she knows she cannot win. This feeling of doom among the citizens has become a part of their culture because of oppression and spans many generations. Culture plays a huge role in ensuring social order in society (Jones, 2010). In this situation, compliance for fear of punishment has been normalized.

Greetings to the final contestants of the Seventy Fourth Hunger Games. The earlier revision has been revoked. Closer examination of the rule book has disclosed that only one winner may be allowed,” he says. “Good luck and may the odds be ever in your favor. (Collins, 2008, p. 328)

In the games, the players are manipulated more by the announcements and gatherings that the gamemakers arrange in order to lure participants to a certain place. In the lines above, it is apparent how they use the announcements as a way to manipulate them further in the game. They bend the rules in order to show their control. Through this, they are then seen as merely entities that can entertain the audience depending on how they act in the games. The people in power analyze people depending on what makes them easier to exploit (Adorno, 1973). They may kill one another to gain advantage or think that they have to kill each other in order to gain supplies or things they may need. This is the only way for them to live, so they fight however they can.

This strategy is just one out the many ways the governing body controls the citizens. If this is already a telling and it is just in the games, what the people experience in their every day is worse. The Capitol does not only use the games to control people, but also food, appearances, what they are allowed to consume in media, even their means of livelihood (Sasani & Darayee, 2015). The supply and demand for resources in society may be affected because of political decisions (Garrard, 2023). Accordingly, their obedience is expected by the Capitol because they remind them how they are at their mercy

through the Hunger Games which completely dominates their lives. The strict implementation of unjust rules makes the people imposing it more powerful. The people in power use control and fear as a tool to differentiate themselves among the others (Arendt, 1962).

The goals of the oppressive government in this totalitarian society are fulfilled differently in order to confuse them and make them easier to manipulate. This is why Katniss vows to never have children because she knows the hardships in their society, and she cannot let them have that kind of life as well. The Capitol makes sure that their rules are unbending as well. This is a show of power and people have no choice, but to follow. This is shown in the lines “‘At one o’clock, we head for the square. Attendance is mandatory unless you are on death’s door. This evening, officials will come around and check to see if this is the case. If not, you’ll be imprisoned.’” (Collins, 2008, p. 15)

The governing body repeats a cycle of terror to maintain its power. All throughout the game, each participant loses their sense of direction or path to go on at one point. They think they are supposed to kill to survive, then feel guilty when they do, but then feel the urge to just go on. They lose their sense of self and identity because the reality in the games is very different from the actual horror they live in. This cycle, however, does not end in the games. Even if you come out as the victor, the game of cat and mouse with what the government wants you to do will make you feel like you never left the Hunger Games at all. This is during interviews, tours in the other districts, and feasts in the Capitol. In a society of maintained culture, those in the lower class tend to go along with the influence of the upper class (Gramsci & Forgacs, 2000).

In general, as the game and the story progresses, Katniss discovers more about the other and the other horrific injustices done by the Capitol. There is total dominion over all aspects of their lives from what they eat, do for a living, where they live, etc. This is why when Katniss heard about using music commonly from Rue, she realized that things that are lighthearted or entertaining are somehow uncommon in their district. Both Katniss and Rue long for something better, but they know death awaits those who deviate from the norm the government applies to all. A totalitarian society dominates over the lives of all the people (Arendt, 1962).

In this society, there is always the presence of blurring the justice system because they are made to think that it is okay to watch themselves destroy each other. This is through the games or just their everyday reality. All Katniss can do with the eventual death of Rue who is innocent and pure is to allow a bit of comfort and beauty in her place of death surrounded by brutality and ugliness. The sense of helplessness allows the players to also justify the killings they have in the game in order to survive or retaliate against those who hurt their loved ones. Their values going in the game changes as they begin to realize the true horror of their reality under the government's power. There is the fact that their experiences in the games change them forever. This highlights the society of violence, control, and propaganda in *The Hunger Games* (Sasani & Darayee, 2015).

Divergent, on the other hand, first presents a seemingly equal society. The five factions namely Abnegation, Erudite, Amity, Dauntless, and Candor allow everyone to know their place and function in society; however, there are different dimensions in humans that were not accounted for when choosing a faction to belong to (Wardana & Roy,

2019). The factions dictate your training, education, and function in society. Abnegation was the faction assigned in governance because they value selflessness among others, but this thinking can be easily warped by others.

People in each faction are similar to the people in the districts in *The Hunger Games*. People in Abnegation and Beatrice, the protagonist, included, just follow what is expected of them without regard to their sense of self. With them in groups, they are not seen as individuals, but what their contributions to the group are. People in an authoritarian state may be seen as a means for manipulation (Arendt, 1962). Since they belong to Abnegation, all people are expected to be selfless and adhere to the rules set to them. They are not allowed to indulge in personal interests as it may interfere with their regard for selflessness. Not following has consequences or even being expelled from the group. It can be especially hard for the members when other groups misinterpret the reasons for their actions and choices. If this is the case in one faction, this dilemma may also be present in the others. It is only a matter of time when people become discontent of the status quo. The Dauntless, in particular, has a different view of Abnegation's selflessness. The Erudites also started expressing their discontent in the Abnegation's competence as leaders. They are nitpicking on details to make people see their point.

The thinking of the people in society is influenced by the thinking of the majority (Adorno, 1973). This can explain the chaos brewing in this novel's society. The dissent against the Abnegation as leaders and members of the government that has been brewing has been instigated by the Erudite who claims that they are not fit to be the leaders anymore. This affects the thinking of other people in different factions because it makes

them question the leaders in Abnegation as well. They think that the aggression and actions they do against the Abnegation members are justified because of what they were made to believe. Their capacity to think is limited to what their factions allow them to think and realize. Since their worth, what they do, what they can offer, and what they are allowed to see depends on their chosen faction, it is easy to manipulate people into a certain way of thinking. Chaos and major dissents in the society as caused by humans is a concept common in classic dystopian texts (Scholes & Ostenson, 2013).

The current social force may be countered by an organized movement by groups in society (Gramsci, 1999). Since the rulers in Erudite are on a quest for a “better rule” as they call it, they can use what they know to create ways for them to achieve it. They are invalidating and discrediting the current system in order to make people believe that the information they give out is the right one. There are those who are questioning and harassing members of the Abnegation community already. However, there is a bit of truth inserted in their statements. Marcus, a leader from Abnegation and the father of Four, another protagonist, physically and emotionally abuses Four, his own son. This is one of the points made by the Erudite that even his own son has rejected him and chose a different faction. The people do not know that Four is his son though as he has changed his name.

The whole ordeal makes people confused and uncertain. Another thing is that in this manipulative state of things, those who are indifferent in what was happening despite feeling and knowing that bad things are going to happen are those that can easily be manipulated and can turn against even those they call friends or family for something that will benefit them. In contrast with the current state of things, the Erudite wishes for

things to favor them in order to create a reality where they have power. In time, they will ensure that things do not change in their favor, so that what they believe in will be followed by all others.

In this world, the people are afraid of changing factions because people view it differently or as an act of betrayal. Tris and her brother both changed factions, so were first seen as traitors. This fueled the fire that there is something with Abnegation for them to choose differently. In the novel's society, it is hard to find the courage to choose differently with the culture you grow up in (Stefanopoulou et al., 2021). After this decision, Tris slowly realized how things are complicated especially when you are different in their society. She found out that she is a divergent.

Divergents are considered dangerous by the people who want power or who want to stay in power. They pose a threat to their ideologies, so the corrupt leaders like Jeanine and Eric terrorize them leading to others hiding their real identities or being divergent in fear of the consequences. Like what Four lectures Tris, though now she follows what they want the people to do, it is when she thinks differently in certain situations that make her a threat. This is manifested when the Erudites controlled the Dauntless to execute the Abnegation leaders. Since she is a Divergent, she was not affected by their initial attempt to control them. Thus, they have to think of more ways to keep their control. Since they are the minority, they have no ways to fight back and investigate why they are being hunted at first. The contradictions in society creates dysfunction in the justice system (Adorno,

1973). The corruption in the system allows people to justify their actions and not feel responsibility towards their action.

Additionally, there is a power trip going on and those who want to stay in power do everything they can even if it results in the harm or death of others. It is not only being divergent that allows danger, but also being weak in a faction that values a twisted sense of bravery. The Dauntless leaders, especially Eric, know that fear will make the initiates and other members follow them or obey their orders. This is the quality that makes them easier to manipulate. Since the leaders were trained to be vicious, fearless, and intimidating, they also expect and allow others to be the same as long as they seemingly follow the faction's ideals. The privileged people in power in a totalitarian society aims for complete domination among the people (Arendt, 1962). The totalitarian rule in Dauntless has spun from different leaders already.

In evidence, Edward, an initiate, was deliberately harmed because he has shown potential and strength, but no further investigation followed because no one dares to voice their opinion and be known as someone who snitches on others. This also enables the justice system to be blurred since no further actions were taken. Moreover, the perpetrator of violence feels justified because no consequence was given. Peter, the initiate who harmed Edward, feels no responsibility for what he has done and will most likely feel the same way towards things in reality. He, and all the others, will repeat the same actions since they do not feel remorse for their actions. This is how Eric sees them. The role of the leader is to foster unity among members for social organization (Gramsci &

Forgacs, 2000). In the society in this novel; however, the leader desires more for the members to fear him to feel in control.

If Jeanine can make people believe that my father and all the other Abnegation leaders are corrupt and awful, she has support for whatever revolution she wants to start, if that's really her plan. But I don't want to argue again, so I just nod and throw the remaining sheets into the chasm. They drift back and forth, back and forth until they find the water. (Roth, 2014, p. 197)

It is evident in the lines above that Tris has an idea on the reason for the Erudite's aggression. All the information and ideas are planned by the Erudite in order to create a reality in their favor. They are able to manipulate the people's morality and dominate them. They also use scare tactics in order to make others follow them and their beliefs. Since Erudite values knowledge above all, this also becomes their main propaganda to others they consider unimportant or ignorant. The Erudite are starting to build an authoritarian regime of their own. In this society, they dismantle people's sense of responsibility and create their own rules. It is also apparent that there is an agreement between the Dauntless and Erudite leaders because the fear simulation being used is created by the Erudites. As Tris has mentioned, being knowledgeable does not mean you are always correct or even honest.

Ultimately, the society in *Divergent* depends on the functionality of each faction. It was originally created to prevent chaos, but it is bound to collapse because of humanity's differences in views and beliefs. What was meant to make up for the flaws of humanity was beginning to be the ultimate spark for its complete destruction (De Souza &

Roazzi, 2017). People's sense of duty and conformity reflects their obedience and general outlook in life.

A dystopian society magnifies the situation of the current society. It allows a vision of a sinister version of the future. Deliberate discrimination based on your standing in society is a feature of *Legend*. Though the world is ravaged by war, people still try to hold on to power and control. In a totalitarian state, a large part of the population are expendable and only serves the purpose of maintaining their ideologies (Arendt, 1962). This applies to the standing of the protagonists in the novel.

In the beginning of the novel, it is apparent how maintaining control is important in the governing body. Aside from Day, the protagonist, they also air other criminals in order to show they have control among people. However, it is revealed that the photos they show are not really Day's, but random representations of what they think he looks like. They create a form of their own reality to still establish their authority and make the citizens think that they are still the source of relevant information. This also projects that this particular activity is a form of propaganda that allows them to carry out their own ideologies. If they can lie about this important information, who is to say they do not do the same in other aspects of their justice system?

In society, people internally long for improvement in their situation, but fear of the consequences in their actions stop them (Adorno, 1973). The discrimination in the treatment of those in the poor and wealthy sector is one thing. The plague and the trial is another burden on them.

Those in the poor sector know the unfairness and oppression in the current system. They are; however, rooted in fear of the punishment they will receive if they do not follow those in power. Day's recounts of his experiences illustrate this. An example is when Day's father was tortured, and they cannot do anything other than take care of him. Not following the soldiers means punishment or even death because they are considered a sort of elite group. The idea that those in the military are part of the upper class has been a part of their culture for many years already. Since there is an ongoing war, their role in society is given importance. The civil society can form an organized union to overthrow the dominating body (Gramsci & Forgacs, 2000). However, since the private sections also cater to the military, the people in the poor sectors are left to endure the oppression.

Consequently, those who become soldiers or even the police usually are those in the wealthy sectors. This is evident when a policeman demanded a lot when Day accidentally hit him with a ball. Though the policeman knows they do not have much, he still took their money and even the chicken which is the only good food they have and worked hard for. Another example is not getting the benefits those in the rich sector get like a good job because Day's mother and father both have jobs where they end up always injured. The poor also cannot have access to medical needs because they do not have money.

Whereas the rich will be visited in their own homes, the poor have to undergo inspection, have to pay, and endure being treated like they are vermin. All these views on the poor results in them feeling powerless and bound by the treatment they get. They start to feel like nobody cares what happened to them. This also allows the blurring of justice

because those in power do not feel responsibility for their actions to the poor. They do not feel guilty even if it causes death. One example is shooting plague victims and even Metias having to kill a child for trying to escape during the Trial.

Moreover, those who protest against the wrongdoings of those in power were arrested and never heard from again. It was also later revealed that the Republic causes the plagues and kills children, but they do not have remorse for doing so. The way society is constructed is dependent on the way the authorities treat the citizens. There is discrimination on how the laws are implemented because it only favors those in the wealthy sector. Political conditions in society affects the supply and demand of resources (Gramsci, 1999). This is evident because the poor seems to get nothing while the wealthy gets everything.

Looking into the poor sector in general, they do not get the same advantages as those in the rich sector. The governing body is tasked to protect everyone, but they only protect the wealthy. This affected the mindset of those in the poor sector to find their own ways to survive. This traps them into the consciousness that gaining and having money are of the utmost importance even if they do illegal things like fights and faking products. There are people who just readily follow those who seem in control because the system is confusing for them. In this case during a Skiz fight, people will tend to follow along if they are not familiar with the rules yet. Day and Tess are constantly drawn into this Skiz fight even though they know it is illegal. It is one of the ways they can get money because nobody is given a job unless they pass the Trial.

Society is already crumbling because of war, so the governing body is doing everything it can to maintain the façade of power. Literature can provide insights on the effects of human actions to the environment (Garrard, 2023). This particular text allows readers to see the aftermath of war. They have to ration electricity and those in the wealthy sector hoards the supplies and resources.

Another important factor in this society is the plague. If any of the citizens gets the plague, they are under strict quarantine guarded by soldiers to make sure they do not leave their homes. If unattended, a plague victim may turn mad, but instead of helping, the soldiers just gun them down and leave them there. Moreover, each citizen in the poor district is required to undergo tests to make sure they do not have the plague. They do not have a choice because they are threatened to undergo the test at gunpoint. There are soldiers that have no hesitation shooting those who rebel or do not follow them. The best they can hope for is that the plague does not affect them much because they do not have the means to buy plague medicines.

Through this, the people can easily be coerced to just follow because they fear death. Terror is being driven among citizens, especially the poor, in order to completely dominate them. They also control the citizens because they are routinely monitoring them and observing how they are responding to the plague. In a totalitarian society, there is an expectation that there will be a total dominion (Arendt, 1962). The plague is the governing body's strategy not only to create biomass weapon to aid them during the war, but also to ensure that the citizens will always depend on them (Amalina, 2015).

The next big concern in this society is the trial. Day also fears Eden, his brother, will share the same fate as him when his trial comes. The trial is a big factor in dictating what one's status in society will be. The higher your scores in the exams are, the higher your standing in the society is. Those who get good scores will also get good training, good jobs, and generally a good treatment. This is because a high score means you have a good mental and physical disposition. A failing score means you will be taken from your family and be sent to a labor camp. The government also promises compensation to your family in this case, or so they thought.

Day is one of the many victims of this scam in society. He longs for justice to what has happened to him, but he also knows that it is impossible in their government's current system. He rebels without revealing who he really is because he fears for his family's life. He knows how corrupt the system is, but he has no real power to fight against it. Somehow, with all his misdemeanors, he longs for a change in his family's state. However, more revelation is needed in order for Day to realize how futile his rebellion is.

As he recapitulates his experiences in his Trial, it is becoming apparent how unfair the system is. The capitalist system makes the citizens think that the Trial determines their worth as a person. This is because it allows the governing body to determine who has more worth or those who can offer more among them. It is their way to make sure that only the strong ones remain.

I snort at that. Labor camps. Yeah, right, and the Elector is fairly elected every term, too. This girl either actually believes all that made-up crap or she's taunting me. An old memory struggles to resurface—a needle injected into one of my eyes,

a cold metal gurney and an overhead light —but it vanishes as soon as it comes.

(Lu, 2011, p. 90)

In the lines above, Day recalls his experiences after the trial that has led him to becoming a fugitive. Having high scores is a promise for a good future because of education and jobs, but even a high score does not guarantee a future for the poor citizens. An example is when Day exhibited good comprehension of the test, but as a part of the poor sector, the results of his Trial still are not good enough to determine his fate. Those in the poor sector are not considered to be of much use to the government except for their experiments. Because they think they are doing it for the sake of the country, those in the government think that killing off children or the poor children getting the worst jobs are justified. They do not feel remorse of responsibility towards the family who suffers or the children who die. In this case people are nothing more but pawns to exhibit their power and authority (Cucharo, 2022).

Day has suffered a lot because of the unjust system. His experiences are the epitome of government brutality, a common occurrence in dystopian literature. From his dangerous stint at the hospital in search for a plague cure for Eden, Day got severely injured. Tess, Day's companion, has to look for somewhere Day can rest and try to heal even for a little while. The man who helped Day and Tess knows how risky it is to help fugitives, but he helps him anyway without asking for anything in return. He had a child who died of plague, so he understands how hard the system is for them as well. Though he cannot rebel against the system because of fear, what he did was help someone who does. This

brings a small sense of hope in an otherwise doomed society. Another is Tess who has been helping Day without asking for anything in return.

Additionally, the unpredictability in the changes in the system are the cause of the deaths of multiple characters in the novel. Both Metias and Day's mother died because of the greed in power of the authorities. However, though they died because of a play in power, one can still see the difference in social class of the two. There is an obvious contrast with how things are handled with the deaths of Metias and Day's mother. This is what Day fears the most when his identity is discovered. His mother was killed nonchalantly by Thomas because he was wanted by the law. Her death also presents that they do not see her as a person, but just someone they could use to display her authority and punish Day as well. In a society affected by the interest in gaining, people's sense of responsibility is muddled (Adorno, 1973).

Metias, June's brother, had an elaborate funeral. Because they both belong in the military, everything was taken care of. However, being part of the wealthy sector did not prevent Metias nor June's mother and father from being spared by the authorities. Since they found out about the corruption in the system in relation to the plague and the trial, they have become a threat to the control the governing body is maintaining.

Later on, even June has witnessed how all protesters have been shot dead to show an example to others who want to object about the system and Day. Day can be coerced into behaving because he knows that his brothers are being held by the government as well. This is how the system works. All of them are just expendable, so it does not matter

whether those in power use extreme means instead of mediating because they can also show them that they are the one with power.

If those in the poor sector do something that deviates from the required regulations they have to follow, they will be severely punished. If they do follow the rules though, they may have temporary peaceful lives, but worries will always be a part of their every day. Those who enact the law will follow it despite knowing how some rules step on the rights of the other citizens. The never-ending cycle of worry and fear over what tomorrow brings gives Day, Tess, John, and the others a sense of doom. Terror is a technique by the dictators to maintain control over people (Arendt, 1962).

It is apparent in the lines ““The thought of him—and his accusation against the Republic, that the Republic creates the plagues, kills kids who fail the Trial—fills me with rage.”” (Lu, 2011, p. 108) that June cannot believe Day’s accusation of the oppression they experience at first.

To counter the dominance of the ruling group, those in the lower class need to build their own culture and form connections (Gramsci & Forgacs, 2000). In a society who was used to oppression and severe punishments, it will be hard to create change. June was also deceived, and she had to see evidence for herself from a person she trusts before she realized how unjust and cruel their system is.

This is how the privileged people stay in power because they control who lives and dies. They feel that what they do is justified because of their ideology. Total control of the people is at play and they create their own reality by keeping the real source of the plague a secret. They make it up as if they are the only one who can save the people. This

gives the people a feeling that they are doomed and there is nothing else that they can do. They are under the mercy of the Republic who uses people as they see fit to their agendas. Terror is propagated with the expectation of complete dominance (Arendt, 1962).

Those in the poor sector and those who do not agree with the current corrupt and unjust are considered expendable in this society. They are nothing but tools for the government to exercise their power. All the oppression is a way to prove that the governing body's ideology is correct and those who do not follow must fear them. Those who follow the Elector Primo enjoy certain privileges, so they follow his ideals despite knowing something is wrong with it.

Predominantly, this is the state of this dystopian society. There is no due process when it comes to suspicious and wrong behavior. Instances like Day's father being beaten without proper explanation on his arrest, people protesting about quarantines and taxes leads to being immediately tried in court, children being killed when they failed the trial, the policeman taking bribes and beating a child because of a child's misdemeanor, the soldier threatening Day with a gun in the hospital, and the death of Metias and his parents for disagreeing to participate in corruption and oppression are all hints on the danger of too much power given or taken by the governing body.

Next, in *Uglies*, the importance of physical appearance is the focus in its dystopian society. Staying ugly is a nightmare and a social suicide. Conformity and compliance to complicated surgeries are also expected (Steinhoff, 2015). Underneath the façade of perfection lies the reality that control, and manipulation is needed to maintain the balance in society.

All Tally and the other *uglies* dream about is how their faces will change and they will finally feel like they belong somewhere. It has been part of their culture to look forward to being pretty. Generally, sectors in school, religion, and media influence individuals allowing the propagation of a certain culture (Gramsci, 1999). Throughout their lives, *uglies* like Tally and the others were made to think that not having symmetrical faces and having high foreheads, frizzy hair, imperfect skin, pimples, and even uneven eyes are the qualities that make people ugly or undesirable. This makes them constantly feel helpless because they were made to feel like they were unworthy of notice and attention.

In reality, they were all expendable and just an instrument for the dominating body to practice control and power. The constant fear that they will stay the same makes the *uglies* compliant and controlled. The dominating body controls the people through terror (Arendt, 1962). Tally was manipulated because she feared staying ugly forever. They all thought that the most important thing is to be pretty.

It is important to note that the dominating body allows people to sneak into the *pretty* world to allow them to see how different they are from them. No real consequence is known because it is a way to persuade them to go along with the operation and make those controlling the system stay in power. Tally is an example here where she and Perry, her best friend, sneaked a lot to the pretty world without getting caught. There seems to be a tradition of doing misdemeanors before getting the operation and sneaking into the other world that the dominating groups allow at a certain point.

Society also portrays an environment where the citizens are sheltered from the bare truth. This is common in dystopian fiction where people are living in a controlled society. Unless any of them attempts to go outside the city built for them, they will not see how the world is actually bigger and more diverse as their little world can be. Though the world was ravaged by chaos, war, and disasters, there is still beauty that springs. Literature can portray the effects of human advancement to environmental issues (Garrard, 2023). In particular, Tally's experience exploring the outside gives a glimpse of society that can still be saved.

She hoped for a moment that the pendant wouldn't work. Maybe one of the bumps along the way had broken its little eye-reader and it would never send its message back to Dr. Cable. But that was hardly worth hoping for. Without the pendant, Tally was stuck out here in the wild forever. Ugly for life.

Her only way home was to betray her friend. (Westerfeld, 2011, p. 186)

The lines above show the price Tally needs to do to become pretty. She has to betray her friend and the whole community to do it. However, the dominating body makes it clear that they want things to stay the way they are, so Dr. Cable coerced her to do it. This means that they view *pretties* should still be the upper class while the *uglies* are the lower class. Since the people are constantly exposed to this belief, they do not question it anymore. They were brainwashed since childhood to accept the system because it is the only way to belong.

Tally, the protagonist, just realized differently when Shay, an ugly who ran away because she did not want to undergo the operation, showed her the ruins and the world

beyond it. Culture highly influences people's beliefs and attitude (Gramsci, 1999). It is evident that Tally is a typical ugly who grew up in a culture of looking forward to being pretty. The contrast between her depiction of Uglyville and Pretty Town presents the ideals in their society as well. She sees Pretty Town as a place full of adventures and fun, while depicting her current town as boring and bland.

The main issue in society is undergoing surgeries to become pretty. Despite the deaths and negative effects of the operation, the government still makes it seem like the operation is an advantage for the people. Since the people are expendable, these deaths and adverse effects do not discourage them in continuing to carry out their ideologies. The rationality of the people being manipulated is an instrument to expand the control of the governing body (Arendt, 1962). When people like Tally learn this, it will create a feeling of doom since what they have been taught since childhood is wrong. This is not something advertised to them by the government, the schools, and media. This makes them a part of a wrongful institution carrying out their beliefs despite the consequences. They try to give their controlling world a paradise-like front.

Some dystopian societies depict a version of the future closely related to recent trends and culture (Claisse & Delvenne, 2015). The divide of how people see the culture of beauty and the differential treatment based on how a person looks is shown in this novel. It is also apparent what the effect of this differential treatment is on the people, and how the dominating body takes advantage of it. There does not seem to be a specific rule book when you become pretty. At first glance, it looks like all they do is have fun. It also seems like they do not have responsibilities yet. This is why the *uglies* envy the *pretties*.

The *pretties* have fancy clothes, faces they consider beautiful, nice place to live, not much responsibility, and a lot of fun. They also seem well taken care of and given more attention than the *uglies*, given better jobs, and opportunities.

He took a slow breath before continuing. “Dr. Cable wanted to turn them all, but she was worried that Mom and Dad might talk about the brain lesions, even after the operation, because they’d been focused on them for so long.” David’s voice trembled, but it was soft and careful, as if he didn’t dare put any emotion into the words. “Dr. Cable was already working on ways to change memories, a way of erasing the Smoke forever from people’s minds. When they took my father for the operation, he never came back.” (Westerfeld, 2011, p. 413)

Overall, the lines above narrate the horror the Specials have developed and tried to hide. They create a social order where they stay in power. They make all sectors do their bidding and unite in a world of manipulation and deception. The social classes seem flexible only if the authorities deem you worthy that they cure you of the adverse effects of the operation. You then will contribute more into hiding the truth and preserving the status quo. The surgeries have become the governing body’s propaganda to shape the people’s ideals in violation of their personal choice and freedom (Abdulkareem & Taha, 2023)

Moreover, instead of facing the truth about brain damage and curing everyone, Dr. Cable chose to develop ways to alter memories, so she can control people more, even those who defy her. This caused the death of Dr. Az since he and his wife knew the truth and went into hiding. With all this, Tally realized that the ultimate price in keeping peace

and order is everyone's will and individuality. This distorted version of reality is a feature of this dystopian fiction.

Lastly, *Dry* presents a society experiencing an ecological crisis. People try to control the situation, but without the proper guidance from authorities, they were doomed to fail. Water is a basic resource, and without it, people has realized that society may just crumble down. In a capitalist state, people may prioritize 'having' over basic human decency (Adorno, 1973).

"I want to assure the people of Southern California," continues the governor, "that help is on the way. Mobile desalination plants are going to be in place up and down the coast, to turn seawater into drinking water. Everything possible is being done to alleviate this situation. Thank you." (Shusterman & Shusterman, 2018, p. 35)

To start, the lines above may seem like a helpful response, but the citizens know better. In a society scared and unsure of what to do, the government should take over and direct the citizens.

In relation to the effects of the media on the people, the government's response in this crisis is significant especially for the citizens. However, those at the government only show and answer questions that they deem safe for others to know.

The government, along with the media are part of the dominating forces in society (Gramsci & Forgacs, 2000). In the novel, both sectors try to establish order, but with different agendas and perspectives. They influence the people, and if not careful will create

a negative mindset among the citizens. One instance of influence is how they call disasters. Since they have access to interview certain people, they also get to decide what they will report to them. The media in some instances choose the stories they will cover and show the audience. Commonly, they choose those considered sensational and will gain a larger audience.

For example, there are media and news outlets that do not show the real situation about the Tap-Out because it is a silent crisis. They will not give it a big airtime unless there is something dramatic they can show the audience like the Arizona and Nevada backing out of the deal, a controversy among politicians regarding the crisis, or fires, riots, and violence. They have control among the people because there are those waiting for updates, but all they give mostly are the same old reminders about the government attempting to do something, what they should do, and conserving water. They are not going to cover the events related to the Tap-Out until it is too late. People are aware that not everything is being broadcasted or mentioned in the news. However, they may not notice that it may be a form of control and a way for the dominating forces to keep people in check.

However, it is not entirely the media's fault because the people are not entirely aware of the gravity of the situation. The government also chooses the questions they will answer and the statements they will release to the media. They also only mention actions they will take to solve the crisis, but not the things the citizens want to know or hear. They are playing it safe and withholding information because they are unsure of the right approach to take.

Importantly, the social class in this time of crisis was destroyed in the text. The lines “I look down to the ice in my hands and then back to Kelton, realizing I’m still skeptical about allowing people to “help.”” (Shusterman & Shusterman, 2018, p. 16) shows evidence on how Alyssa has realized how people can easily change because of desperation. Everyone affected, rich or poor, became the lower class because they are all desperate for water. Those in the upper class are those in position and those in the government who have access to water. However, those who know how to manipulate people and have a violent tendency fought their way up and dominated others. They use violence and intimidation to manipulate and force others to give water. Examples include those who forced their way inside Kelton’s house in order to get supplies, those who beat an old man to get his car and water, those who loots houses, those who force others under their will because they seem weaker, and those who use force and violence in protests instead of their words. The lack of constant connection to the groups in the society has caused a failure to maintain a social order (Sunshine, 2019).

In connection, the dominating forces have no qualms in taking advantage of the situation. Since the social classes have become flexible, there are those who consider themselves the dominating body. People regard themselves as laws and show little regard for the lives of others. Since they do not see much action from the media or the government, they do everything they can to survive. There are people who have done immoral or illegal things to gain power. An example is Chase, the reporter, using the crisis for his personal ambitions, David, the driver who took from the water he was supposed to deliver, people who use violence to get water from others, Henry who took advantage of his

supply of water to trade things from others, and the man who also uses water to take advantage of girls.

The forces that govern the people should maintain order and give hope to people that they are doing what they can to alleviate the situation. However, it is apparent that with the repetitive reminders and news people see in the media, they are swept by a feeling of doom and helplessness. Alyssa had a view that things would get better over time. However, Kelton knew that things are bound to get worse before they get better. Even Garrett, like Alyssa, has a different outlook of the situation. The sectors they were looking up to take over the situation keep making empty promises and herding them toward centers with others with only a promise of water.

Since there is a lack of authority in the water crisis, people are looking for someone to blame. It may be the government, those who think use more water than they should, or even sectors who should have done something more, but the last they blame is themselves. They are easily influenced by what they see and hear in the media, and they start to draw their own conclusions. The lack of the leader role in this event adds more fuel to the fire. There is no organized movement except those who protest or who group together to get water even by force. Ecological crisis portrayed in texts may serve as a reminder on the problems caused by human actions (Garrard, 2023).

This also describes the effects and relation of human predispositions to ecological crises. In times like this, people start caring only for their own safety and sake, and disregard the actual effect of water scarcity on the environment in the long run. As an illustration, Garrett, Alyssa's brother, portrays how vulnerability is also related to how people

act in the natural world. He does not understand how conservation is important at first or the gravity of it, but he later on learned how serious things are. He acts on impulse like telling Alyssa and Jacqui to shoot someone because he feels wronged. He even ran away because he thinks it is easy to get more supplies somewhere since he contaminated theirs. This portrayal can give an insight on how human actions are related to ecological problems (Garrard, 2023).

Daphne—our uncle’s sometime girlfriend—has a big house here that was left to her by her mother. Before coming down here, she was a realtor up in Modesto, the same town where Uncle Basil had his almond farm. But almond trees use more water than almost everything—and with rationing set so low, the almond farms failed first. He declared bankruptcy, let the bank take the farm, and moved in with Daphne—who for a whole five minutes thought she was on top of the world, because she had a ridiculous amount of real estate listings. But since no one in their right mind was buying homes there anymore, she couldn’t make a single sale. Property values plunged. Then they started calling the Central Valley the Pacific Dust Bowl, and that put the last nail in the region’s con. I imagine Modesto is mostly a ghost town now, along with Bakerseld, Fresno, and Merced. (Shusterman & Shusterman, 2018, p. 140)

Consequently, the lines above show how a crisis like the drought portrayed in the novel chooses no social standing. Evidently, there should be a flexible relationship among the classes now that there is a crisis because they are all suffering. The power negotiation depends on the propagated culture in the society (Gramsci, 1999). However,

there are those that still look down on others even if they are all equally worried about the scarcity of water. An example are those in the exclusive village where Uncle Basis, Alyssa's uncle, stayed because he does not want to be a burden to Alyssa's family. Alyssa and the others noticed that there are people who still tried to make it look like their place or house and lawn are maintained.

They tried to show they still have control over their resources even celebrating how they have connected their water system to an old tank which eventually led to sickness and death among them. Uncle Basil was a person of laughter and random facts, but turned into a person who has accepted that he was doomed because there was no order in society and power is held by those with water or access to it. At first, it looked like they were going to be okay because they had water for more days than the others, but it turns out that it will cause their demise. Dry sheds light on important situations like these to make people aware of ecological problems.

The government should be one of the sectors attempting to organize and direct the people. They are one of the sectors forming the order in the society (Kellner, 2021). However, in this text, it seems that they also are unsure of what to do. Since they may have started taking action a bit late, a lot of unprecedented instances have already happened. At first, they tried to initiate strict rules, but as no one was imposing it, people ignored them. Then news and information about the crisis started to become repetitive. Even officials from other countries are backing off promises of relief and help because they thought of how they might need it when tragedy comes. People tried to overthrow

and hold officials accountable by starting protests, but it is hard when most people just want to survive.

Ultimately, the government even tried the Martial law, but all they do is herd people together only with a promise of water only to not have any follow up later. The crises getting worse may be caused by human actions. Without thought, people did not realize they are dooming themselves. In one instance, officials from California and neighboring areas have doomed many people because of their power plays and politically driven agendas. They like to hold power among others in the form of water supply here, so they back out of deals or neglect those in need. These actions cause an apocalyptic phenomenon because the people are waiting for the government to take action to help them. The trope of chaos amidst an indecisive government is portrayed here. Political conditions significantly affect the supply and demand in the society (Garrard, 2023).

In the end, the society in *Dry* has shown how an ecological crisis can easily cause chaos and social disorganization. The connection between humanity and nature were emphasized as well as the importance of control by the governing body.

Culture

Dystopian fiction brings about scenarios that allow readers to picture history and culture (Divya, 2022). It portrays products and important changes in time periods as well as projected developments in the future as well. It also includes manifestations of global issues such as war, ecological crisis, corruption, and exploitation that may form people's collective belief and customs (Herrero & Royo-Grasa, 2021). One common factor affecting society and its propagation of values is culture (Crossman, 2019).

The Hunger Games feature a culture where the governing body showcases control and power through deathly games disguised as entertainment. Every part of the game represents the harsh reality of a divided society. The poor children from each district are forced to kill one another to survive while those in the Capitol bet and discuss who among the tributes has the chance to be the victor. The Capitol expects the citizens from each district to be compliant and act as if it is a privilege to witness their children being slaughtered. The governing body desires for an unchanging state of things where they are privileged and in control (Arendt, 1962).

What must it be like, I wonder, to live in a world where food appears at the press of a button? How would I spend the hours I now commit to combing the woods for sustenance if it were so easy to come by? What do they do all day, these people in the Capitol, besides decorating their bodies and waiting around for a new shipment of tributes to roll in and die for their entertainment? (Collins, 2008, p. 61)

From the reaping to the parade of tributes, even to the tour of the victors, the belief that there is no other way around society has successfully given the Capitol more power. The governing body utilizes important sectors in society as propaganda for control and fear. Sectors like media, education, and labor organizations may contribute to the hegemony and collective belief of people (Gramsci & Forgacs, 2000).

First, the requirement to the reaping ceremony is mandatory. This way, everybody will witness the spectacle of choosing the names of children to be sent to the games. They create their own reality to incite more control over people from the history of Panem to

why the Hunger Games is apparently necessary to quell revolution. The Hunger Games centers on control through fear and citizens are trapped in a totalitarian society where they are nothing but tools for those who like playing with power. Like what Katniss narrates, the reaping is also an opportunity to monitor the population of each district. The development in technology is being used for personal gain instead of development helpful for the majority. The games serve as a twisted version of a reality show.

Next the tributes were dressed up and paraded around as if they are mascots instead of players in a deathly match. In a society jaded by capitalism, people's sense of guilt and responsibility are blurred (Adorno, 1973). During the games, people in the Capitol can bet and give gifts as forms of sponsorship in the player they find interesting. Most of the people in the Capitol feel no remorse over this spectacle because it has been a part of their culture already. Media consumption also allows them to blur the lines between harsh reality and the spectacle of the games. The novel presents a tale of how media manipulation can change people's view of a person, the government, or even a certain phenomenon (Conrady & Butcher, 2012). In a totalitarian state, the governing body creates and manipulates their own reality to impress among people a certain ideal (Arendt, 1962).

Every part of the Hunger Games is planned and organized in a way that serves the purpose of those in power. The game makers are also tasked to play around the lives of the participants as merely toys with no worth. While in the games, players are injected with a tracking device because each of their moves are tracked, and highlights are usually shown to the audience. Another way of controlling is choosing which parts of the games

they want to show the audience. Though the participants know that what the Capitol does is not right, they do not have a choice as they are powerless. A cycle of oppression exists because of citizens are made to think that it is in their best interest to just follow along (Adorno, 1973). This media manipulation allows the government to manipulate the citizens because if they are powerless in preventing loved ones or people they know from entering the games, then they are powerless in all other things as well. This also results into Katniss thinking whether it is really a win if you are the victor of the Hunger Games when you will be the mentor of the next generation of kids to enter the Hunger Games.

After winning the games, the victor is paraded around other districts to add fuel to the grief of those who lost their child. Moreover, the victor gives a speech as if it was an event of celebration. The cycle of oppression and hardship has become normalized that most of the citizens do is just follow it; however, there will always sprout a spirit of rebellion in a system of oppression. Though the governing body quells any form of rebellion, Katniss, with her show of defiance at the end of the games, has allowed a bit of hope among the people.

In addition, the cycle of oppression starts at home and branches in other areas of society like the school, market, etc. At home, the citizens are scared into blurting out any form of defiance. In school, the authorities control what they learn. In district 12, the citizens only learn the basic reading and counting, and the majority of their lessons are about coal since it is their primary source of livelihood. The history of Panem is also a highlight

in their education which refers to the rebellion that almost destroyed the order the governing body has established. Power in society is negotiated through the influence of sectors that form a hegemony (Gramsci, 1999).

In the community, there is a set of terms to follow mandated by the governing body. However, the local government in each district may have their own way of enforcing the laws. Internally, death is the ultimate punishment for severe or even slight misdemeanors depending on the district. Later on, even worse ways to terrorize the citizens are done to force them into obedience. They will soon realize how futile it is when everything is in the hands of the Capitol. This is the “spell” that according to Adorno disables the rebellious thinking among people because of the terror (the strategy favored in totalitarianism) that dominates them.

“Don’t be ridiculous, Katniss. How could you possibly know an Avox?” snaps Effie. “The very thought.” “What’s an Avox?” I ask stupidly. “Someone who committed a crime. They cut her tongue so she can’t speak,” says Haymitch. “She’s probably a traitor of some sort. Not likely you’d know her.” “And even if you did, you’re not to speak to one of them unless it’s to give an order,” says Effie. “Of course, you don’t really know her.” But I do know her. And now that Haymitch has mentioned the word traitor I remember from where. The disapproval is so high I could never admit it. “No, I guess not, I just —” I stammer, and the wine is not helping. (Thomas, 2019, p. 73)

The lines above state what *avoxes* are in the novel. Another example of terror being part of the capitol’s campaign against rebellion are *avoxes* where the consequence of

betraying the Capitol is shown. This is a concept in Arendt's totalitarianism where they use terror as a strategy to control people (Arendt, 1962). Even Katniss, the protagonist, does not know how to react because it was not in their instinct at first to help others when they cannot help themselves. This is an action that has become a norm in their lives. They know that there are severe consequences to defying the capitol, but those in power only know the actual punishments. They come up with ways to manifest terror among the citizens to force them into compliance. This kind of scenario is also evident in the entire text because the rules in Panem are not black and white. The peacekeepers, similar to the police, in district 12 act differently because there are some who feel pity and remorse over the capitol's action on the citizens.

Haymitch's advice to stay alive shows what has become a part of the culture in the districts – to stay alive, to maintain the status quo, or just simply exist. As Haymitch has advised Katniss and Peeta, the only thing they have to do in the Hunger Games is to stay alive. This is because the rules are not really as transparent and straight as they seem. The Capitol shows favor among certain districts because of the type of labor and product they produce. They make the citizens particularly in districts 1, 2, and 4 feel favored, where they have gained the title 'career districts'.

In reality, they are just the same expendable mass in the eyes of those in power. This is a strategy to separate districts and steer their belief into something that favors the government. Those shown favor also do not dare rebel or fight back as they know the better treatment given to them can be taken away in an instant. They are given more resources which serve as an advantage in the Hunger Games and, in effect, makes those in

other districts think that they do not stand a chance. This leads Katniss into thinking that whoever lives between her and Peeta can at least help each other's family and live a bit better.

Furthermore, the citizens in each district are also manipulated into thinking that knowing about the other districts and people are disadvantageous or useless for them. There are others who may know that they are all just as useless for the Capitol, but it is evident that each district contains a horror of reality in its own. Katniss's conversations with Rue, a fellow tribute, are filled with getting to know how different their districts are. In turn, it makes Katniss question whether the game makers are purposefully editing their conversations because they would not want the others to also realize the differential treatments in each district. There are officials in each district, but the way they control the citizens and enforce the law are different. This is all part of the government's reign of terror.

In summary, the governing body under the leadership of President Snow has built a culture of terror, manipulation, and violence in Panem. People's lives revolve around finding ways to survive whether in their everyday lives or joining the games. *The Hunger Games* illustrates a way of life under control, oppression, and surveillance which may be akin to the culture we have today.

In *Divergent*, the society is under the belief that the factions have removed the threat of chaos and dissent among the people. This portrayal of a dystopian society may be an exploration of the result of experimenting ways to preserve humanity (Herrero & Royo-Grasa, 2021). In society, social order is attempted through the agreement of the

members of society (Kellner, 2021). Conformity is needed in order to attain a vision of order and contentment.

Each of the factions contain the value they want to propagate in society. Abnegation prioritizes selflessness, Erudite values intelligence, Candor is for honesty, Amity treasures peace, and Dauntless focuses on bravery. Once they chose a faction, they will have to devote the rest of their life to it. Those who are factionless; however, will have to fend for themselves or rely on charity from the Abnegation.

In addition, each faction has a purpose in society. Abnegation is in charge of the governance, the Erudite are the teachers and researchers, Candor takes care of the law, Amity cares for the resources like the agriculture and water supply, and Dauntless is in charge of security, weapons, and law enforcement. The factionless may only get jobs like drivers, janitors, or garbage collectors. Since there are these expectations, the factions have cultivated a belief that belonging is necessary to be worthy in society.

Since the people are used to the system for many years, most of the people have no real interest in changing the state of things because they are afraid to be factionless. Those who fail to abide by the values of their own faction or fail the initiation process of their chosen faction are rejected and become factionless. To be factionless means you do not have direction in life. You do not have people where you belong. You also do not get the benefits people have in their factions and people shun you generally if you are factionless. In a society bound by the idea of having, their sense of self is affected by the thinking of the majority (Adorno, 1973).

Moreover, as a factionless, you get the jobs society considers the lowest and get the minimum things to meet your everyday needs. They look at you with pity and even with disgust at the same time because they are relieved they are not like you, and they do not want to be you. Those others questioning the current system are afraid of this state, so they just follow and do not question things. They think they are powerless because the outcome of questions and queries about the system is equal to having nowhere to go. In a society with a system, they consider perfect, this state of things make it questionable. Social order is attempted through the agreement induced by sectors of society (Gramsci & Forgas, 2000). However, those who do not fit into the standard of a perfect system are just pushed aside and neglected.

In connection, there is an almost sacred regard to their factions. First, not belonging to any faction is the fear that each citizen holds. However, as they undergo the Choosing ceremony, Tris, the protagonist, realized that she fears dying as well because it is unknown. They think that the worst thing that can happen is that they become factionless, but they do not realize that even with a faction, unspeakable things can still happen. The purpose of the factions is to ensure everyone belongs somewhere, but what if the system in certain factions are corrupted as well? They fear the unknown, so they do not voice out the oppression they encounter or see. Those in power reiterate that they should fully embody what their chosen factions tell them because it is a betrayal if they do not.

The ceremony to choose your faction happens when the citizens turns sixteen. An aptitude test takes place before the ceremony to give sixteen-year-olds an idea on the faction they belong to base on the results. However, choosing a faction different from the

one you grew up in is considered a betrayal. This in itself causes confusion among people like Tris because they were given a choice, but they have to choose what society dictates for them. This is reflected in the lines below.

Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them. (Roth, 2014, p. 9)

The lines above encompasses how important belonging and conformity in this dystopian society is. It is either you are loyal, or you are a traitor. This allows the reader to think critically about possible scenarios in topics that are seemingly common as well (Seeger & Davison-Vecchione, 2019). Because of the factions, the citizens are trapped into thinking that the current status keeps the peace among all of them.

It is explained that each faction has a set specific standard they expect and develop among its members. Though it looks simple at first glance there are more underlying expectations in each faction and deviations from these expected norms are not only frowned upon, but may be punished as well. To put it simply, each member should prioritize the group's will rather than their own individual will. They are expected to do what they were told to do. When Tris found out about her divergence, it automatically caused fear and confusion because their culture does not allow being different and defying the norms dictated by the society.

To add, choosing a faction does not mean you belong there already. There is an initiation process which varies depending on the faction. In Dauntless, the initiation

should be testing their bravery, but the change of leaders also changed the initiation process. From testing and conquering their fear, it became a battle of strength and mental capacity. The governing body in a totalitarian state desires for total control (Arendt, 1962). This is what has become of most of the leaders in Dauntless.

The current leaders in Dauntless mostly use scare and intimidation tactics on their new members because this is their view of strength and bravery which is far from the original purpose of their faction. Moreover, they expect the members to agree with them and just go along with what is happening. However, this blurs what they should just go along with as on their first day, there is death already, but the leaders act nonchalant like it is something common to them. Their sense of guilt is blurred in order to enact the principles they want members to embody. This makes their rules and values confusing for the members.

Consequently, this is when the sense of responsibility becomes obscured because people do not feel guilt towards their actions. The society's system also becomes confusing because of different ways of fulfilling the laws and values (Arendt, 1962). For instance, though they value bravery, the Dauntless faction seems like they are afraid of showing fear because they taunt initiates when they show weakness.

Moreover, Tris noticed that there are no old members in Dauntless. This may mean that as they delight in risky enjoyment, the elder members do not have a place in the faction anymore as they are past their prime. This contradicts the concept that you belong in your faction until death. This indicates a number of things about the system. This controlled society is a common feature in dystopian societies. This seems to portray that

dictatorship with the leaders is imminent. The leader is supposed to foster unity among members in acceptance of an ideology (Gramsci, 1999). The opposite seems to be happening. Acceptance of norms is done through instilling fear.

Some new and old members may question the system in their faction, but they do not dare voice out because the leader dominates them through fear rather than respect. The very tests they go through seem built in an unfair system, so they fear that calling out unfair treatments will result in more severe punishments like being sent over the chasm. This was done to Christina to set an example or being made to pick up knives while others are still throwing theirs like Al who are both Dauntless initiates like Tris. The people's sense of belongingness affects their sense of identity (Adorno, 1973).

This is a big factor with Tris and the other initiates experiencing oppression in the faction they were eager to join. Despite all the uncertainties, Tris chose Dauntless because she likes its presented ideology. She still believes in the ideal that Dauntless is a faction worth belonging in. Even with the inconsistencies in information and unfair treatment, the very values that the factions are established in was something they may actually take pride in. Eric's intimidation and scare tactics may be a challenge for them, but Tris decides to brave it all. This yearning for a society with a regard for equality is being affected by the fear of another event.

Since the system is built on everyone accepting their roles, there is always the possibility of discontent among people who want more power. The Erudites wanted more power and caused discontent among factions by discrediting Abnegation. They even gathered the support of Dauntless to help enact their plans. It is apparent, however, that

the Dauntless who were recruited may be in it for power and authority, but they also know that they are indispensable. For the Erudite and some Dauntless members, their plans on overthrowing the Abnegation may be justified because they have more knowledge and power if they are leaders.

They have meticulously planned and researched everything, so the divergents really present a problem to these plans. This also allows them to not feel guilty in manipulating people because they think it is for the greater good. Moreover, justice for them is in favor of those who are stronger. They do not feel responsibility for the lives that will be lost when they enact their plans. When people do not feel responsibility towards their actions, it enables a repetition of offenses and manipulation of the truth (Adorno, 1973).

A system banking on contentment will be completely destroyed once members refuse to stay on their roles. Tris has also finally realized the ultimate scheme when they were injected with what Dauntless claims as a tracking device. She suspected it has something to do with the war plan she and Four have discovered. Tris wants to fight back against Erudite oppressors, especially Jeanine, but she knows she cannot reveal her identity as a Divergent in fear of death and her family's safety. However, through her realizations of the Erudite's spreading of false information and her conversations with Jeanine herself, she has come into thinking that each faction is trapped into thinking for themselves only. That being loyal to their factions supersedes their own identities. This event is a yearning for the unattainable in their current society which is transparency and equality. Jeanine, the Erudite, and some Dauntless members change rules and their systems in order to favor the goal they want to achieve.

In the end, the culture that the society in *Divergent* originally intended was to foster equality and contentment. This was to prevent chaos and war which has obliterated the environment. Literary texts can portray how humanity is related to ecological crisis (Garrard, 2023). In *Dauntless* and *Erudite*, culture seems to be weaponized as values were used to abuse and intimidate others. The lack of freedom and choice proved to be a contrast to a diverse society. The downfall of this system is grouping citizens according to their traits without consideration to the personal choice and changes a person goes through his/her entire life.

In *Legend*, the culture is affected by the oppressive system of the governing body. This centers around the trial, plague, schools, and ongoing war (Amalina, 2015). The belief and movement of the citizens depend on these factors. Since the society in this novel heavily relies on military presence, it also influences the people's actions and the structure of the society, thus forming a hegemony. The dominating force controls the negotiation of power in the society (Gramsci & Forgacs, 2000).

The trial forms the foundation placing each citizen in their deemed place in the military. At the age of ten, children undergo written, physical, and interview exams. This is a big deal among citizens because getting high scores means you get sent to a prestigious school with training and eventually land a good job. Getting a score lower than 1000 means you get sent to a labor camp; however, it turns out that you are actually being sent to be experimented on. In a society focused on the idea of having, people may have different perceptions of justice and responsibility (Adorno, 1973). Being part of the military

means being part of the wealthy sector. It has been a custom to put high regard to the military no matter the treatment they give to the people in the poor sector.

It's almost always the slum-sector kids who fail. If you're in this unlucky category, the Republic sends officials to your family's home. They make your parents sign a contract giving the government full custody over you. They say that you've been sent away to the Republic's labor camps and that your family will not see you again. Your parents have to nod and agree. A few even celebrate, because the Republic gives them one thousand Notes as a condolence gift. Money and one less mouth to feed? What a thoughtful government. (Lu, 2011, pp. 13–14)

Since the society in *Legend* prioritizes the military, there is an obvious discrimination between the wealthy sector and the poor sector. An example of disregard for poor citizens is through the Trials. The lines above show the discrimination against the poor citizens. Though there is a rule set for the Trials, those in power still change it in order to suit their interests. This makes it confusing for the citizens because there are times they question what they did wrong or what they could have done better when instead it is actually because no one will fit the standards of those in power, but their own people. Even with this, they expect everybody to get over it and just follow them because they are the authority. A totalitarian society creates a version of their reality to establish their authority (Arendt, 1962).

They create propaganda where the Trials keep the peace in the country because their places are determined, and they know where they need to be. However, if they notice discrimination or something wrong in the system, fear keeps them from voicing it

out. Those in power just think of the citizens as people to control or skills to make use of, but not as unique individuals that have feelings or rights. Those acting out the will of the Elector also enjoy having power over others even though they know something is wrong with the system. The people in the poor sector are considered dispensable. This is why Day could not decide whether his brother, Eden, is better off dying with the plague because he will not be able to attend his Trial which is also a horrific ordeal. Brutality and social hierarchies are common features of dystopian fiction (Fisher, 2012).

The social behavior of the citizens are also affected by the plague. Those in the poor sector are given no vaccines or prevention for plagues, so as the new strain of the plague develops, they cannot do anything about it, but pray that it will be gone. This cycle brings a feeling of doom among them. The control of the government is also related to the citizen's sense of being protected. Since they know nothing about handling sickness, they trust the government's actions regarding the plague. The citizen's capacity to act is stunted and they become more focused on avoiding getting sick or being desperate to save the lives of loved ones. Literary texts can illustrate the relation of human advancement to the decline of resources (Garrard, 2023). In particular, the plague also affects the flow of resources and people's capacity to create an environment conducive for healthy living.

Day feels like he has to do everything he can for his brother, but the feeling of helplessness pervades. He tried to steal plague cures from the hospital risking his own life, but failed to do so. This stint of Day has been used by the government to manipulate the people's thinking and view of him, as well as June. This cycle of deceit and manipu-

lation has become the culture propagated by the governing body. It has later been revealed that this plague is actually caused by the authorities themselves. The government changes its strain, thus the new symbol on their doors. This allows them to control the people and make them frightened to be compliant. The citizens do not have a choice but to follow. In an authoritarian society, people are left feeling confused and helpless (Arendt, 1962).

Additionally, the spirit of revolution constantly used as a concept in dystopian fiction is something that does not happen overnight. In this society, there is always an underlying aggression not only from the wealthy sector, but also those in the poor sector. The wealthy sector promotes a culture of advantage for them while fully neglecting the welfare of the poor citizens.

In this case, there is the building up of Day discovering the real cause of the plague in the Republic. All the oppression and discrimination has allowed an environment of living for your own sake in this society. Those in the poor sector are being used as experiments because they are infected with the plague. This is a way to control them because the government is the only entity who has the resources to create a cure for the plague. Because they do not know, the citizens just follow those in authority in the hopes that they will get the cure in time. This blurs the justice system because the citizens are seen as just objects they can use, and they do not feel responsible for whatever happens to them because of the plague. This needs to be revealed in order for people to fully realize the oppression they experience. Additionally, these horrific events are also common in a

dystopian society (Isomaa et al., 2020). The concepts of guilt and responsibility in a capitalist state are shadowed by the aim of staying in power (Adorno, 1973).

The moment the captain shot my mother plays over and over in my head, like a movie stuck on the same scene. I don't understand why she doesn't move out of the way. I yell at her to move, to duck, to do anything. But she just stays there until the bullet hits her and she crumples to the ground. Her face is pointed right at me—but it's not my fault. It's not. (Lu, 2011, p. 87)

Another horrific event that portrays the culture of oppression in the text is the example above. The lines above portray the moment of the death of Day's mother. When his mother was killed and Day was caught, he now realizes how futile his attempts were in thwarting the government because they still ultimately have power over him and all the other citizens. All those in the government turn a blind eye to the inhumane treatment they give to the poor and even with Day when they captured him. They know that even those in the wealthy sector cannot question orders they get if they want to stay in the status they have.

Day is already in their hands, and they have killed her mother, captured both his brothers, but still they torture him. They want Day to fear them because they want others to be the same as well. Day rebelling against them is unacceptable because they are afraid more people will follow. Captain Jameson and Thomas enjoy seeing Day helpless and on his knees. There is no doubt that in these moments, Day and his brothers feel hopeless and terrorized. This covers the terror, horrific changes, and injustice commonly read in

dystopian texts. This is how the dominant body maintains control over people, they force people to follow with ultimate consequences if they disobey.

Metias stayed silent for a while. Then he lowered his eyes as if ashamed. “I shot someone at the Trial stadium today.”

This was what bothered him. I kept quiet and let him go on.

Metias ran a hand through his hair. “I shot a girl. She’d failed her Trial and tried to escape the stadium. Chian screamed at me to shoot her . . . and I listened. (Lu, 2011, p. 126)

Another example is in the lines above. June is starting to piece together the clues on the oppression to the poor sector. It can already be established that June was manipulated into hunting for Day. She anticipates that since Day is considered a criminal, he and his family will receive harsh treatment, but not something inhumane that will result in the death of Day’s innocent mother. This is the start of the revelation allowing June to realize how unfair the system is. That their society only values the lives of the rich and those they consider useful. Day and his family were not seen as humans, but something they can use to make people fear them more and a show of power. This also blurs the justice system because they feel justification in killing his mother and further humiliating him. They do not feel responsibility for the things they have done or will do because they are the ones in power.

When June has finally seen the clues regarding their oppressive society, she has realized how the people around her have valued power above all. When people value having something over being a human first, they are bound to follow the jaded ideologies

of the dominant body. June has now discovered the dirty secrets the Republic keeps to stay in power. They abuse their authority and let those in the poor sector suffer by injecting them with the plague and playing with their lives until they develop a cure. They also kill off those not deemed usable in the Trials and experiment on a few. Metias and her parents had also been killed because of this deceit.

Conversely, Captain Jameson is a part of those privileged people and the neutral indifferent. She just follows along with what the Elector Primo tells her because she enjoys certain benefits. She, along with Thomas, is the picture of a corrupt governing body. This means that June needs to be wary of them because they can even kill just for their values to stay as the truth. They have created their own reality making Day the villain and taking the opportunity to blame Metias's death on him.

Captain Jameson did not give a chance for June to grieve and look into his brother's death more closely because they already made up a story to manipulate her. After all this, they are all just expendable parts in the greater will of the dictator, the Elector Primo. This system in a totalitarian society is where the dominating body changes history or information in order to favor them or manipulate others. They were made to believe that change is not possible in their situation. Thus, the cycle of privilege for the rich and oppression for the poor continues.

In perspective, there are no other factors that contribute to the general perception of society in the novel. They have no means to enjoy leisure or music, and have a cause for celebration. All the society in the text portrays is the way of life in a world governed by greed and corruption.

The novel *Uglies* focuses on the conceptions of beauty and the standards of physical attributes in society (Mahmud & Azeez, 2022). Since the citizens are focused on becoming a *pretty*, their beliefs and ways of life also revolved around it. Their hobbies, interests, and occupations are all dependent on this factor. The governing body influences control in society through developed culture and values (Gramsci & Forgacs, 2000). The importance of conformity in beauty standards was promoted by the people in authority.

Firstly, the people in this society have always believed that Pretty Town is better than Uglyville because this is the belief they grew up in already. The dominating body, though unclear who at first, lures the people by showing how much privilege the pretties get over the *uglies*. They create a certain reality that one side is preferable over the other. In a totalitarian state, the dominating body lures the people through establishing a certain belief for people to follow (Arendt, 1962). People like Tally did not know any other reality, so they just accept the way of things and follow what is expected of them.

Moreover, since the *uglies* were not given much to do, children like Tally thought that things will be more interesting when they become pretty. There seems to be limited things to do if you are an *ugly*. There is just a repeat of routines and people around, so the life of the *uglies* looks boring compared to the *pretties*. They were also made to think and feel not worthy of attention like the children they are. They stay together which makes it claustrophobic, judge each other's features, and fight frequently. This brings a feeling of despair among *uglies* making them desperate for their turn to be a *pretty*. This way, the dominating force can control them completely. Lastly, they are treated differently which makes them feel beneath the *pretties*. This has been the culture they grew up in, so they

do not really question it and just go along with it and accept it. Culture plays a significant role in the development of peoples' beliefs in society (Gramsci, 1999).

However, there is a catch to being pretty that was not shared to anybody in their community. This reveals that society is also built in deceit and manipulation. Once a person turns pretty, they cannot think for themselves anymore. They are like clay, easily shaped by those in power to stay under their control. They are easily controlled, and their interests lie in what the government tells them. The dominating force, which here are officials like the Specials, creates a certain reality where people have to go through multiple operations to preserve the peace and equality in the Pretty Town. They undergo operations to become a new *pretty*, then at a certain age become a middle pretty, then crumbles in old age. There is a cycle of following the same beliefs.

Since those in power make sure that no one old enough to rebel is still an ugly who can think for themselves, they have everyone under their control. The sectors in society form a hegemony to create a controlled value and form a unified belief (B. Thomas, 2019b). The social order is dictated by those in power as taught in school, and seen in the media. However, Tally has realized that being a *pretty* does not necessarily mean growing up. She has noticed how her parents are not the pillars of wisdom she was thinking of because they cannot help her and think differently. They told her to just tell the authorities where Shay was or just do what they want because she does not have a choice. They do not understand the complexities of things anymore because they were altered when they turned pretty. A small nudge to pointing out the imperfections of their community created a spark for Tally to be critical of her surroundings.

Furthermore, the dominating body has never fully explained what has happened to society and how they became like that. There was no other source of information but them, so they can withhold true information and make people believe in their ideology. That they are correct. The governing body creates their version of the truth and destroys other sources to establish their credibility (Arendt, 1962). An example is not allowing people to learn how to write, or learn about the whole truth about how the world almost ended. They generalize all the faults of humanity making it seem like the only way to survive is making everyone equal or the same, but in reality just more complacent to their control.

Moreover, the authorities have created a new reality where being pretty solves world problems like war and destruction. However, this gives a sense of doom to Tally and the others who rebel because telling the truth causes confusion among the pretties because they are controlled. This is the totalitarian attempt to assert their dominance. Realizing that the operation is not the ideal practice as it seems to be, Tally has realized how they were all manipulated by the authorities. This is also why Dr. Cable was so bent on capturing the rebels or the Smokies. She does not want the truth to come out. If that is the case, they may lose their power and things will change. Literary texts enable readers to understand the connection of humanity to ecological changes (Garrard, 2023). A trip outside their sheltered community revealed how the world really is.

Importantly, the privileged people will go to extreme ways to maintain their control. They use every method for things to stay the same even when it resulted in the death of Dr. Az, the father of David. At first the operation just seems to make everyone pretty,

but it turns out that it can cause death and possibly brain damage to everyone. This is why they seem shallow, empty-headed, and easily manipulated. The authorities knew that it can be reversed, but they only do it to other people in power or they deem important. This is so they can continue manipulating people. In a capitalist society, the idea of having is more significant than simply living (Adorno, 1973). People are more interested in conforming rather than questioning the system.

The citizens have become influenced since they were children because they see how people regard pretties all around school, at home, and in the community. The dynamics between the uglies and pretties are controlled by the culture they have been exposed to since they were children. It is visible how Tally looks up to the pretties and how she longs to be one since she was young. Since her friends like Peris are now pretties, there is nothing more for her in Uglyville. Shay, on the other hand, has questioned their beliefs and tried to convince Tally to think differently. Tally has used the software and sees nothing wrong with it, while Shay thinks otherwise since she met people who explained how things really are. An example of this is when Tally does not know what Barbie dolls are because the authorities have removed traces of the before to establish their own ideologies.

Dr. Cable pointed at the wallscreen, and an image appeared. Like a mirror, but in close-up, it showed Tally as she looked right now: puffy-eyed and disheveled, exhaustion and red scratches marking her face, her hair sticking out in all directions, and her expression turning horrified as she beheld her own appearance.

“That’s you, Tally. Forever.”

“Turn it off . . .”

“Decide.”

“Okay, I’ll do it. Turn it off.”

The wall screen went dark. (Westerfeld, 2011, p. 135)

Evident in the lines above is Dr. Cable’s way of authority. As a part of the specials, she blackmailed Tally and forced her to look for the people who refuse the surgery without regard for her safety. There is a culture of mystery and a different regard for the specials because they rarely interact to the citizens.

When Tally asks Dr. Cable what the specials are, what she has answered with is the standard front for what authorities have done for them. Underlying her words are the circumstances where their goal is not followed, and they take matters in their own hands. She added that their community values equilibrium especially with resources used; however, they do not take into account the effects of their goal to maintain the peace and order they desire. These dominating bodies are more apparent since no matter where they look, the standard and advantages of being pretty are seen. Control may come from institutions like the school, media, and government.

Each sector agrees that being a *pretty* is the only way to contribute to society. The school controlled information from history including that of Cleopatra, how people look back then and how they perceive each other, and even about how things work like transportation, shoe production, or people living outside the cities. Like what Shay has mentioned, they were all tricked into thinking that everyone else is ugly since the elders or everybody else above 16 are pretties already. Even writing has not been taught to them

since the government cannot control what they put into writing if they are not using their gadgets.

To add, the governing body has warped what has happened in history making it seem like changing what people look like will prevent discrimination, war, crimes, etc. The people were taught that humanity's destruction is because of their accumulated mistakes and not a result of varied history and experiences. Another example is how models have gotten eating disorders because of being conscious of how they look. Additionally, people cannot function or survive without technology, or the coddling done by the government to control the people. Tally has realized that diversity is more interesting, and that it gives more of the feeling of being alive. They were taught a general idea of how diversity is destructive, but they were sheltered from thinking on their own. Different communities and cities already decide on what the future generations should look like as they maintain their control. They were made to believe that even one deviation could set the whole world into destruction, not explaining that imperfection is a part of culture then and now.

Since this has been ingrained in them since childhood, the idea of *being a pretty* is propagated as part of their culture. Their culture was used to manipulate people to a certain belief (Crossman, 2019). They are easily controlled because this is what they grew up believing in. Tally cannot really blame Peris when he did not understand Tally's worries because she once dreamed of being with him and becoming pretty. Peris did not have the opportunity to see a different side of reality, but Tally has realized that to some people, being controlled may seem like a small price to pay to belong.

Furthermore, Tally fears staying as an ugly and not undergoing the operation. Shay fears being turned pretty and turning into someone's idea of what she should look like. Since Shay has been introduced to a new set of beliefs, she is turning away from the norms in their society. She has realized that being an ugly is turned away and disliked because they were made to think so. They were programmed to think how Tally thinks because this is how they can be complacent to the government's ideals. That they should not think differently. In society, the lower class usually copies what was set before them because no other choices are given (Sunshine, 2019).

Significantly, the process to become a *pretty* though horrifying has been normalized. The society's system is a product of set beliefs and influence from important sectors in the society (Kellner, 2021). People are made to believe that undergoing painful plastic surgeries to look like everyone else is worth it because that is what they are supposed to do. People like Tally are just children which makes them easier to manipulate and accept that stretching their bones, peeling off the skin, realigning their faces, and being implanted with different materials are acceptable if they want to belong. They are terrified of the operation itself, but they are more terrified of not being turned into a *pretty* because they will be laughed at, not accepted, and basically worthless.

A big factor in maintaining control is the preservation of the culture that propagates it (Gramsci & Forgacs, 2000). Unlike Dr. Cable, Tally is helping Shay by trying the reversal of the operation first in the end. She planned on being turned into a *pretty*, so they could measure its success. Ideally, this organized movement will allow for a balance of power and destruction of control by the same oppressors. This is their way to continue

rebellious against the oppressive environment they are in. This proves that in a culture of control and manipulation, there is a possibility of change and improvement.

Lastly, *Dry* presents an environment similar to the present one. Though it presents a society affected by an ecological crisis, there is a noticeable difference in the representation of people's culture and exposure to survival and life skills. In society, culture is formed through influences from sectors like the school, media, and church (Sunshine, 2019b). In the novel, the school, media, and government created a big impact on the beliefs and actions of the characters.

Then the TV suddenly goes off. It's Garrett—he's turned it off. He keeps the remote out of reach, just in case his sister or I want to turn the TV back on. "I don't want to watch that—they're just trying to freak us out!" (Shusterman & Shusterman, 2018, p. 68)

In the novel, it is apparent what the influence of the media and other dominating forces is. In the lines above, it is evident how Garrett already perceives the situation because he sees the same thing broadcasted. The media can give people ideas on what to do, how to go about everyday things, how to build things, and even just their perspective on life. Alyssa's dad in particular has been influenced by his work and media because he has been swept up by the DIY trend in his house. Garrett, Alyssa's younger brother, also has a certain reaction upon watching TV. At first it seems funny since the Tapout does not warrant a big reaction at first, so his reaction was just about the normal TV shows not be-

ing back yet. However, as time passed by, it turned into Garrett turning off the TV because he thinks that the information and shows on just causes panic. This constant theme of negativity is common in dystopian fiction.

Next, other sectors also try to get things under control by showing the current situation without directions on what is going to happen or actions to help those in crisis. For example, Alyssa's father just talked about Arizona and Nevada backing out of the deal to help with the water crisis, but they know it is a big deal. The government and media in this case control what is being shown, which is important as well because they show pertinent information related to the crisis. However, the viewers are looking more at what the government is doing to help and what the citizens can do during this time.

Other examples include those taking advantage during the crisis which causes hopelessness for the citizens. An example is Kelton's mother who is tired of the gloomy content she sees every day. Another influence of the media is when Pete, a plant manager is able to relate and remember a similar experience of sacrifices in a nuclear power plant in Japan. Pete then justified that similar to the mentioned case, his sacrifice is also worth it. Lastly, those who are using Facebook as a means to mark themselves safe in the crisis can be seen as a good use of media in times of crisis.

Gramsci has explained that culture plays a big role in propagating values in society (Crossman, 2019). In Alyssa's neighborhood, it is apparent that people grew up not prepared when water became scarce. Since there was an abundance of resources before the Tap-Out, they did not anticipate how things would get when they ran out of water.

Simply, they did not understand the value of water until it was too late. There were notices to save water, but since they did not really think water would run out or they do not think much about where water came from, most of them ignored it. There was also no organization of what they should really do because there were notices like it is illegal to throw water balloons because it is common sense already.

Because of this, it was a bit late before the others thought of stocking up or even creating an inventory of their supplies. There was no leader in the communities or in Alyssa's neighborhood in particular. The leader could have been the one to foster camaraderie and unity at this time, but the people just have to assign one on their own. However, it is apparent that there will be a question on this as each person is desperate for water and has their own reasons in each family.

But I can't. With all the training, with everything I've been taught about self-defense and the wielding of weapons, something inside me blows a critical fuse. I can't bring myself to pull that trigger. (Shusterman & Shusterman, 2018, p. 88)

Another important portrayal of a character in times of crisis is Kelton, Alyssa's neighbor. In the lines above, Kelton analyzes how all his knowledge does not prepare him for the reality of the crisis. It is apparent that Kelton is knowledgeable of things necessary for survival. Gramsci has emphasized that one's culture affects a person's way of living (Crossman, 2019). Survival knowledge is information cultivated in him by his father who prepares for the worst to come.

At first, it may also seem like Kelton's father holds power over them, but he realized that things change when the crisis comes. Though his father has propagated the belief that once he gives something, people will expect more, Kelton tried to still be different, especially to Alyssa and her family. His attitude changed when tragedy struck, and he was faced with the harsh reality of the water crisis. He tried to warn others and educate as well, but people just ignored and attributed it to him being a nerd. Later on, Kelton has changed and his tendency for a bit of violence has surfaced.

"Why don't you come back when you're ready to behave like a functioning member of society." He tries to shut the door, but Malecki lunges forward across the threshold, blocking the door from closing.

"I should smack that grin right off your face," says Malecki, although my dad isn't grinning at all. My dad tries to shoulder him out, but Malecki has the adrenaline of a desperate man, and pushes farther in. He knocks my father off balance, and the door swings open. (Shusterman & Shusterman, 2018, p. 54)

Culture plays an important role in Kelton's neighborhood. As seen in the lines above, there is a discrepancy between the actions of the people in Alyssa's neighborhood. This is what propagates a play of power and inequality. They have a different view of Kelton's family. They even have reported some of the things they do like a towering fence. They report it and gossip amongst themselves about how peculiar the family is. Even Alyssa labels Kelton a creepy neighbor first before befriending him because she knows she needs him.

The same goes with the neighbors. When crisis strikes, they seem to try to be friendly with Kelton's family because they need something. When they did not get what they wanted, they formed a group to force Kelton and his family to give supplies. They tried to take control of the supplies in the neighborhood and allocate it themselves, but when Kelton's father did not cooperate, they tried to take it themselves. They felt entitled by justifying that they have no choice as they have children, pregnant, or elderly.

My mom takes a deep breath and sprays the kitchen table again. "As long as FEMA does its job, who cares what the news says?"

"I care," I tell her. Because if there's one thing I know about the news, it's that it decides for most people—including the federal government—what is and what isn't important. But the big news stations won't give the Tap-Out the critical air-time it needs—not until there are images that are as dramatic as winds taking off roofs.

And if it takes that long for the Tap-Out to be taken seriously, it will be too late.

(Shusterman & Shusterman, 2018, p. 18)

The lines above portray how essential media is in ensuring control and order in society especially in times of crisis. This gives an insight on the dynamics of people during crises like this. The further demise of the situation is actually caused by human actions and this text in particular shed light to that. Since there is more demand for water than the supply, people will look for ways in order to get it. It does matter whether violence, stealing, or even killing is involved. There is also a political involvement in this.

The relationship between the political state in society and the production of resources affects the environment (Garrard, 2023). Because the government seems unprepared for this phenomenon, people also are confused and disorganized. It results in people trying out their own ways to get water.

This also, in turn, is a cause for the environmental crisis. Moreover, it is noticeable how there is a decline in human resources even though there is an advancement in technology. With these press releases and media announcements, there is scarcity, but not given attention as they get distracted with other sensational issues. In these media announcements, it is apparent that further decline in the water supply is caused by incompetent handling of matters by the government officials and those in power. The mishandling of the crisis causes more danger in human lives. Moreover, their answer for the riots and violence caused by the lack of water supply is more violence sometimes leading to harassment or abuse of power or evacuation sites that do not really alleviate people's hunger and need for water.

In the survival of the characters, they have learned to trust others and also realized how easily they can be fooled as well. Their culture and upbringing greatly influences how they deal with the crisis. They have learned to fight others should the need arise and rely on others as well. Since Kelton and Alyssa do not know how to drive, they have to rely on Jacqui. The question lies; however, on much they can hold on to their values and morality as the line between right and wrong blurs in the area of survival.

In perspective, people were warned to conserve water, but they have realized its value too late. The demand for water and other resources were more than the supply causing panic and desperation among people. However, the government has yet to bring relief or announce assurances that are not empty, and the media is of no help either. Independence and knowledge on life and survival skills will truly create a big impact on the welfare of people during a crisis.

Human Behavior/Human Relationships

Humans are the cause of chaos and disturbance in a dystopian society (Scholes & Ostenson, 2013). Since they face corruption and oppression in the system, humanity also undergoes different emotions and experiences. Human behavior and relationships are affected by actions toward conformity, material gain, or self-fulfillment. People may find their sense of self by following the majority or the society's dictates (Adorno, 1973). Thus, there is a variation on actions and expectancies of characters in dystopia novels.

Firstly, the oppressive society in *The Hunger Games* results in a feeling of desperation and hopelessness among people. In society, the thinking of an individual may be affected by the thinking of the majority (Adorno, 1973). People's actions and relationships are influenced by society's system.

Only the people in the districts experience the oppression of the system the government has established. There is a contrast between the situation of those in the Capitol and those in the districts. Those in the Capitol are able to enjoy the luxuries the rest of the people in Panem only get to experience when they become a tribute. The differences in the behavior of the people in the district and in the Capitol are caused by the trends and

needs in society. The people in the Capitol seem spoiled and entitled for the people in the districts because they enjoy the life deprived from them. The peacekeepers, the police force sent by the Capitol in each district, also has differing relationships with the people in the districts. Some look down on them, some pity and get along with them.

Other examples are Effie Trinket, the stylists, and Caesar Flickerman. These people alter their bodies and undergo plastic and cosmetic surgeries for the sake of fashion like bold hair and skin colors, and assortment of surgical make ups. Even small signs of imperfection are hidden in the Capitol. This is a contrast because old people are celebrated in the districts because they are able to withstand the challenges and oppression. This is why the stylists treat the tributes differently. Terror is a favored strategy of a totalitarian state to force compliance (Arendt, 1962). Tributes also react differently to the disgust, indifference, and aggression of the stylists because they fear the consequence of their possible reaction.

Effie Trinket in particular treated being assigned to District 12 as merely an inconvenience and a tarnish to her reputation. She does not care that the tributes are being sent to death because they were exposed to see the games as a fanfare. This attitude affected her relationship with the tributes Katniss and Peeta. Her attitude is not unique among the people in the Capitol, so the view of the people in the districts to those in the Capitol are about the same. The relationship of the social classes in society are flexible, but power negotiation depends on the influence in culture and values (Gramsci, 1999).

Effie also commented on table manners comparing Katniss and Peeta to the previous district 12 tributes as if they were just objects whose existence was important even if they died. In many ways, the people in the Capitol belittle the people in the districts.

The people in the Capitol also enjoy food when they want to and choose jobs they prefer. The resources and supplies that those in the districts work hard for are for the people in the Capitol. Though they seem to know there is an unfair treatment, those in the districts do not have the power to go against the system for the consequence is death. Katniss was disgusted when she realized how wasteful and entitled the people in the Capitol were when they were starving and dying for their entertainment.

Additionally, those given power do not want changes in the system because they benefit from it. Some districts are given favor and preference by those in power, so they think they are special. This changes the dynamics among the people in different districts as well. Training for the hunger games is not allowed, but tributes from Districts 1, 2, and 4, also known as the career pack, are given training and the Capitol turns a blind eye on this. These districts have a closer tie with the governing body. They also look at winning the hunger games as glory rather than oppression. This is why tributes from these districts volunteer. In a totalitarian society, there are people considered the neutral indifferent who enjoy being given power and control (Arendt, 1962). These districts enjoy looking down on others because they enjoy privileges. However, they do not realize that they are all part of the manipulation of the governing body.

The exceptions are the kids from the wealthier districts, the volunteers, the ones who have been fed and trained throughout their lives for this moment. The tributes from 1, 2, and 4 traditionally have this look about them. It's technically against the rules to train tributes before they reach the Capitol but it happens every year. In District 12, we call them the Career Tributes, or just the Careers. And like as not, the winner will be one of them. (Collins, 2008, p. 90)

As evident in the lines above, this may be a technique by those who govern to divide the districts. Katniss and possibly other tributes have a different view to those in the Careers. Since there is also power play among the different districts, they cannot unify and upend the injustice and tyranny in their society. In the games, the tributes from each district turn on each other to win or just survive. Even though tributes form alliances, they still kill each other because only one victor is allowed.

Those in the Capitol think that giving the oppressed a bit of luxury or making them experience their luxurious lifestyle should make them grateful for it. During the games, they are parading the participants in the Hunger Games like toys easily discarded when the owners lose interest. Katniss, Peeta, and the other tributes were dressed up and styled related to their district's specialty and in a manner pleasing to the eyes of the people in the Capitol. The people in the Capitol lose sight of what is right and wrong because of the power they think they have. The sense of self of those in the districts is erased because they have been isolated. In society, there are instances where there is a wide gap

among those exposed to the culture and those who are not preventing organization (Garrard, 2023). Since the Capitol does not allow sharing of ideas among districts, many are blind to the situation in other districts.

In relation to the games, the twisted ideology of the governing body is used to make the tributes want to please those in the Capitol to gain sponsors. Those who are betting against their lives and enjoy their demise can give them gifts in the Hunger Games which can be lifesaving. Even the arena used in the Hunger Games will be made into a sort of museum as if their death match is an affair nobody can miss out on.

Consequently, Katniss and the other tributes are aware of how everything they do in the arena is just a show for the people in the capitol. In the games, all the participants are considered merely as an object for the audience's entertainment particularly those in the Capitol. This is more evident as there are sponsors who may give gifts or items the players may need depending on their popularity or how they are doing in the games. Sometimes it may be because they are entertaining, but most of the time it is because they seem to have a chance because they are fighters.

However, this may serve as a way for those in the Capitol to alleviate their guilt because they think they are doing something good for the children in the games. They do not feel they are responsible for the deaths happening in the games because they are disconnected from the reality of the games. Those in the games do not have a choice, but to fight brutally because it is a matter of life and death for them. This is where the people's guilt and justice system gets muddled. The game itself serves as a sort of manipulated world the players live in until only one survives. This generates fear among the citizens

of each district as they are viewers in their homes. Thus, total control is achieved by the government. This is linked to a typical dystopian society ruled by a dictatorship. However, these gifts by the sponsors can be strategically used by mentors to give an edge to tributes. Haymitch, in particular, has given Katniss medicine and gives her clues on how to go about the games, especially with Peeta through sending her gifts where she will understand its meaning.

Katniss, the protagonist, even believed that, even misguided, the people in the Capitol may be able to help her in the situation where she was blamed for starting a rebellion. The people in the Capitol may be fooled by her act at the end of the Hunger Games, but the people in the districts may have found that loopholes do exist in the government system, and they can somehow fight it. Effie and their stylists were also clueless because they were happy to be in the spotlight when Katniss began to be deathly afraid of it. This changed the dynamics of peoples' behaviors in the districts and Katniss with the governing body.

Katniss's different experiences has led to her character development. She began to mature at an early age when she had to take care of their family when her father died, and her mother got depressed. People try to find ways to earn a living because in each district, their means of living is dependent on what the people in the Capitol assign to them. Their concept of freedom is dependent on what they can still do to survive and not really a rebellion against. Katniss knows how the rules are different depending on their standing in society though sometimes it is also different even when they live in the same district. In

order to survive back then, she learned how to hunt and kill animals to sell and to eat. In the games, she has learned that killing is the only way to survive.

Katniss, though she tried to contain her hatred in the Capitol still managed to defy them in her own ways, but with consequences. One instance was when she shot an arrow during her training to the gamemakers and the consequence of what she did was a high score making her a big target in the games. She knows that the Capitol is big, and in her view since that start, something impossible to defeat. Even in the midst of her confusion, she knows that the Capitol can easily eliminate all the people around her, so she went along with the President Snow wants.

However, right from the start, Katniss may have shown already that she has the capacity to defy the Capitol. It is a strategy of those in power that not all the rules in the community are explicitly mentioned. There are times when new consequences for their actions will be done and they will just get to observe it from others and learn from them. This, in turn, is also a strategy used to dominate them completely. This dominance of the government over the people is another constant characteristic of dystopian societies (Wylie, 2020).

In following what they think is the way to survive in the games, the tributes become estranged with who they really are, and sometimes, even after the games, they find it hard to go back to their old selves. In the games, they think that gaining this or that weapon and supplies will be what they need to survive. Then they later find out that if you are not knowledgeable of surviving outside or using certain weapons, the fight is still futile.

In order to survive, players get creative to have an edge among the others. This allows for the blurring of justice as they take matters in their own hands. Each of them thinks that they are entitled to surviving and winning. For example, those in districts 1, 2, and 4 form career packs. They are districts where being a tribute is considered an honor. They train and prepare for the games. They do not know that somehow, they are practicing the government's reign of not having guilt and remorse in order to gain more power. Katniss thinks that killing those in the Career pack is justifiable because they are somehow favored and allies of the capitol, but in reality they are all the same.

In an oppressive society, the line for justice, guilt, and remorse are often blurred (Adorno, 1973). Career packs join the games already with the mindset of doing whatever it takes to win the games. However, these people favored by the Capitol are those that they also need to look closer on as they can just be easily manipulated in enforcing the oppression the government enforces. Katniss, later on, wanted to hurt the other tributes, but still felt the guilt afterwards.

But here's the catch. Say you are poor and starving as we were. You can opt to add your name more times in exchange for tesserae. Each tessera is worth a meager year's supply of grain and oil for one person. You may do this for each of your family members as well. So, at the age of twelve, I had my name entered four times. Once, because I had to, and three times for tesserae for grain and oil for myself, Prim, and my mother. In fact, every year I have needed to do this. And the entries are cumulative. So now, at the age of sixteen, my name will be in the reaping twenty times. Gale, who is

eighteen and has been either helping or single-handedly feeding a family of five for seven years, will have his name in forty-two times. (Collins, 2008, p. 12)

The horror they face in just the process of reaping is evident in the lines above. This affects the citizens' behavior and relationship with one another. Understandably, the actual process of the reaping, the choosing of tributes for the Hunger Games from a pool of names, is an obviously atrocious act to control them, but as they are scared of the consequences, they just go on with their lives. Katniss has narrated how they are given the option to put their names more times in exchange for more supplies. At the age of 12, they are required to put their names in the reaping, but they were given a year's supply of grains and oil enough for one person. It confuses the people as well because the Capitol makes them feel guilty over the supplies they give.

Katniss and Gale both have entered their names as many times as possible to get food, even if it increases their chances of being chosen as a tribute. Their acceptance of this is a form of self-preservation to put up with whatever harsh reality the Capitol is making them face. Their everyday lives are just countless inhumane treatments from the government. This is in relation to Arendt's concept that the people in power normalizes this oppressive state for them to prove that they are in control. This event of brutality, constant fear among citizens, and oppressions are some aspects of dystopian fiction (Fisher, 2012).

There is also an imbalance even with people in the same districts. There are merchants and those with positions also treat other citizens differently. Peeta is one of the merchants, and even her mother got mad when Katniss tried to look in their bins for

bread thrown in the trash. A life of poverty and oppression prevents people from building dynamic relationships with each other and treating people kindly. This is shown in the confusion of the tributes in interacting with the people in the Capitol. Since they do not have interactions with each other prior to the games, this also promotes their indifference to one another.

Ultimately, in the games, Katniss and the others were lured into a false sense of victory by an announcement that two victors from the same district may be allowed to win. This makes them more eager to save each other and win the game no matter what. There is a revelation of this manipulation, but as they see themselves as powerless, they just go along with what the government allows them to do. A totalitarian state creates its own reality (Arendt, 1962).

In *The Hunger Games*, the Capitol has successfully created a reality in the lives of all people through the history of rebellion, and in the lives of the tributes through a manipulated game simulation. Though it seems gloomy and hopeless, these horrific scenarios are typical in a dystopian world (Synnowich, 2018). In the end, Katniss has thought of a loophole in the rule allowing her and Peeta to both win, but at the cost of the rest of their lives. Their relationship with each other is affected not only because of the games, but also the power play of the Capitol. This is just the beginning of the more horrors entering their lives.

Divergent, on the other hand, illustrates the influence of a societal belief on the behavior and relationship of people. The choices made by the characters are affected by the culture they grew up in which centers around the factions they belong to. Many still

believes in the values they embody, but there are those who begin to defy the principles meant to keep the peace among people (Wardana & Roy, 2019). In society, people long for the ideal, but is afraid to create changes (Adorno, 1973). In the society in the novel, there are those who are made compliant, and there are those who force their ideologies on others.

Though it started with good intentions, each faction's downsides get revealed overtime. This results in people longing for a change, but they do not know where to start. An example is Beatrice Prior or Tris in these lines:

When I look at the Abnegation lifestyle as an outsider, I think it's beautiful. When I watch my family move in harmony; when we go to dinner parties and everyone cleans together afterward without having to be asked; when I see Caleb help strangers carry their groceries, I fall in love with this life all over again. It's only when I try to live it myself that I have trouble. It never feels genuine. (Roth, 2014, p. 22)

This is just one problem of the factions in the text. Since the rules are somehow set already, their sense of identity relies on the people around them. Beatrice in particular, is torn between changing factions or staying in the factions she does not see herself really belonging in. 16-year-olds like Tris have to make a choice that will affect the rest of their lives. This is why the aptitude test and the choosing ceremony are big deals for them. Caleb, Tris's brother was most likely torn by his choice as well because he chose a differ-

ent faction. Dominating forces like government, education, and the church form a hegemony in society (Gramsci & Forgacs, 2000). Sectors like school, media, and government have a form of control over the behavior of the citizens.

Since this society is built on complacency and conformity, being different is unwanted. In the entire novel, people warn Tris about being a divergent. Divergents are considered an abomination because when it comes to manipulation, they are challenging. Each member of the different factions are made to think that being in a faction is a matter of having protection, purpose, and worth rather than having their own identities and being. You are not meant to be different in this world because that is now how those in authority have envisioned it.

Being different means more calculations in terms of manipulation. This is why Tori, a member of Dauntless and a facilitator of the aptitude test has warned Tris about revealing her being a Divergent because she knows that being a Divergent is a big threat to those who want power that they are willing to kill because of it. An example is Tori's brother whose death was covered with suspicious circumstances because of his inconclusive aptitude test results. People should be enlightened about the oppression they experience over the world where there is a dominant belief (Adorno, 1973).

To add, the Erudites are causing discontent among the factions. However, if the Erudites are causing issues because the system does not favor them, people like divergents who are different and do not easily agree with set rules are a bigger problem. Tris, realizing the dangers of being different, begins to see the errors in the system which was vague from the beginning. This is why those in Erudite create a reality where Divergents

are considered rebels because they are different. They do not serve their purpose of supporting them in the state of oppression they envision because they will be in power. This creates a sense of doom among divergents and their loved ones.

Since the Erudites and people who believed in their own sense of reality expect total control, these Divergents should be terminated or at least put somewhere they can be monitored and controlled. Jeanine, an Erudite leader, hunts down Divergents through the aptitude tests and simulations they carry out during initiation in each faction. It is easy for the Erudite leaders to monitor this because they are in charge of those areas as it is their expertise. When Tris realized how hard it is to be a Divergent, she was left feeling confused and feeling ill-fated. The dominating group's goal to have control over their lives created a feeling of uncertainty among the people (Arendt, 1962).

All throughout the novel, Tris's behavior and her relationship with the people around her have been affected by her fear of being discovered as a divergent. She cannot confide in anybody, and it became hard for her to trust anyone as well. The hardship of the initiation process also adds to her worries. She became fearful and complacent, but still believes in the value of her chosen faction, Dauntless, despite the ill treatment she receives.

“We believe that preparation eradicates cowardice, which we define as the failure to act in the midst of fear,” says Four. “Therefore each stage of initiation is intended to prepare you in a different way. The first stage is primarily physical; the second, primarily emotional; the third, primarily mental.” (Roth, 2014, p. 53)

Since they value bravery in Dauntless, the members are made to face and overcome their fears repeatedly. In the lines above, the initiation process was explained as well as the importance of fear simulations. This may be beneficial because they may encounter situations where their fears may cripple them, but this particular activity also affects the initiates' mentally. This affects their thinking and their will to ask questions and explore the world more. Their sense of justice now depends on their faction because of the way they are treated.

The leaders in Dauntless use simulations creating a different sense of reality where initiates face their worst fears. This allows them to dominate the new members, so they can shape them into individuals who will follow their commands. In this simulation, they use terror to establish authority among members because they can make them experience pain through different tests. Tris and the other initiates do not have a choice, but to go along because they have already chosen being Dauntless in the ceremony. Terror is a favored way of control in a totalitarian society (Arendt, 1962).

Max and the other corrupt leaders seem to enjoy looking down on others. This event results in affecting the disposition of not only the initiates, but also old members. The Dauntless faction is becoming an oppressive state of its own because they are creating their own reality. In this state, they are domineering others through terror. This is not only by intimidation or sheer physical force, but also mentally. Through the simulation, they are able to make the initiates face their biggest fear even if it affects them already. Later on, it will be revealed that this simulation was just a farce in coordination with the Erudites to rule over all the factions.

With all the pressure and bullying happening, there are initiates who are bound to break down. One of them is Al. Albert committed suicide because of the pressure and humiliation of not being able to live up to the standards of being Dauntless. Even in death, he was not really seen as a unique individual, but just one of the initiates. His death was used as a way to promote the warped ideas of Eric, the current leader. The concept of justice, guilt, and remorse are also warped since they do not feel responsibility for the effect of their actions towards the initiates. The same incident may happen to others, but they will still feel like none of it is their fault and even try to use it as propaganda for their values. In this case, they have warped the sense of taking your life as being courageous since you do not hesitate to face the unknown which many are scared of. Eric does not feel guilty towards Al's death, so he does not feel responsible for his actions as well. In this system, people are viewed as merely pawns for manipulation, rather than individuals (Cucharo, 2022).

The actions of the leaders greatly affect the initiates' way of thinking. The initiates who bully Tris and the other non-Dauntless initiates are those that are easily swayed by the side they can gain more with. They side with those they think can give them power and authority to others. Their interest is unpredictable. Peter, an initiate who has bullied Tris and the others easily wanted to switch sides when he felt that the situation did not favor him. He tried to get a sense of control by giving out rules or conditions to Tris and the others.

In totalitarianism, Peter and his lackeys are the "neutral indifferent" who chooses a side depending on which will benefit them. Though Tris tried to make the others see

reason like Will, a former Erudite, they just see their aggression as nothing, but intimidation tactics. Though they are just initiates, since they are originally from Dauntless, they have the edge among others and seem to be favored. That is why they can be easily manipulated and dominated even by seemingly warped and vicious ideologies. They want control and power, so they are waiting for those they can be a part of who holds the power at the moment.

Adding to the discontent among the factions is the aggression towards Abnegation initiated by the Erudites. Without a doubt, the Erudite, particularly the leaders, want to dominate all the rest of the citizens and be the sole authority. In a totalitarian society, a dictator incites fear among people in order to establish power. In this case, Tris even had to lie about her views of her current and previous faction in order to convince Jeanine of her loyalty. Throughout this ordeal, she realizes the true meaning of being Dauntless, and why she chose it. People in society may be affected by the idea of having, so their sense of being may be skewed or unpredictable (Adorno, 1973).

Since Jeanine wanted control and power, she has carefully planned everything, even how to control Divergents. She has painted the Abnegation rule negatively, and because she is a respected and intelligent leader, many others believed her too. They also started to believe in her advocacy. This is how they have justified siding with her. Jeanine does not feel remorse in controlling even the individual will of her own members. She desires power and wants things unchangingly in her favor, but her plans have brought destruction to the whole Abnegation faction and a feeling of doom to those left living. She

feels no sense of responsibility with her actions because her mindset is set on her domination not only of the Abnegation, but all the other factions as advantageous for the advancement in their society. In the end, she was able to develop a stronger simulation that enables control even of those of the Divergents. This just means that she will not stop until she achieves her goal of dominating every faction.

In addition, the simulation serums started out as a way to identify the reactions the students may have for certain situations. This is their aptitude test that also allows an indicator of the faction they belong to depending on their characteristics in relation to the results of their test. Tris then learned that a part of their initiation in Dauntless is similar to this. However, the simulation in Dauntless is meant to incite fear among initiates and it was justified since Dauntless favors bravery. The intention is for them to beat their fears by facing it. People may accept an ideology even if it is opposite of their own through constant exposure to it (Crossman, 2019)

Later on, Tris started realizing that it is being developed into something that allows the Erudite and a select Dauntless leaders and members to control the rest of the Dauntless members into their plan to abolish the leadership of the Abnegation faction. They have all felt that the Erudite was about to do something drastic. Tobias or Four have wondered why the Erudites use so much electricity at night when they were supposed to save resources. Tris has warned the other initiates that the Erudites plan to overtake the Abnegation, and have explained to Caleb, her brother, how intelligence does not mean that they are not lying. Later on, Caleb has also told Tris that he also felt danger coming because of the rush in the Erudite compound. When Four found some sort of war files in

the Dauntless system sent by the Erudites, Tris felt the culmination of all the aggression pointed towards the Abnegation would soon come into fruition.

In perspective, the citizens in this dystopian society are affected by the thinking that loyalty to their own faction supersedes their individual interests and personality. Their purpose as individuals also depends on their factions, so they often end up feeling lost when there are conflicting ideals in the faction. However, confusion also is a strategy used by those in power or those who want to be in power, in the case of Erudites, in order to control people more. The Erudites do not allow visitors from Abnegation because they are spreading that the leaders are incapable and not actually selfless.

In Dauntless, the leaders are taunting the members into thinking that their faction is the only important faction and fraternizing with their previous factions is an insult to their chosen faction. They are trapped into following the principles of their factions. In Totalitarianism, this technique is used by the people in power to prove that they have authority. What they say has a bigger weight than anything else in the lives of the members. They expect that this will be followed because the members know that consequences await once they disobey.

Clearly, terror was used by the leaders in the faction to keep their members in check. They desire for things to stay the same because it means that their ideology is correct, and no one can question it. Because they expect that members will be placid and will always follow them, they do not abide by just rules and create more of them in favor of their own values. Four has mentioned that Eric was the protégé of the previous leaders

who turned the initiation into something more brutal and extreme to test the strength of future members. This has also turned the ideologies of the faction different.

In the end, the Dauntless faction has turned into a totalitarian society. Tris begins to question the purpose of fighting each other until they cannot get up anymore and the fear simulations. Four, at first tries to explain why those are the methods they use for initiation, but later on also reflects on its necessity. This is a reflection of how their behaviors and relationships are affected by their factions and the values instilled in them.

Next, the divide between the rich and the poor dictates the behavior and relationships of the people in *Legend*. The people in the poor sector are bound by many limitations in education, livelihood, and even resources. The people in the wealthy sector, on the other hand, enjoys freedom and access to resources. The military plays a big role in this society and the programs, education, and training are all preparation for helping in the country's efforts against war (Amalina, 2015). This results in people's regard for people in the military. In society, the citizens' sense of being protected affects their sense of freedom (Adorno, 1973).

“Don’t go out alone. News from the warfront is they’re cutting power to residences tonight to save energy for the airfield bases. So stay put, okay? The streets’ll be darker than usual.”

My heart sinks. I wish the Republic would hurry up and win this war already so that for once we might actually get a whole month of nonstop electricity. “Where are you going? Can I come with you?” (Lu, 2011, p. 20)

In the lines above, it is apparent how privileged the people in the wealthy section are. June acts like the war is an inconvenience for her to access electricity. She also acts out in school to prove that she is capable and competent. In the first part, she acts entitled and indifferent to the sufferings of the poor. In contrast, those in the poor sector do not have access to electricity or even sturdy shelters. There is a relationship between human advancement and scarcity in resources (Garrard, 2023). They have all the equipment and weapons for war, but they do not see how it is affecting the environment.

On the other hand, Day knows how their justice system works. Day is aware of the oppression and injustice he experiences. He gradually reveals the maltreatment he has experienced from the authorities just because he is a part of the poor sector. However, there needs to be more acknowledgement for him to fully rebel against the system. He does things that the Republic considers illegal, but they are mostly instances that will be of benefit to others as well.

Since they do not know who he really is as well, he can get away with everything he has done so far. This may also be one of the reasons he does not see the gravity of being a wanted person in the Republic and the depths they will do in order to capture him. This is also an example that to the Republic, they are nothing but entities that need to be caught and apprehended because what they do does not benefit them. Though the Republic does not know what he looks like, they still flash what they think he looks like in order to manipulate the citizens and make them think that things are still under their control. Manipulation and the bending of the truth are used by a dictator to maintain control (Arendt, 1962).

In a dystopian society, it is common that people are living in a controlled state. Day, along with the others, are aware of the oppression they are experiencing. They long to change it, but they know they don't have a good chance against the authority of the republic. What they do is get by however they can through stealing, creating their own weapons, and defying the government in their own little ways. However, this blurs the justice system because it gives them a mindset akin to that of an eye for an eye.

If not Day, there will be people who also commit crimes without feeling guilt or remorse over what they did because that is the same in the system they are in. The justification is hard to determine because the citizens only steal, so they can tide over their hard stricken lives. They do not get opportunities to make a decent living because the government dictates what they can do. The government does not also feel responsibility for whatever happens to normal citizens as long as their will was followed. The people in society become jaded when it comes to their sense of responsibility because of trying to make sense of their situation (Adorno, 1973). This sinister version of the future is a common concept in dystopian literature.

Commander Jameson doesn't bother to return my gesture. She starts walking away, and I'm forced to hurry along beside her, struggling to fall into step. "Your brother, Metias, is dead," she says. Her tone doesn't change. "I'm of the understanding that you are almost done with your training as an agent, correct? That you've already finished your courses on tracking?" (Lu, 2011, p. 29)

Consequently, those given some power over others also abuse it. One example is Commander Jameson as evident in the lines above. Commander Jameson is considered

an authority as part of the military, but even more as she has a rank. June knows that Commander Jameson's behavior seems off, but she knows she cannot just question it as she is someone in position. Commander Jameson does not give her a chance to grieve, acts indifferent on how she may feel with her brother's death, and even gives her a mission instead of explaining what actually happened to Metias. She only showed emotion when she mentioned that Metias's death is a waste of a good soldier even though later on, it was revealed that she knows they ordered to have Metias killed.

June still needs to discover things on her own and realize that even though they are from the wealthy sector and privileged, not going along with the ideology of the Elector will result in punishment and bad things happening to them. June and the others were only seen as objects they can manipulate into doing their own bidding. In this case, she was made to believe that Day has killed her brother, so it is imperative for her to capture him. Those in the rich sector will only realize the unfairness of the system when the real actions the government does to maintain their ideologies are revealed. Unless the rich realizes that having power and advantages means there are those experiencing oppression and maltreatment, the system will stay the same. June and the others who are privileged are trapped into a consciousness that they are entitled to what they are getting and experiencing. The authority can create a set of culture to build control in society (Gramsci & Forgacs, 2000).

With all the events and reality, she is finally witnessing, June is starting to realize how unjust the system is. She starts to see the real situation in the poor sector is. She saw the hunger, the poverty, and the helplessness people felt. This is the revelation June

needed to change her outlook on the system. She knows something has to change, but she does not know what she can do. She readily does the things assigned to her because that is what she believed in at first too. Later on, she saw how survival is different in the slum sector, and how the food, clothes, and shelter she has been all a privilege. Even the prize she got from capturing Day does not entice her because she is starting to question the whole system.

Day's spirit of revolution, consequently, is greatly affected by his regard for his family's safety. However, there is only so much he can do because he is still bound by the Republic's system. He fears for his family's safety, so the cons he does are mostly to help his family get by day by day. However, in just one instance, all the effort he made for his family's survival went down the drain. Captain Jameson commanded Day to be caught no matter what, so Thomas readily killed his mother to make Day comply. When he revealed himself, they captured him and treated him the worst way possible.

Thomas and the soldiers' thinking were also affected because their reasoning is that Day does not deserve fair treatment as a fugitive. Day and his family were not seen as people, but entities they could use to show their power. This way, justice was blurred, and they can do what they think is right to Day and his family without feeling responsible for it. Upon seeing how Thomas shot Day's mother without hesitation, June becomes confused because that was not how she viewed the government system. A totalitarian system constantly changes and causes confusion among citizens (Arendt, 1962).

However, the system has been like that since the Elector Primo has decided that he is the ultimate authority in the Republic. He expects everyone to follow his ideologies,

so people like Captain Jameson, Thomas, and the other soldiers find satisfaction because they seem to be given power over others. Thomas in particular questions Day's closeness to June because he thinks he deserves her more because he has a position. Thomas knows the atrocities the government has carried out, but he does not care as long as he has power. He also has done their bidding and caused the oppression of the others they swore to protect, but he can only think about himself.

In one corner, an old portrait of the Elector Primo lies faceup on the ground. I wonder who used to live here—no one's cracked enough to let their portrait of the Elector sit discarded on the floor like that. (Lu, 2011, p. 11)

The line above portrays the authority of Elector Primo. The Elector Primo is considered the sovereign and the citizens mostly follow the rules and ideologies he has. This includes even putting up his obligatory portraits in the homes of every citizen, respecting it, building statues for him, and even pledging allegiance to him. It was also his 11th term as a president and then later on, he plans to make his son as his successor. He is the part who dictates what happens to each sector and who may belong to a particular social class, so contradictions are rampant as well.

There seems to be a trial that helps decide the fate of each person, but the government still manipulates its results depending on their ideals. The citizens' capacity to think is limited by whatever the Elector Primo allows them and what he tells those who are part of the government and other branches to do and impose. Each citizen is coerced into following the Elector's ideologies even if it happens to be being punished for not putting up

his portrait properly. The dominating forces in education, media, and even the health sector all agree with the values set up by the leader. Culture plays a big role in the domination of the governing body (Jones, 2010).

In the initial part of the novel, June is part of the neutral indifferent. They benefit from the current system, so they do not have any wish to change it. They also do not see the bigger picture and how it affects others. With this, it is also apparent that she is easily steered into thinking that Day is an enemy of the system because of his misdemeanors. This means that she was also okay in following the ideology of the Elector Primo even if it means oppressing others. While hunting for Day, she saw how opposite the situation is in the slums; however, all she sees is how her reaction to it may affect her mission. She has no initial will on how the situation is for those who live in the poor sector.

You just murdered someone. I can't bring myself to look at Thomas. Can't bring myself to ask him how he can bear to follow orders so blindly. My eyes wander to where the woman's body lies on the pavement. Medics have already surrounded the three wounded soldiers, and I know they'll be placed carefully in the medic truck and taken back to headquarters. But the woman's body lies unattended and abandoned. A few heads peek out at us from the other houses along the street. Some of them see the body and quickly turn away, while others keep a timid gaze on Thomas and me. Some small part of me wants to smile at the sight, to feel the joy of avenging my brother's death. I pause, but the feeling doesn't come. My hands clench and unclench. The pool of blood underneath the woman is starting to make me feel sick. (Lu, 2011, p. 84)

The lines above show the power Captain Jameson, Thomas, and those under them do not want to let go of even if they are aware of the oppression they bring to the citizens. They want people to fear them, and they want control. Shooting Day's mother is a show of power meant to make others fear punishment or the consequence of going against them. They think they are right, and no one can protest against that. No one gets to question the system without facing consequences resulting in the Republic controlling every aspect of their lives. Though Metias had an elaborate funeral fit for those who belong in the rich sector, this just shows that the dominant body aims to keep up with their ruse. They pretended to grieve for June when they caused his death in the first place. An unchanging state where they hold the power is what the privileged people aim for (Arendt, 1962).

Moreover, those in the poor sector does not mean anything to those in power aside from objects they can easily manipulate. June starts to realize how the poor are unjustly mistreated and how different their situations are. Those in power create the reality that things are just the way it is because they have the power. They manipulate and justify how they treat the citizens because of the war. They easily change the rules in the system into something that favors them. The unpredictability of the system in the totalitarian society allows the people in power to bend the rules to their needs and satisfaction.

As June continues to see more clues pointing to how unjust the system is, she still has doubts because she thinks the people around her like Thomas was where she belongs and questioning everything will make her vulnerable. The more she looks into it, the more she notices how the system changes and begins to be different from what she has

been told. She slowly understands the play of power and what they can do to stay in power. What she knows is that there are many secrets which caused the deaths of other people. She begins to doubt everything including the circumstances regarding his brother's death.

Do you see where I'm going with this? They use the plagues to cull the population of weak genes, the same way the Trials pick out the strongest. But they're also creating viruses to use against the Colonies. They've been using biological weapons against them for years. I don't give a damn what happens to the Colonies or exactly what our Republic wants to inflict on them—but June, our own people are lab rats. Dad worked in those labs, and when he tried to quit, they killed him.

And Mom.

They thought they would tell everybody. Who wants a mass riot? Certainly not Congress.

We're all going to die like this, June, if someone doesn't step in. One of these days, a virus will get out of hand, and no vaccine or cure will be able to stop it.

(Lu, 2011, p. 125)

The lines above show what Metias, June's brother has discovered about their system. The governing body creates their own reality and can even kill to preserve that reality to serve their selfish purpose. Captain Jameson, Chian, and even Thomas are all in on it because they want their control to stay, and power means a lot to them. They control the truth that comes out because they twist it into something that favors them and the inhumane ideologies of the Republic. Now, it is up to June to decide what she will do with

the information that got his brother killed and Day wrongfully imprisoned. In a totalitarian state, the leader's insistence on convincing the people of his will robs them of their freedom (Arendt, 1962).

In the end, both Day and June realized the truth, but they feel powerless. The totalitarian society they are in controls every aspect of their lives and uses their fears to manipulate them into following their ideologies. June has decided to take action by starting with correcting what he did to Day. Since she felt powerless, she sought the Patriots' help to free Day. They are the enemies of the Republic, but she has no other choice. Like what was noticed before, no help or favor comes without a price. However, June has decided that it is worth it if it gives justice to Day and those who have experienced oppression.

The dynamics of the human relationship in *Legend* are affected by their status. The people's treatment of one another is dependent on what they can gain because they can only rely on themselves. June and Day's behaviors also changed because of their experiences and realizations on the oppression and control in their environment. They were limited to think a certain way, but with their own will, they were able to break out from all the lies and deceit.

Fourthly, *Uglies* portray the role of beauty standards in society. The people's lives are affected by it and all their actions revolve around the importance of living up to the standards of society. The people were made to believe that imperfections in one's physical appearance should be eradicated (Mahmud & Azeez, 2022). This inclination towards physical beauty was encouraged by different sectors like school, community, media, and

government. Different sectors in society propagate a set culture to establish control (Gramsci & Forgacs, 2000).

Tally, the protagonist, is the typical *ugly*. She dreams of becoming a *pretty* and does not really question why they have to undergo surgeries to belong and be treated well. She is tired of her imperfect appearance and longs to be like the *pretties* she sees who have undergone the operation already. Her thinking has been affected by the thinking of the majority and the people around her. People in society can be caught in having what everybody has rather than being and just living (Adorno, 1973). Her relationship with others are also affected by the standards she wants to set for herself. She judges others and compares herself to the pretties.

Tally had no idea what would happen if she got caught. This wasn't like being busted for "forgetting" her ring, skipping classes, or tricking the house into playing her music louder than allowed. Everyone did that kind of stuff, and everyone got busted for it. But she and Peris had always been very careful about not getting caught on these expeditions. Crossing the river was serious business. (Westerfeld, 2011, p. 7)

People like Tally are easily manipulated because there is no clear distinction on the rules in this society as evident in the lines above. Those in power may change the system and the rules as they see fit. Though the *pretties* may have more advantages as they just seem to have more fun with no responsibilities, *uglies* can also mostly do what they want as well. Tally has mentioned that she and Peris, her friend who became a *pretty*, have done misdemeanors without harsh consequences.

Moreover, it seems common that those who are almost 16 and will soon have operations usually do major tricks to leave a mark to other *uglies* and make them memorable. Though it may seem like such a lenient government, this creates an ambiguity on which matters people should take seriously and what consequences they may face depending on their wrongdoings. This also creates confusion among citizens since they do not know what they can and cannot do. Trying to show how different the two classes are, meaning the *uglies* and the *pretties*, brings a sense of helplessness among the people thinking that it is the only way to belong in their society. This also creates a gap in the relationship between those who have undergone the operation and those who did not yet.

In contrast, her longing and eagerness to belong made her vulnerable. Dr. Cable, the leader of the specials, used this dream of hers to make her do their bidding. She was tasked to look for the rebel's lair and turn in her friend, Shay who refused to be pretty, and others who are there. She thought that doing what they are asking her to mean everything will go back to the way it was easily. Tally, along with the other *uglies*, are expendable and only a means for the government to stay in control. A large part of the community is used to expand control in a totalitarian society (Arendt, 1962).

Tally fears not being turned into a pretty, which was utilized by the Specials to control her. Even when Shay has explained a different side of things, she still rejects it and justifies what the government is making them believe. She thinks that all that matters is having a life of beauty, glamor, and elegance, and going to parties. She was tired of being called names related to her current appearance, so she, like everyone else, feels like being pretty makes everything better. Shay tried to expose the truth about the life of being

a *pretty*, but Tally seemed bent on believing that there is nothing better and more important than being pretty.

Before Tally has realized how things are not as easy as they seem, the differences in her and Shay's opinions are apparent. Since Shay has encountered one of the Rusties or those who rebelled against being a *pretty*, she has a different take on it. Tally, on the other hand, does not understand her because all she aspires to is to be pretty and be with Peris. The totalitarian system's changes are meant to dominate all the people (Arendt, 1962). It is confusing for both of them because the system is not perfect. It is meant to favor those in power and control everyone.

"I'm sick of this city," Shay continued. "I'm sick of the rules and boundaries. The last thing I want is to become some empty-headed new pretty, having one big party all day."

"Come on, Shay. They do all the same stuff we do: bungee jump, fly, play with fireworks. Only they don't have to sneak around."

"They don't have the imagination to sneak around."

"Look, Skinny, I'm with you," Tally said sharply. "Doing tricks is great! Okay? Breaking the rules is fun! But eventually you've got to do something besides being a clever little ugly."

"Like being a vapid, boring pretty?"

"No, like being an adult. Did you ever think that when you're pretty you might not need to play tricks and mess things up? Maybe just being ugly is why uglies

always fight and pick on one another, because they aren't happy with who they are. Well, I want to be happy, and looking like a real person is the first step."

"I'm not afraid of looking the way I do, Tally."

"Maybe not, but you are afraid of growing up!" (Westerfeld, 2011, pp. 83–84)

In the lines above, the conflicting beliefs of both Tally and Shay are narrated.

However, Tally may have a point because Shay does not see the gravity of what she wants by defying the government. Shay does not realize that thinking differently does not happen in an instant. Culture plays a big role in the ideals and beliefs of people (Gramsci, 1999). She tries to explain her thoughts to Tally, but Tally cannot see differently in an instant. Though she gets some of Shay's points, it is hard to raise awareness to people like Tally who have been blinded by the government's ideals ingrained in them through school, media, and community.

Additionally, Shay presents good points like being different does not mean you are ugly, not looking like everyone else does not make you unworthy, or that undergoing the operation does not mean happiness is guaranteed. But until Tally sees it for herself, it will be hard to change her mind like everybody else. Because if the governing body is lying, then who will they trust and turn to since they are dependent on them? When she found the rebels' lair, she saw for herself how jaded she had become in her view of beauty and identity. Shay; however, still does not see the gravity of defying those in power. She thinks that being away from the cities means she is safe and that all is well. She does not realize what they will do in order to make sure everybody gets the operations and stays compliant.

Since Shay had been friends with those who refused to undergo the operations, she also has realized how horrifying it seems for the government to dictate what they should do and look like. Later on, she also realizes that the government also decides what they should think about. The government is unpredictable, and it makes it confusing for Shay because she cannot make others see what she means by what she says. This totalitarian society is where the dominating body's control traps people to believing their twisted objectives. They were all made to believe that what is best for them is to think and look like everyone else. The government makes them think that it makes them equal because there is no diversity. Tally thinks that Shay does not make sense and she just fears growing up because of what she says.

But soon enough the Rusty Ruins appeared below, and the board's metal detector guided Tally to the natural vein of iron. She rode it down toward the crumbling towers, her nerves growing jumpy as the ruins rose up to blot out the half-moon. The broken buildings surrounded her, the scorched and silent cars passing below. Peering through the empty windows made her feel how alone she was, a solitary wanderer in an empty city. (Westerfeld, 2011, p. 143)

The lines above narrate what Tally has to face to be allowed to undergo the operation to become pretty. Tally facing peril is a dystopian concept. Undergoing such circumstances is dangerous especially for a young woman like Tally, but Dr. Cable does not care about that. She made demands and blackmails because she expects Tally to just follow if she wants to become pretty. Tally is easily manipulated at first because she does

not see the gravity of what she was about to do and cannot realize how her operation compares to destroying a community and stepping on their rights and will.

Dr. Cable wants to get the Smokies under her control as well and destroy their differing beliefs. Tally is the instrument meant to cause destruction to those who defy the will of the authorities. However, Dr. Cable's plan backfired because upon accomplishing her task, Tally has gradually realized that she cannot continue the way she was before. She was part of the neutral indifferent before, but her experiences have awakened her. It started when she realized how cruel Dr. Cable can be and why the smokies hid from the Specials. Then she found out how beautiful the world outside really is and how sheltered they are. Literature can serve as a guide to show the connections between humans and nature (Garrard, 2023). In the novel, it is shown how nature has grown back even after the chaos humanity has made.

When Tally got to the Smokies, she felt that she could not betray them. Not when they saved, welcomed, and treated her hospitably. She realized how they were manipulated because she has seen firsthand that diversity is not as bad as they were portrayed to them. People internally long for change, but they can be afraid to change the status quo (Adorno, 1973).

Consequently, things may have become incomprehensible for Tally because her goal in going to the Smokies is to know their location, so she can continue the operation. She later on realized she could not because there is a better world out there. Her experiences have shaped a new reality for her. One that she built herself. She saw how living with nature is beautiful, how *uglies* can be beautiful in their own ways too, and how

growing up is not reaching a certain age, but realizing that you have things to do and fight for. This is a totalitarian society where the changes and inconsistencies in its system creates confusion among people. This makes them look for a source they can rely on. Tally then took the matter in her own hands and became awakened to the oppression they are actually experiencing.

When Dr. Cable and the other Specials captured the rebels, their first agenda was to take them back to the cities to make them pretties. This way, they can make sure that everyone will be compliant and will have no rebellious thoughts. They stay in power because they have more abilities and can force the operation on the people. Tally realized the gravity of what she did though she indirectly led the Specials to the rebels' lair. People in society can be coerced by the authority in fear of a consequence (Adorno, 1973).

To add, Dr. Cable made Tally betray her friends and her principles. She has bent the rules to achieve her aims making it confusing and horrific for Tally. The totalitarian leader creates a manipulated reality to control people (Arendt, 1962). Making Tally spy on her friend and possibly a community who just wants to be left alone gives her a feeling of doom. Dr. Cable's role as a leader should have been to unite others, but she just wants them to be easily manipulated as well and under her control. Since Tally is not used to defying orders and what has happened is a new experience for her, she went along with what Dr. Cable wants despite her apprehensions.

Dr. Cable also has manipulated Tally into thinking that she does not have a choice because her ideologies are the right ones to follow. Tally at first held on to her belief that she will not betray Shay because she has made a promise. However, as she is just a child,

she would be relying on adults, but her parents are already compliant. In the end, she tried to accomplish her task even if it meant betraying Shay because she thought being pretty is all that matters.

Despite their fight over control of the Specials, there were still casualties like David's father and Shay. Shay undergoing the operation and becoming a *pretty* has brought a sense of doom to those who rebelled including Tally. She was made to undergo the surgery against her will. Shay now believes the lies and manipulation by the authorities because of the adverse effects of the operation. She was operated on first because she rebelled hard against Dr. Cable. She took away her right and her will because she is just another one of the uglies meant to follow them.

Overall, Dr. Cable and the other authorities share the same satisfaction of making Shay and the others bend to their will. Shay has returned to the belief that being pretty solves war and evil realities. She is now afraid of the *uglies* and their different way of thinking. This scares Tally because it was her fault Shay and the others were taken in the first place. Shay does not see how she has become shallow and empty because she cannot think differently anymore. The authorities have made the *pretties* believe that their extreme emotions and diverse thinking causes war and paranoia. This is the very belief that has affected the behavior and relationships of the characters in the novel.

Lastly, *Dry* takes readers to see how people's actions, behavior, and relationships are affected by an ecological crisis. It explores humanity's connection to the environment. Culture plays a significant role in propagating widely held beliefs in society

(Gramsci & Forgacs, 2000). It is evident how one's knowledge of survival is essential in a crisis.

Important portrayals of characters in a text reflects how people perceive environmental crises. One example is through Alyssa. Alyssa's view of the world has become negative because of her experience during the TapOut. This is just the start of the whirlwind situations she will face because of the crisis. There is violence, desperation, and fear. Though Alyssa, the protagonist, does not belong in the lower classes before the TapOut, they all were pushed into the same social class after.

The lower classes tend to imitate the actions of the upper class (Sunshine, 2019). In this case, however, they were all ignored by the government and were victims of how the authorities have mishandled the crisis. Those in the government, and even those in the media were now the upper class because they have access to water. However, even though Alyssa and her mismatched group tried to band together to survive, there are still people who take advantage of the situation, and they were even close to dying by the end of the text. Alyssa's parents tried to follow the mandate of the government regarding water at the beach, but they ended up injured.

Moreover, Alyssa tried to hold to her set beliefs like not handling firearms and sharing supplies with others, but ended up realizing that people are more complex than what she thought. Through these concepts common in dystopian texts, learners will be able to examine and question a possible reality. As in the lines below, people easily get violent when they feel desperate.

Just as we get out the door, one man raises a baseball bat, threatening to swing at Alyssa. He holds it there for a moment and lowers his weapon, recognizing her.

“They left us no choice!” he says, as if it can excuse his actions. (Shusterman & Shusterman, 2018, p. 126)

To avoid the crisis, people start to move away from where the Tap-Out has hit hard; however, they find that going away is not that easy. Many people have the same idea of going away which creates crowding in the roads and airways. Since there is no apparent organization among the droves of people, there are more who are drawn to places they see others going to. In these groups, there may be power negotiation, but since they are all looking for a place with water supply, this relationship is stagnant. The government and the media failed to portray the gravity of the situation. Therefore, people took it upon themselves to seek a water source.

Examples of these disasters in people trying to escape the crisis is the severe traffic not only in roadways, but also airports. Many people did not get the chance to go somewhere else anymore because they got stuck. There is also a congregation of people in places like malls, parking lots, and even the streets. In hopes of helping each other get water, they try to wait or go places in groups.

In addition, since the culture in Kelton’s family is reaching or following the expectations of their father, the environment has become stifling. This is why Brady, Kelton’s brother, moved away from their home. He tried to fight his father’s will, and he became scared to make mistakes. Since the father is the authority, Brady has to either follow him or go his own path. However, he has no confidence in himself, causing him to be

scared to make decisions. He was used to following what his father says, which ultimately led to his demise.

Brady is an example of those who underestimate living under the radar because it was mentioned that he went to their bug out instead. He idealized the idea of being independent, but he has just relied on his father's hidden supply in reality. This has caused the lack of supply for the others because instead of saving them, the bug-out became a place where Alyssa and the others almost got killed. Literary portrayals affect people's view of rural and urban living (Garrard, 2023). Brady is an example of people who think that living independently is easy.

As the novel progressed, people are getting more desperate to find water and other resources. The forces that should have given direction and relief are not doing anything but giving the same empty promises and reminders. Desperation leads to people doing things they will not normally do like violence, begging, or even selling whatever they have or even themselves. The government is losing control of the people because there is no order. The lower classes are establishing social order themselves and dominating others even through threat and violence. Without the proper implementation of law, social order will not be met (Kellner, 2021).

The citizens are violating a lot of rules and disregarding morality to find resources. Some instances of desperation include a man taking advantage of Alyssa and Garrett at the store by trying to take the ice they got, the neighbor justifying they need more supplies because of different reasons, people looting stores and houses, feeling of entitlement for others' help, resorting to violence to force others to give their water, going

to evacuation centers even with hopeless situations there as well, or even a girl selling herself to a man for water.

If there are characters that provide help in times of crisis, there are those who do nothing, but talk like Henry. Since Henry is an unknown factor, Alyssa and the others were not sure of him either. He seems well off, but also cunning and manipulative. He was able to trade the water he has at home for valuable things like collectibles, and even a car. However, he seems more focused on having, and not on surviving which is essential in the time of water scarcity. He has managed to climb the social class by manipulating others and holding over them the water they need the most. He may have been influenced by certain factors like his family life, education, and what he sees in the media. What a person is exposed to influences his or her attitude in life (Crossman, 2019).

Consequently, Alyssa and the others managed to discover his real agenda and identity, but he escaped. He held power over them by playing over their beliefs. He strays away from the news because he knows it is manipulative as well. He has no idea how it was in the real world because he was caught up in the world he has created in their house where he holds power over others. However, his dynamics changed when he realized the gravity of the situation. He has managed to fool Alyssa and the others with the water he does not really have. When he has escaped, he also tries to still create a certain reality through his interview where he was a hero instead of just a manipulative teenager.

Through the novel, readers can get acquainted with the seemingly idyllic situation for Kelton and his family before the greed of his brother and the neighbors struck. It seems to others that Kelton may be lucky to have supplies from his family or even living

in their setup built and prepared for the apocalypse, but people disregard how it affects their thinking and even the hardships they undergo to build a fortress. Kelton may seem different because his values and the culture he was exposed in was different, but he still is innocent in other things as well. There is a difference between those aware and educated of certain knowledge on survival and environment and those without (Garrard, 2023). Those who did not prepare for the crisis were oriented differently from Kelton's family. However, they have this air of entitlement just because Kelton's family has more to offer.

This is the problem that is posed in this text. If Kelton's father had helped in the first place, would the tragedy have happened? Or is everything doomed from the start because of the crisis? Are people driven by greed at the beginning and still want more despite the help Alyssa and Kelton's mother gave? There is also a condition caused by the failure of the government, so the people feel like they have to fend for themselves, like a fight or flight instinct. In the defense of Kelton's father, he tried to educate others instead of giving out food and water outright. However, since the neighbors see this as being selfish only, they got offended. They underestimate the efforts that Kelton's father has made to prepare for the crisis, then later on they want to be given food and water just because Kelton's family has more.

Different portrayals of people taking advantage of the situation can be seen in the novel. From overpricing supplies, hoarding them, resorting to violence, to even using young girls' need for water was abused. This helps readers understand how people reveal a different side of humanity in times of crisis. The trope apparent here are those with little to no moral compass to take advantage of others. Their actions may cause more damage

to the environment instead of helping in the situation. As there is advancement in human inventions, their morality and rationality dwindles down in times of tragedy and apocalyptic phenomena like water scarcity. People are sometimes not aware of the hardships people experience to get out of situations like natural disasters or crises (Garrard, 2023).

Since there was no immediate presence from the government offering relief to people affected by the crisis, people are making ways to survive. However, resilience is not enough. Those who have positions and were voted to serve the people should be held accountable for negligence of their jobs and endangering people with their decisions. It is apparent even with the strategies used by the media that those in power are not helping enough. In order to counter their non-actions, there are protests and riots happening. However, it is not enough because lives were at stake. The government also tries to fool the people into thinking that they have a sort of control over the situation whereas the opposite is really happening. These political decisions also affect the supply of water and lives of many people. It can be considered a cliché, but still an apparent reality, where those appointed in the government cannot make good decisions for the welfare of the people. Not only in the area of crisis, but those nearby since they have refused and backed out of helping those in need.

Another character essential to understanding the effects of a crisis is Jacqui who helped Alyssa and the others in a violent encounter. Since Jacqui has learned to survive on her own, she does not easily trust anybody. However, the case of her helping Kelton, Garrett, and Alyssa may be seen differently depending on the perspective. From Alyssa and Kelton's perspective, she is not someone to trust because she may turn on them at

any time. However, though Jacqui may come off as snobbish and tough, she does not like violence deep inside as well. She tried to dominate Kelton and Alyssa, but still helped a lot in their journey. Like Brady, she did not want her parents dictate her life, so she lived independently.

In contrast with Brady, however, she managed to survive on her own and not rely on any of her parent's resources. She also found a way to be in the group, and in the end truly found meaning in her life because she discovered her humanity is still there. This was when she accepted that she does not desire to get Alyssa's water for she knows it is for Garrett and she does not want to be that person who just takes. Her involvement was also a vital part in Kelton, Alyssa, and Garrett's survival. Though she seems impulsive, she actually has her own values. Jacqui's will to survive exemplifies how people think they should be in times of crisis or apocalypse. Human's actions dictate their survival, so it is important to think about the consequences of every action.

In the end, Alyssa, the protagonist, has varied changes and realizations in the text. The culture a person is exposed to affects their way of thinking (Jones, 2010). She has seen the power play in various sectors of society. She has noticed how the media is not showing crucial information about the Tap-Out, that what she has been taught in school is not easy to apply as she thought, that people can be driven by greed even when you have the best intentions, and that people have different priorities when crisis comes. She has realized the value of her parents when they went missing. She has realized how greedy the neighbors she has known her life can become.

At first, being part of the lower class in search of water, she believes in the government's promises of help and direction. However, she has learned that they have to unite amongst themselves in order to survive. These differences that Alyssa has come to realize may be related to how culture affects how people treat their environment. They reduce the importance of resources because they are not exposed to scarcity. Now that it is portrayed in this text, people may be informed of the possible scenarios and consequences caused by their actions.

Undoubtedly, people, when faced with disasters, try to do a lot of things in order to survive. There is a sort of acceptance, but it will not stay once they face something worse. With the decline of resources, people will also realize how some of the advancement in technology may not be able to help them after all. They also realize how conservation is very important and how they can find water in many resources. The relationship between environmental issues and human experiences is important (Garrard, 2023). This may help readers understand that values and beliefs do not change overnight. It may change from an accumulation of experiences and observations as well. One action affects another, and the dangers people bring to the environment may have long term effects.

Nature/Environment

A dystopian society features different concepts from chaos, totalitarian regime, control, to social division. It does not only show ways humanity has affected and destroyed the world, but also ways to correct it (Seeger & Davison-Vecchione, 2019). Moreover, dystopian fiction allows readers to see the seriousness and need to preserve the

environment (Quibell, 2015). It creates an opportunity to show harsh facts and possible scenarios if we continue to disregard the importance of the environment.

In *The Hunger Games*, the people were repeatedly reminded that they were saved from living in a ravaged world by the governing body. The propaganda is that the rebellion of the districts against the Capitol resulted in more destruction of the environment (Bland & Strotmann, 2014). However, the people in the Capitol are the only ones who enjoy abundant resources while the people in the districts are left to fend for themselves. The political decisions in society affect the resources in the environment (Garrard, 2023).

He tells the story of Panem, the country that rose out of the ashes of a place that was once called North America. He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land, the brutal war for what little sustenance remained. (Collins, 2008, p. 17)

In the lines above, it is evident that the governing body blames the citizens in the districts for scarcity while they enjoy a luxurious lifestyle. Typical of a dystopian society is a world ravaged by disasters and wars. However, it is apparent that humans cause the most damage to the environment. District thirteen was claimed to be completely obliterated because they supply explosives and nuclear equipment which could further damage nature. The apocalyptic anticipation of the literary imagination is part of ecocriticism (Garrard, 2023).

Additionally, living in a totalitarian state, the citizens were left with no choice, but to look for resources on their own. Sometimes people work to death to provide for their families. Terror is used by an authoritarian body to keep citizens in control (Arendt,

1962). Katniss and her family was once on the brink of dying from starvation, but she found hope in the wilderness outside the fence of district 12. In ecocriticism, the wilderness may present both danger and hope for people. This is the first wilderness explored in the novel which is natural. This is evident in the lines below.

Electrified or not, the fence has been successful at keeping the flesh-eaters out of District 12. Inside the woods they roam freely, and there are added concerns like venomous snakes, rabid animals, and no real paths to follow. But there's also food if you know how to find it. (Collins, 2008, p. 5)

The woods served as the place where both Katniss and Gale found solace from the corruption of the Capitol (Bland & Strotmann, 2014). In the woods, they find plants which they can eat and use for medicinal purposes and meat as well. It is illegal to hunt and poach because it is a form of rebellion according to the governing body. In district 12; however, they turn a blind eye because they also benefit from the game that Katniss brings. Gale and Katniss had a dream to just run off and live in the woods with their families to escape the oppression, but they hesitate because they know it will not be sustainable with little children with them. Plus, they would have the Capitol hunting for them.

Another part of the wilderness explored in the novel is the artificial one. The arena serves as the playing ground for the games. It could hold a desert, a rainforest, or even a whole jungle. In there, everything is controlled. People's sense of thinking may be affected when they are steered into a certain consciousness (Adorno, 1973). Katniss's knowledge of survival has helped her immensely in the games. The lower class needs to

build their own culture to counter the dominating group (Gramsci, 1999). Katniss has used her own instinct and knowledge to outwit the governing body numerous times.

Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with a curved tail, the mouth of which is at least twenty feet high, spilling over with the things that will give us life here in the arena. Food, containers of water, weapons, medicine, garments, fire starters. Strewn around the Cornucopia are other supplies, their value decreasing the farther they are from the horn. (Collins, 2008, p. 142)

The cornucopia typically is a symbol of abundance and plenty of supplies. In the novel, it also means the same as seen in the lines above; however, it also means the first bloodshed in the games. This is where they first fight for supplies and kill others to get the advantage. Cornucopia in ecocriticism portrays the advancement or progress in humanity which is connected to the abundance of environmental issues (Garrard, 2023). The novel portrays the same idea because the tributes are lured with supplies that may help in their survival, but with the risk of their lives.

The arena in the novel is made up of woods and water sources from a lake and streams. This may be done to portray scenes which may seem novel for the people in the Capitol who are used to the city. Katniss was told the logical thing to go straight to the water source. Days in the arena shows how they have to survive the wild by looking for food and water, securing a place to sleep, and keeping themselves safe.

In connection with this artificial world, the Capitol has also included their harsh experiments on animals. They are called muttations. One example is the jabberjay. It is a

bird that has the ability to memorize and repeat conversations. The rebels has found a loophole with this experiment though and the Capitol has abandoned the birds which mated with mockingbirds. The result is the mockingjay which can only copy melodies. Another is the tracker jacker which is a killer wasp. The last Katniss has encountered was the wolf-like muttations with eyes that closely resemble that of the killed tributes.

In this context, this just shows how the governing body terrorizes the people in the districts for entertainment and pleasure. Without thought about the effect of their actions to the environment, they continue devising ways to stay in control. This dystopian society features a suffering world because of human decisions. In the woods surrounding the districts, Katniss and the others hunt for animals and food. In the arena, the people in the districts are made to hunt each other.

In *Divergent*, the world features a somewhat similar situation. The world the novel portrays is the result of a devastating war. Political conditions in society affect the resources and environmental situations (Garrard, 2023). The former leaders have established factions to solve the problems caused by the war and control the people. It is evident how the destruction of the environment is caused by humans.

I walk in the middle of the road. The buses tend to hug the curb, so it's safer here. Sometimes, on the streets near my house, I can see places where the yellow lines used to be. We have no use for them now that there are so few cars. We don't need stoplights, either, but in some places they dangle precariously over the road like they might crash down any minute. Renovation moves slowly through the city, which is a patchwork of new, clean buildings and old, crumbling ones. Most

of the new buildings are next to the marsh, which used to be a lake a long time ago. The Abnegation volunteer agency my mother works for is responsible for most of those renovations. (Roth, 2014, pp. 21–22)

Mentioned in the lines above is the state of the environment in Beatrice's point of view. The effects of the war can still be felt, and it seems like there are things they do not prioritize reconstructing anymore. People's sense of self in society can be affected by the thinking of majority (Adorno, 1973). Though this may be a worrisome scene because aside from not having enough resources for renovation, the broken roads, buildings, and materials also present danger to the people.

In ecocriticism, things that start out as idyllic may later on reveal a different side putting a sense of apocalypse to it (Garrard, 2023). Though the faction looks like it is preventing further chaos among people, looking at the reality of their surroundings paints a different story. They have limited to no access to transportation. There is also the stretch of abandoned structures and collapsed roads where the sewage brings out an unpleasant smell.

Even after moving to Dauntless, Tris still describes the environment around her as ruined and in collapse. In a totalitarian state, the dominating body creates a fictional reality to control people (Arendt, 1962). The factions were created to eliminate chaos and division among them; however, many years after, the world is still in ruins and people are slowly changing their ideologies. Evident in the lines below is how only the parts of the country they choose are being renovated. In all of the factions though, electricity and resources are rationed.

Once we cross the bridge, the city changes. Behind us, most of the buildings were in use, and even if they weren't, they looked well-tended. In front of us is a sea of crumbling concrete and broken glass. The silence of this part of the city is eerie; it feels like a nightmare. It's hard to see where I'm going, because it's after midnight and all the city lights are off. (Roth, 2014, p. 89)

Upon closer inspection, things that are questionable were thought once or twice by Tris and the others, but they do not dare pursue it because they fear the answer they will get as well. This cycles into them just accepting the state of things and becoming alienated with their sense of reality. It may also seem like only a few people really know what has happened in their society and how they ended up that way. Since nobody can really give a definite answer to their queries, those who notice discrepancies in the system just drop it without getting the hang of the truth and established information.

This is portrayed when they begin to see some lapses in the general system of their society. For one, if the factions are created to solve war and conflict, then why are there also patrols beyond the factions. They question what they are guarding beyond their community, but no one they know seems to have the real answer. In this case, Tris has considered being factionless the same or worse than death because you are deprived of protection, abundance of basic needs, and community. However, the Erudite influencing the ideals of other factions has brought destruction to each faction's very foundation and a feeling of doom for other members. This prevalent feeling of helplessness is a trait of a totalitarian society (Arendt, 1962).

In addition, the citizens know there is something wrong in the system or at least there are things with no explanation, but they know their questions are unwanted, so they may keep it to themselves. They know that changing the state of things is useless, so they justify amongst themselves that things are just okay even when they are not. An example of this is when Tris remembers the time when her mother told her that long ago, they did not eat frozen or canned foods only. Now they have no other choice because farms are not easily accessible, and supplies are limited. Dystopian literature often portrays a version of reality that is significantly altered (Fisher, 2012).

Ultimately, the greed over resources of the Erudites has started the chaos their ancestors tried to prevent. The values they tried to foster in each faction were interpreted differently and the system begins to change. In literature, the portrayal of the connection between human advancement and decline in resources is important (Garrard, 2023). This raises awareness on the details enumerated in the novel which gives a glimpse of a world closer to something beyond repair.

Similarly, *Legend* also presents a society affected by war. There is a focus of general efforts to the war which produces a disregard to environmental concern. Literary texts have a potential to show how damage in the environment is caused by human conditions (Garrard, 2023). The division in society deviates the people's attention to caring for the environment.

The plague has hit the Lake sector hard. In the glow of the JumboTrons, Tess and I can see the soldiers at the end of the street as they inspect each home, their black

capas shiny and worn loose in the heat. Each of them wears a gas mask. Sometimes when they emerge, they mark a house by painting a big red X on the front door. No one enters or leaves the home after that—at least, not when anyone's looking. (Lu, 2011, p. 11)

Additionally, the plague has also affected society. In the lines above, the pollution and unhealthy environment are effects of the plague. Since many of those in the poor sector are either sick or scared of getting sick, their environment is mostly unsanitary or there is hasty maintenance of their surroundings. They do not have access to medical assistance nor the money for the renovation of their houses. The totalitarian state bring a sense of doom among citizens (Arendt, 1962). The plague and the oppression affects the people's state of mind, and in turn, the environment.

The people in the Republic are easily influenced by those in authority. They have modified the way people think by making them change their priorities. Moreover, the library not being restored after natural catastrophes may be because they need their resources more on other things, but it may also be because they do not see the need to restore it. This way it is easier to control the flow of information and be the only source of information.

Importantly, the governing body also gets to make up how society turned out to be like that because the library was already destroyed. The people have nowhere else to look for information and the authorities also control the electricity, so the internet can easily be controlled as well. All internet activities are strictly monitored by the authorities. The government changes the information they give, thereby changing the system as

well, making it confusing for the citizens. The result is that they just easily follow and believe what is given. This contradiction in the society's system is because the people's thinking is affected by the thinking of the majority or those dominating them.

We leave downtown Los Angeles behind and travel up the winding highway in silence. The scenery changes from inner Batalla sector's hundred-floor skyscrapers to densely packed barrack towers and civilian complexes, each one only twenty to thirty stories high, with red guiding lights blinking on their roofs, most with all their paint stripped off after this year's rash of storms. Metal support beams crisscross their walls. I hope they get to upgrade those supports soon. The war's been intense lately, and with several decades of infrastructure funding diverted to supplying the warfront, I don't know if these buildings would hold up well in another earthquake. (Lu, 2011, p. 18)

In the lines above, it is narrated how the war has affected the environment. The structure's stability is questionable because of the repeated barrage related to war. There are also numerous fences built to separate the Republic from the Colonies. Another evidence of the cost of war are different abandoned buildings and structures, unkempt streets, and flood prone grounds in the poor sector. Since most of the budget is allotted in the war, only the necessary buildings, structures, and areas for the military are renovated and given attention. Those in the poor sector endure contaminated floodwater from the lakes and trash all around. The stench is also a staple in this sector.

The wealthy sector, on the other hand, has pristine buildings and gated communities. Electricity and internet access are given to the citizens. They also do not suffer from

the plague because they are vaccinated. The lower classes accept the culture from the upper classes because of influence (Gramsci, 1999). In this case, those in the poor sector tolerate the treatment they get because of the violence and punishment they get in return if they do not follow.

I open my eyes, then squint at the water falling into them. For an instant I can't remember anything—not even my name. Where am I? What happened? I'm sitting right next to a chimney, soaking wet. I'm on the rooftop of a high-rise tower. Rain blankets the world around me and wind whistles through my drenched shirt, threatening to lift me off my feet. I huddle against the chimney. When I look up at the sky, I see an endless field of churning clouds, jet-black and furious, illuminated by lightning.

Suddenly I remember. The firing squad, the hallway, the flat screens. John. The explosion. Soldiers everywhere. June. I should be dead right now, filled with bullets. (Lu, 2011, p. 148)

In the end, the lines above give an idea on how the people or governing body in the Republic take care of the environment. Though they see the effects of ongoing war, it is hard for them to stop because they fear being conquered by the enemy. This is done at the expense of the people in the poor sector even though they have vowed to protect their citizens.

In ecocriticism, this is part of the apocalypse. There is a shed of acceptance from people in society, but there is still a foreboding presence that signals something worse (Garrard, 2023). The plague, the war, and the discrimination in society has a big impact

in the supply and demand in the novel. In the end, this is something that June and Day wants to correct while also fighting for their freedom and the rights of their loved ones.

Uglies, on the hand, illustrates the environment in the view of a society seeking physical perfection. This is the way the governing body ensures that people are in control. According to them, the world was destroyed because of humanity and their imperfections. Humans are related to the natural world, and literary texts help reader understand this connection (Garrard, 2023). The novel depicts this and more through Tally's comparison of the culture she grew up with and the people in Smokies the governing body tried to hide.

First, the contrast in Tally's view of Uglyville and Pretty Town already gives an idea on their regard for the environment. Culture takes part in the propagated values in society (Crossman, 2019). Since Tally grew up with a high regard for the *pretties*, she also developed a longing to be one. This has been promoted in school, her community, media, and the governing body. Since physical perfection is the goal of society, all the imperfections not only in the human body, but also the environment are hidden or altered. Tally does not always get to see the beauty of raw nature.

Tally figured that Shay was right about one thing: Being in the city all the time made everything fake, in a way. Like the buildings and bridges held up by hoverstruts, or jumping off a rooftop with a bungee jacket on, nothing was quite real there. She was glad Shay had taken her out to the ruins. If nothing else, the mess left by the Rusties proved that things could go terribly wrong if you weren't careful. (Westerfeld, 2011b, p. 84)

In the lines above, though Tally does not understand the vastness of the outside world, she acknowledges the beauty of realness and imperfect surroundings. In ecocriticism, this is related to Pastoral where the contrast between rural and urban are shown. Tally has always lived in the cities, so she was perplexed when she saw how different it was outside. Her idea was that people who lived outside are barbarics who burn trees for heat, but travelling has made her realize things about nature.

First, Tally saw how the scale of things are different when you are not surrounded by buildings. The vastness of nature made her feel small and insignificant. Next, she discovered the wonder of pollination and monoculture. Tally also the real desert and how it can change and feel lifeless. Lastly, she has realized the value of sustainability where things are not always disposable and replaceable. In the Smokes, owned things grow old and gain history. Her view of beauty and splendor was always marred by her worries for the Specials as evident below.

Dr. Cable narrowed her eyes, her face becoming even more like a predator's. "We exist in equilibrium with our environment, Tally, purifying the water that we put back in the river, recycling the biomass, and using only power drawn from our own solar footprint. But sometimes we can't purify what we take in from the outside. Sometimes there are threats from the environment that must be faced." She smiled. "Sometimes there are Special Circumstances." (Westerfeld, 2011b, pp. 106–107)

Dr. Cable is a representation of the people in society in the novel who regard differences and imperfections in society as something that cannot be tolerated. She has created an artificial world for the people and used operations to lure people and make them complacent. This is why she hunts for the Smokies and the people who tried to escape from undergoing the surgery because of the truth. The totalitarian state expects total dominion and control over the citizens (Arendt, 1962). Dr. Cable is a dictator who expects people to embody the set ideologies even if it results in damage in the brain.

The Smokies, a separate sector in the community, has brought an important development for Tally. She has seen how a leader should encourage others instead of controlling them, and how existing social orders do not only come from one deciding body. Tally has learned to ask forgiveness and accept that beauty depends on how one sees the people around you and the environment. She has finally fought the control and understood that being pretty is not the most important thing in life and that it is actually something shallow. She began to wonder whether becoming mindless *pretty* was actually worth it because she understood that our differences and quirks are what makes people beautiful. She has learned to embrace imperfection because that is how the natural world is.

In connection, Tally has discovered that being outside their community brings a different sense of feeling and beauty. That not everything outside is ugly or in ruins. Tally has realized how nature is important and not everything the Rusties have done is barbaric. She also began to see the beauty in diversity, in a bit of chaos, or even old things. There is also a realization on the importance of old inventions like helicopters,

shoes, books, magazines, tea, and oil. Tally has taken for granted that things take effort because they were pampered by the government to be easily manipulated. In a society, people can seem like they are under a spell because they refuse to change the status quo (Adorno, 1973). Tally has learned to fight back through her realizations.

To add, Tally and the others in Uglyville and Pretty Town were made to believe that diversity is evil. That looking the same is the solution to mental health issues, health problems, scarcity, and discrimination. However, though the old world has its weakness, it still has merits and beauty in it. She even believed that cutting trees and wearing animal skins make a person barbaric. They have also forgotten that people related to each other look alike because they are morphed depending on the liking of those in power through the operation.

All these were ingrained to them by different sectors of the society which should be educating them on different realities, and not a controlled one that keeps them in power. However, Tally has realized that there is also beauty in chaos, fulfillment in hard-work, and peace in diversity. She has understood how they were heavily influenced by different sectors like their government and school. In Gramsci's Culture and Marxism, sectors in education and governance play a big role in influencing the people (Kellner, 2021).

Lastly, *Dry* follows a tale of the natural world under an ecological crisis. This is similar to the current society, but things turn malevolent when the supply of water runs out. People in society can be coerced to certain actions in fear of death (Adorno, 1973). When the drought escalates catastrophically, people are forced to make their own actions

and take things in their own hands. The government and media have contributed to the panic and chaos when things were not handled correctly.

Notably, the government and the media tried to establish order, but as they do not really have answers on how to get the water supply, all they give people is the constant reminder that help is on the way and conserve the energy and resources they still have. There is no apparent leader to foster unity and organization among people, so they try to survive however they can. Ordinary citizens cannot really form an opposition because it is hard to organize themselves when they have their own things to worry about.

The Tap-Out has produced other effects resulting from water scarcity. Some are class suspensions, being laid off work, no electricity, smelly septic tanks, pets getting dehydrated as well, traffic, burglary, violence, infection, fires, and even death. These incidents caused by the lack of water indicate how things will just get worse. They also illustrate how people change because of different scenarios and experiences. Literary texts show a practical example that shed light on how important awareness on ecological crises are (Garrard, 2023). This portrays the domino effect of one crisis leading up to a sense of apocalypse among people.

There are dozens of people at the gate, all amassed at the entrance. At first he thinks it's some sort of protest or strange demonstration— there have been plenty of those in this drought climate. But why here? And then he realizes the object of their attention—

It's the incoming water truck. And it's totally encircled.

This isn't just a protest, it's something far more dangerous—more desperate.

(Shusterman & Shusterman, 2018, p. 61)

Consequently, what was an idyllic environment may suddenly turn into this situation where desperation is everywhere because of human's disregard for the limit of natural resources. The lines above is evidence of this. They have underestimated other effects of the crises. The cliché reactions to apocalyptic phenomena is also portrayed here. This allows people to see how tragedy turns people into something they were not. Texts like this can take part in informing readers of the exploitation of resources resulting in a crisis. With the scarcity in water, people try to get inventive in getting and preserving resources, but it is bound to become extinct without relief. This is where things may turn south.

This ultimately led to Alyssa wanting to kill herself and Garrett, so they do not have to face slowly dying from hunger and lack of water. In the concept of ecological crisis, these human actions are involved in the deterioration of the environment. People abuse resources instead of conserving and forcibly take what they think should be willingly given. Humans have become entitled to what nature offers without realizing that they are the ones damaging it. This text helps portray violent human tendencies and how they exploit their force and strengths to get what they want.

But that doesn't help us now—and though I think my idea is a good one, I suspect there's too much self-interest among the Powers at Be for it to ever happen. And who knows, maybe there isn't enough water left to share. (Shusterman & Shusterman, 2018, pp. 8–9)

In times of crisis, there may always be cases of power play in society as evident in the lines above. There will be sectors deemed to need more water or should have a water supply. Culture plays a big role in this regard. The people's way of life may also dictate their hold on power (Gramsci & Forgacs, 2000). An example are those areas who backed out of giving relief to those in need of water. People start thinking about what they stand to lose once they do like in the case of California. However, people also will think of them differently and they will be held accountable for the effects their decision will have. In society, especially those involved in politics, the governing body always analyzes things in relation to benefits and losses.

The relationships of those in each social class are flexible, but more power is gained by one sector when they negotiate for more power (Jones, 2010). In this case since they have access to water, they have more power over others. Those in the media have access to water, but in the case of the broadcaster, she did not have much power when it was gone when she came back. Those in power plants were also given water supply, but were stopped by those who deemed that water should not be given to some privileged place. In this particular scene, those in the lower class fought for control.

The effects of human interactions and treatment of the world has an effect on how things seem to progress. The political conditions also have an effect on the crisis (Gar-rard, 2023). Instead of alleviating the scarcity, they are driving people more to desperation and ultimately a feeling of doom. Instances like feeling a great loss when their water supply was contaminated, Alyssa's parents being missing, seeing the chaos in the beach

where there was promise of water, Uncle Basil and Daphne's situation, no electricity, bumper to bumper traffic situation, almost dying from dehydration are some examples.

"Bad idea," Kelton says. "It's all wilderness, and we'll be isolated. Targets for anyone who might jump us for our water."

I want to tell him that he's being paranoid, but I know he might be right, and it pisses me off. (Shusterman & Shusterman, 2018, p. 73)

Knowing survival strategies is essential in times of crisis. The lines above is proof that Kelton is equipped with this while Alyssa and Garrett are not. Information and ideas from sectors in education, the media, and the government are important because it gives the people an idea on what they can do to survive. Culture plays a significant role in the creation of structure in society and the belief in certain values. Alyssa had the idea to bring a knife when they went out thinking that it is not safe outside. Kelton's gun, though dangerous, has also helped them. Another example is Charity, who even though she is elderly, already managed to survive a fire in a clogged highway. The knowledge came from her education and experiences in the workplace. Through this, she was able to set up a community who helps each other survive.

Kelton and the others also found her community and were helped. This is the role of the leader. Charity was able to foster unity among others even without physically dominating them. She told them where they could get supplies, and in turn, they helped them look for other needed resources as well. You have to earn your stay, to put it simply.

Jacqui, on the other hand, is the opposite of Kelton, Alyssa, and Garrett who grew up in

the shelter of their parents. Jacqui has managed to survive on her own, so she thinks differently and does not trust anybody. Another point necessary in their survival is conservation. This is why Kelton's father has set up a system in their house as well. Though they have resources, they save them and do not flaunt them to others. Kelton's father has stocked up on supplies and built another refuge for them should things get out of hand.

In addition, Garrard (2023) recognizes the importance of novels depicting potential environmental crises. The trope in this text of realizing the importance of something a little late may be used to raise awareness to the people that natural resources are not unlimited. If not taken care of or given importance, there will really be scarcity. This context allows readers to see how people react to differences in each situation. The selfishness in each person will come out during desperate times. They start to reminisce about simple things they have taken for granted and envy people who could have prepared better.

As the gravity of the Tap-Out starts to dawn on people, they start to go to places they think have more resources. However, those places with resources left realized the value of water and many became reluctant to share. In this regard, dominating sectors like the media and government should enforce rules and directions to people. This is where what they see and hear in the media can make or break situations like this. An example is Las Vegas where it apparently has water. People will naturally gravitate going there because it seems like an oasis, but without advance notice, people, those with cars and without may crowd it and they'll be trapped somewhere without water more.

Another example are those moving out from places affected by the Tap-Out. Sofia, Alyssa's friend, and her family were either thinking smartly by moving out before things got worse or impractical as other people will have the same idea and get stuck in traffic. Moreover, with regard to Kelton's family who was prepared for disasters, they clearly have become the target for the entitled neighbors who think that because they have more, they are required to share. Slowly, it dawned on them that the supplies they needed were just in their neighborhood. It can be seen that people moving out to places they think have more water underestimate how other places may also be affected by the Tap-Out or other concerns. They have painted Vegas or Mexico as a more ideal place, but left out the thinking of their own hardships there. Garrard (2023) has explained that portrayal in texts can lead people to understand that there are different perceptions of an ideal environment.

In the novel, it is evident that there is the development of airplanes, gadgets, and cars, but there is a decline in water sources in these scenes. The term 'cornucopia' is used in ecocriticism to depict the relation of human advancement to the decline of resources. People are slowly understanding that the material things they have may be useless because what they need is water, a natural resource. There is a sort of acceptance among people already, but there are still those who are dreading what will happen when things get worse. All these point to the connection of humanity and the decline of resources and environmental welfare.

In Preparation of the Instructional Materials to Teach Dystopian Novels

The aim of literature in the classroom is to hone the critical thinking of students and open discussions about real life issues (Sarce, 2021). It opens the door to diverse topics like culture, social issues, and even political system (Glasgow, 2001). The selected novels reveal different concepts related to society, culture, human behavior/human relationships, and nature/environment. These are essential topics learners should be aware of and understand to cope with the changing world.

Changes in social structure and system overlap in the novels. This makes the rules and social standards incomprehensible for the citizens. Significant effects of political conditions are evident, and society suffers from discrimination and hopelessness. Additionally, varied situations in the novels present significant potential for learners to comprehend relevant issues. Since literature contains meanings, it also creates opportunities for rich and deep conversations in the classroom (Somani, 2020).

The Hunger Games, Divergent, Legend, Uglies, and Dry are dystopian novels presenting what the future would look like in different and similar perspectives; however, these novels also present how the present situations affect the connections of issues in society. In the 21st century, learners are more aware and interested in the environment around them (Scaife, 2014). Therefore, the classroom situation is critical in discussing essential concepts for them.

Exploring the concepts of politics, social standards, and ecological crisis requires careful thought. Moreover, the analysis of dystopian society produced concepts used for

queries related to the novel. Answering questions are typically part of literature discussion. In literature, questions in discussions enable critical thinking (Alameddine & Ahwal, 2016). Discussions of dystopian novels in particular may be challenging, but identifying key points can help learners focus on salient issues in the real world.

In the Philippine classroom, it is essential to base materials and activities toward a certain goal. The K-12 curriculum contains objectives targeting different expectations. Moreover, since asking questions enable seeking and elaborating on a certain meaning, it also enables critical thinking. Skills like fact checking and understanding differing points-of-view and real world situations are part of critical thinking (Tung & Chang, 2009). Aside from these, the use of the revised Bloom's taxonomy developed the emphasis of learning opportunities in the target literary discussion. Questions created to discuss the literary texts challenges learners to construct meaning and expression of understanding the texts. In the modern constructivist's perspective, aligning activities with technology allow learners to find and connect meaning through different forms of media (Juniu, 2006).

In perspective, the analysis, the K-12 curriculum, revised Bloom's taxonomy, critical thinking, and constructivism all come together in the creation of the instructional material. It aims to help teachers anticipate target information and create opportunities for learners to construct meaning and connect ideas.

In connection with the analysis and the preparation of information to aid in the development of the instructional material, Table 1 below presents the dystopian concepts in

each selected novel. Evidently, there are similar features and patterns in the novels regarding its dystopian society. Enumerated also are the concepts in each of the novels *The Hunger Games*, *Divergent*, *Legend*, *Uglies*, and *Dry* that were analyzed in relation to the theories Negative Dialectics by Adorno, Totalitarianism by Arendt, Culture and Marxism by Gramsci, and Ecocriticism by Garrard. It is evident that there is a link among the novels in terms of concepts related to the theories and its feature as dystopian novels.

It is evident that since young adult literature targets varied issues portrayed through the texts, the the selected novels also offer opportunities for different engagements. This provides more appeal to young adults especially since it also allows them to see the world in different perspectives (Silva & Savitz, 2019). Since the curriculum in the Philippines aims for the holistic development of learners, literature is a significant component to attain this goal (Cruz, 2012). The use of the selected young adult dystopian novels then prepares and connects learners to real world issues with topics and characters closer to them through the use of the instructional material.

Table 1

Literary Concepts Related to the Theories and Selected Novels

Novels	Dystopian Concepts	Society	Culture	Human Behavior/Human Relationships	Nature/Environment
The Hunger Games	- Constant presence of oppression and control - Dictatorship /Authoritarian - Sinister version of the future - Government brutality - Spirit of revolution - Justice, freedom, and power - Characters in constant peril - Conflict of development to people's ideologies - Distorted version of reality - Social hierarchies	- Divide between social classes - Invented reality - Terrorized mindset - Oppressive and controlled justice system - Unfair treatment	- Normalized game of slaughter/survival for children - Disconnected sense of reality because of media - Cycle of censorship in sectors of society - Harsh punishments	- Desperation and hopelessness - Sense of entitlement and injustice - Disregard for unity - Prioritizing self-welfare	- Destroyed world because of humanity's fault - Resources reserved for the upper class - Obliteration of one district - Mutations - Wilderness for survival
Divergent	- Controlled society - Chaos and major dissents in society - Justice, freedom, and power - Characters in constant peril - Justice, freedom, and power - Constant presence of oppression and control - Conflict of development to people's ideologies - Distorted version of reality - Sinister version of the future	- A facade of an equal society - Invented reality - Forced regard to values and leaders - High disregard to nonconformity	- Factions to preserve organization - Strict observance of values - Harsh initiation process	- Values over relationships and self-worth - Greed for power and control - Preference for the thinking of the majority	- Destroyed world because of humanity's fault - Limited resources - Unexplored outside world

Novels	Dystopian Concepts	Society	Culture	Human Behavior/Human Relationships	Nature/ Environment
Legend	• Characters in constant peril • Constant presence of oppression and control • Sinister version of the future • Discrepancy in the treatment of people • Social hierarchies • Chaos and major dissents in society • Conflict of development to people's ideologies • Distorted version of reality • Spirit of revolution	• Blatant discrimination of human rights • Invented reality • Favor and respect restricted to the upper class • Unjust societal system	• The trials as a way to divide the society • Plague to control the citizens • Ongoing war • Censorship and controlled truth	• Living for one's own sake • High regard to the military • Disregard to the rights of the poor	• Destroyed world because of humanity's fault • Resources reserved for the upper class • Presence of plague
Uglies	• Conflict of development to people's ideologies • Sinister version of the future • Discrepancy in the treatment of people • Spirit of revolution • Justice, freedom, and power • Distorted version of reality • Social hierarchies • Constant presence of control	• Social divide • Controlled truth and reality • Social pressure	• Beauty standards • Censorship and controlled truth • Plastic surgeries for conformity • High disregard for imperfections • Media influence	• Physical beauty as a basis for self-worth • Taking advantage of the vulnerability of young people • Diversity is equals to ugliness	• Destroyed world because of humanity's fault • Controlled facade of a perfect environment • Unexplored beauty of the outside world

Novels	Dystopian Concepts	Society	Culture	Human Behavior/Human Relationships	Nature/Environment
Dry	• Conflict of development to people's ideologies • Sinister version of the future • Horrified societal events due to ecological catastrophes • Chaos and major dissents in society • Changes in society caused by the government's reasoning • Play of power in society • Characters in constant peril • Realities of human actions in crisis	• Panic and stressful environment • Disregard for order and basic human decency • Lack of support and order from government and media	• Influence of media in people's behavior • Sense of entitlement • Importance of survival and life skills	• Taking advantage of the weak and the desperate • High regard for own safety • Sense of entitlement • Changing values because of a crisis	• Water scarcity • Disregard for conservation of resources • Lack of environmental concern

Note. Table 1 contains a summary of the concepts from the analysis of the selected novels in relation to dystopia and various theories.

Instructional Material

The instructional material below contains questions that target a discussion of the selected novels below that aims to develop learners' critical thinking and understanding of different social, political, and environmental realities. The questions included may be asked before reading, while reading, and after reading. Most essential questions were included in this part. More questions are also found in Appendix A which may help explore the novels more. A summary of the novel and enumeration of important characters are provided. The arrangement of the instructional material is stated below.

- *The Hunger Games* by Suzanne Collins
- *Divergent* by Veronica Roth
- *Legend* by Marie Lu
- *Uglies* by Scott Westerfeld
- *Dry* by Jarrod Shusterman and Neal Shusterman

Instructional Material General Objective

The main objectives of the instructional material are as follows:

- A. To provide appropriate questions for discussing the topics in the dystopian society of the novels

- B. To facilitate understanding of critical topics and concepts present in the novels
- C. To challenge students to think critically and understand different perspectives
- D. To gain confidence in discussing and explaining their thoughts about important matters related to the novels

English K-12 Curriculum Grade 10 Objectives

Through the instructional material, learners will be able to:

Reading Comprehension:

- Synthesize essential information about a chosen issue (*EN10SS-IVc-1.8*)
- Draw conclusions from the set of details (*EN10RC-IVf-2.12*)

Literature:

- Explain how a selection may be influenced by culture, history, environment, or other factors (*EN10LT-IVg-3*)
- Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (*EN10LT-IVi-21*)

Grammar Awareness:

- Observe the language of research, campaigns, and advocacies (*EN10G-IVg-32*)

Listening Comprehension

- React to the falsity or soundness of an argument (*EN10LC-IVg-16.2*)

Oral Language and Fluency

- Use appropriate multimedia resources that accompany language
(*EN10OL-IVg3.10*)

Specific Objectives

Through the instructional material, learners will be able to:

- Recall the important events in the novel.
- Explain how the characters' actions form the plot of the story.
- Interpret the actions done by the characters.
- Relate the events in the story with real world situations (Critical thinking)
- Enumerate and describe the social, political, economic, or environmental issues present in the story.
- Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents.
- Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text.

The Hunger Games by Suzanne Collins

Summary

Katniss Everdeen is a teenager who is also the breadwinner of the family. She lives with her mother and sister, and provides for them by hunting illegally outside district twelve with her best friend, Gale. Then comes the reaping or the selection day of

tributes for The Hunger Games. Unfortunately, Katniss's sister, Prim, got chosen, so Katniss volunteered in her place instead. The other tribute is Peeta Mellark, the son of the baker in the district. Both Peeta and Katniss are then trained for the brutal games and primped for their appearance on television for the Capitol citizens' entertainment. All 21 tributes were transported to a forested area for the games. Then, follows the survival of the fittest as you can leave the arena if you are the only one left alive. However, circumstances happened which made both Peeta and Katniss the victors, contrary to the satisfaction of President Snow, the leader in the Capitol.

List of Characters

- Katniss Everdeen
- Peeta Mellark
- Haymitch Abernathy
- Effie Trinket
- Gale Hawthorne
- Cinna
- Primrose Everdeen

Pre-Reading

1. Research on the specialty/commodity unique to the place you are currently living in. Look for articles or videos describing them. What if society is suddenly divided based on the specialty or skill a place can offer, will you be able to adapt easily? Why or why not?

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| 2. Is it fair to be viewed based only on what your community can offer? Why or why not? |
| 3. If you hear the words “May the odds be ever in your favor.”, where do you think it is applied? |

While Reading

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| 1. How are the workers portrayed in the novel in Chapters 1, 2, 4, and 15? Is there an equivalent situation of workers in today’s time as the portrayal of workers in the text? Look for images of real-life scenarios that illustrate your idea and explain. |
| 2. How does Katniss’s quote “ <i>District Twelve. Where you can starve to death in safety.</i> ” (Chapter 1, p. 5) manifest the reality of the social condition in the districts? Why did she say this? |
| 3. How does the Hunger Games step on their rights as human beings and a show of power by the Capitol? (From the reaping, to the VIP treatment of tributes, to the game mechanics, and mutts to name a few) How does the Capitol justify this event? Read closely in the details pertaining to the Hunger Games in each chapter. |
| 4. Recall or research instances where human rights were violated on certain instances locally and abroad. How are they related to the events in the novel? |
| 5. Why was Katniss’s stint with the berries a big deal? How does it affect her life afterwards? Is the evaluation that it can spark a rebellion a sound argument? |

Post-Reading

1. After reading, if you hear the words “May the odds be ever in your favor.”, where do you think it is applied? Where can it be applied in today’s time?
2. Why were the other tributes considered to have an edge among others? How does this affect the games? Does this happen in real life? Enumerate other issues in real life that could have influenced the text.
3. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.
4. Watch videos about good governance. How opposite is its explanation to the state of governance in the novel? What plan will you generate to effectively maximize the skills of your people?
5. How effective was the propaganda used by the Capitol to make those in the districts obey? How does it affect people's way of thinking? Pretend you are the class president, create your own propaganda that will positively create an atmosphere of obedience and order in the classroom.

Divergent by Veronica Roth**Summary**

Society is divided by five factions namely, Candor, Erudite, Dauntless, Amity, and Abnegation. Each faction prides itself on the cultivation of the values of honesty, intelligence, bravery, peace, and selflessness. For a day every year, 16-year-olds must choose the faction they will be in for the rest of their lives. Beatrice Prior, the protagonist, is torn between choosing the faction where her family is (Abnegation) or the faction she is considering joining. Prior to the ceremony, there were tests and trials that may reveal the faction appropriate for them. Beatrice's choice during the ceremony surprised everyone. She renames herself as Tris following her choice. The challenge does not end in the ceremony as there is initiation before they are accepted in the faction they chose. They undergo tests that challenge them physically, psychologically, and emotionally. To add to this, she must also figure out who her friends are and if she can trust the whole system of their society.

List of Characters

- Beatrice (Tris) Prior
- Tobias (Four)
- Jeanine Matthews
- Eric
- Al
- Peter

- Caleb Prior

Pre-Reading

1. Research on the values different countries take pride in. Start with the Philippines. Look for articles or videos describing them. What if society is suddenly divided based on different values, will you be able to adapt easily? Why or why not?
2. Is it fair to be assessed based only on what value your community can offer? Why or why not?
3. How many fears do you have? How would you feel if overcoming your fears is the only way you will be accepted in the community?

While Reading

1. Why does Tris want to leave Abnegation in Chapters 1-5? What can her choice to leave symbolize?
2. How are the members of the Abnegation portrayed in the novel? Are there people you know or familiar with that fit their description? Look for images of real-life scenarios that illustrate your idea and explain.
3. How does the test narrated in Chapters 2-3 give Tris and the others an idea on the faction they belong to? How accurate is it? How do they advocate it for its help to maintain order in society? Recall or research on the purposes of aptitude or standardized tests locally and abroad. How do they help learners? How is it related to the tests in the novel?

4. How do they maintain the division of society through factions? What function does each have in the community as mentioned in Chapter 5? Were they all content with the status quo? Why or why not? Why are there factionless?

5. How does the Erudite make others believe their point and ideals? How did it result in the violence and oppression after?

Post-Reading

1. After reading, how would you feel if overcoming your fears is the only way you will be accepted in the community? Are there instances in reality that also reflect this idea? Is the initiation process of Dauntless a fair assessment of bravery? Create a plan on how the initiation process should have gone.

2. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.

3. Watch videos about good leadership. How opposite is its explanation to the state of leadership in the novel? What plan will you generate to effectively guide others toward a goal? Create a brochure of information about good leadership. Compare it with your initial answer about leadership.

4. How does the division in society and the laws of each faction affect the way of living of the people in the novel? Search for consideration in creating laws in the Philippines and

in different countries, then create a checklist of the benefits and advantages good laws should have.

5. Was the war against Abnegation really the answer towards better governance in the novel? What could have been done to negotiate positions of power? How does the novel help in understanding the effects of oppression, injustice, and greed for power? Discuss the pros and cons of such portrayal.

Legend by Marie Lu**Summary**

The novel is set on a dystopic United States, portraying the contrasting lives of the two protagonists: June who is born in an elite family and Day who was born in the slums. When a citizen turns ten years old, he or she must undergo a trial to determine whether they will later live a life of privilege and service or death and suffering. It also follows the effect of an economic and societal catastrophe and how the people in the Republic, which was what they named the new nation, tries to survive while there is another impending war. The divide between the rich and the poor also creates tension between the protagonists, but they soon learn who the enemy really is. Upon discovering secrets not everyone in the Republic knows, they have to choose soon their battles and fight for their own survival.

List of Characters

- Daniel Atlan Wing (Day)
- June Iparis
- Metias Iparis
- Thomas
- Commander Jameson
- Tess
- John
- Eden

- Day's Mother

Pre-Reading

1. Do you believe in the saying “Grades are just numbers”? Why or why not?
2. What if society is suddenly divided based on your ratings on an assessment? What will be your reaction?
3. What will you do if you learn that the people you follow were supposedly causing hardship for others?

While Reading

1. Why was Day considered the most wanted criminal? How different is it from being the most dangerous? How are the members of the poor sector portrayed in the novel? Are there similarities with real life scenarios? Look for images of real-life scenarios that illustrate your idea and explain.
2. How do they maintain the division of society between the rich and poor sectors? What function does each have in the community? Were they all content with the status quo? Why or why not?
3. How different is Day from June? What do their status symbolize?
4. How effective are the measures of the authorities against the plague? How does it affect the people, especially those in the poor sector? What are the proper ways in controlling

an outbreak of a disease? Which similar incident did we experience? Research on different ways to handle an outbreak and enumerate them.

5. How did June handle her discovery of the truth about the Trial and the plague? Would you have felt the same? How do the authorities maintain their secret about the Trial and the plague? How did it affect June and Day?

Post-Reading

1. After reading, how would you feel if you learned that the people you follow were supposedly causing hardship for others? Are there instances in reality that also reflect this idea? How does this relate to the reality of influencers as well?
2. Recall instances regarding the rules on the Elector Primo's portraits. What meaning does it portray in his leadership? Search for examples of humble leaders online. Create a list of characteristics that make them humble.
3. Recall the system of June's education and training. Why was it different from their treatment of Day after his Trial? After reading, is the Trial fair assessment of one's strength and intelligence? Create a plan on how the Trial could have been utilized to maintain order in society.
4. How did the authorities plan to use the plague as a weapon? How does this affect the poor and their human rights? What could have gone wrong with this experiment? Research and list down the dangers of a biomass weapon.

5. Recall the information given to people about the Trial. How does it contradict June's discovery and what happened to Day? Why are people not questioning the state of things around them? What criteria will you use to assess information you see or hear in different platforms of media (broadcast, social, online)? Create an example.

Uglies by Scott Westerfeld

Summary

The novel is set in a dystopian society where people are considered 'ugly' until they turn 16 and undergo extreme cosmetic surgery to turn 'pretty'. It centers on Tally Youngblood, a girl soon turning 16 and cannot wait to undergo surgery to be pretty. There is a hierarchy in society depending on one's age and if they have undergone the surgery. Once you are to have the surgery to turn pretty, you will cross over to the other side of the river to separate you from the others. There are also the pretties (mostly teenagers), middle-pretty (employed adults), and crumbles (adults). Tally's life was pretty straightforward though she is carefree and likes telling jokes. She wants to undergo the surgery and be with a friend who had the surgery already and go with the flow. However, her life changed upon meeting others like her friend, Shay, who chose not to be turned 'pretty' and plans to follow other insurgents who refuse to have the surgery. She then realized that life is not as straightforward as it seems.

List of Characters

- Tally Youngblood
- Shay

- David
- Dr. Cable
- Perry

Pre-Reading

1. What if society is suddenly divided based on looks? What will be your reaction?
2. What would you do if you were required to undergo several surgeries (including plastic surgery) in order to get better opportunities in life?

While Reading

1. How are the pretties portrayed in the novel? Are there similarities with real life scenarios? Look for real life scenarios that illustrate your idea and explain. How does Tally's statement " <i>Of course, Peris could sleep as late as he wanted now. Just one of the advantages of being pretty.</i> " (5) manifest the reality of the social condition in the novel? Why did she say this?
2. Recall or research on the purposes of cosmetic and plastic surgery. Are they purely for aesthetic purposes? How is it related to the transition to be pretty in the novel?
3. Recall Shay's take on being pretty. How does it differ from Tally? What does it symbolize? If you were Shay, would you have reacted the same when their physical features were the topic? Why? How would you react to their perception of being an ugly and being a pretty? (Let learners react to the validity of their argument)

4. Why are the Specials considered a mystery to the people? How did Tally perceive Dr. Cable upon meeting her? How would you handle a person like that?

5. How did Tally handle her discovery of the truth about being a pretty? Would you have felt the same? How do the authorities maintain their secret about the surgeries to be a pretty? How did it affect people like Shay and Tally?

Post Reading

1. After reading, what would you do if you were required to undergo several surgeries (including plastic surgery) in order to get better opportunities in life? Are there instances in reality that also reflect this idea? Explain. Is undergoing the surgery worth doing to become pretty? Create a plan on how they could have created other ways to ensure equality and order in society through an infographic.

2. What were the rules of their community that Dr. Cable has mentioned? Recall and search for examples of common community rules and maintaining order in the community. Create a list of rules and reminders that apply to your community as well.

3. How did the authorities use the surgery to ensure order in society? How does this affect the citizens and their human rights? What could have gone wrong with this procedure? Research and list down the dangers of procedures done without informing the patients of its risks.

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| 4. Is there a possibility of something similar to the development of control and vision of equality through surgeries or operations happening in the future? Why or why not? Is there something similar happening in the present? |
| 5. Is the reversal of the procedure's effect the only solution to raise people's awareness on the manipulation of their will? What other things can Tally and the others do? Create a strategic plan on the ways to raise people's awareness of social issues in today's time. |

Dry by Neal Shusterman and Jarrod Shusterman

Summary

The novel focused on water scarcity as a catastrophe. This drought is called Tap-Out and people are asked to conserve water through many rules. However, with water supply running out and people deviating supplies to be given to them, the community soon breaks into chaos and a warzone. People fight over water supplies and some take advantage of the situation to run a business. Others use scare tactics and force for water. With all these events, people including the main characters, Alyssa Morrow and Kelton McCracken, try to get through it and get to safety.

List of Characters

- Alyssa Morrow
- Garrett Morrow
- Kelton McCracken
- Jacqui Costa
- Henry

Pre-Reading

1. What if you suddenly hear that we are experiencing drought? What will be your reaction?
2. What would you do to survive a prolonged drought without immediate help from authorities?

While Reading

1. How is the drought first portrayed in the novel? Are there similarities with real life scenarios? Look for real life scenarios that illustrate your idea and explain.
2. How is the relationship of the people in the neighborhood at the beginning of the text? Compare it with their relationship as the novel ends. Are their reactions valid in the beginning? In the end?
3. Recall Kelton's take on surviving the crisis. How does it differ from Alyssa? What does it symbolize? If you were Alyssa, would you have reacted the same when Kelton mentions their preparation for the crises and the events in your neighborhood including your friends moving out? Why or why not?
4. How did Jacqui and Henry enter the lives of Alyssa and Kelton? How did they bring about different realizations for them?
5. How did Alyssa and the others survive in the end? Who helped them? Was the ending a plausible scenario during a crisis? Why or why not?

Post Reading

1. After reading, what would you do to survive a prolonged drought without immediate help from authorities? Are there instances in reality that also reflect this idea? Explain.
2. What were the announcements and reminders that the media has released? Were they all reflective of the real situation? Why or why not? How did people react to it? Were they effective? Recall and search for examples of media announcements significant to people's safety and welfare. Create a list of rules and reminders one should remember through the examples you have researched.
3. Recall the government's actions during the crisis. Aside from the announcements and reminders, what were their solutions to the chaos and panic in the country? How do their actions signify their preparedness and willingness to take responsibility during a crisis such as the TapOut? Is this reflection of government actions apparent even in modern times? Why or why not? What should the government have done during the TapOut? Research on disaster preparedness plans of the local government and explain.
4. Which events in the novel signify lack of empathy and violence? Why? What actions will you take when you see a situation of people taking advantage of others and violent actions in real life? Research on organizations that help fight these social issues.
5. Watch videos about ecological or environmental crises. How is it related to the events portrayed in the novel? What plan will you generate to raise awareness about the issue?

Create a brochure of information about the relation between humanity and advancement and ecological or environmental crises.

6. Recall the four kinds of people Alyssa has found after the crisis. Is her evaluation correct, in your opinion? Why or why not? To which will you belong? How did Alyssa, Garrett, and Kelton cope after their horrifying experience? How long do you think it will take before they can fully recover? Create a checklist of things people can do to help in their recovery from an ecological crisis.

CHAPTER 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provided the summary of the paper and its process as well as the findings of the analysis done. The conclusions and recommendations after the study were also explained in relation to the analysis.

Summary of the Study

In essence, this study explored and analyzed the social, cultural, political, and ecological phenomena in the selected young adult dystopian novels namely *The Hunger Games* by Suzanne Collins, *Divergent* by Veronica Roth, *Legend* by Marie Lu, *Uglies* by Scott Westerfeld, and *Dry* by Neal Shusterman and Jarrod Shusterman. The concepts in Theodor Adorno's *Negative Dialectics*, Hannah Arendt's *Totalitarianism*, Antonio Gramsci's notions in *Culture and Marxism*, and Gred Garrard's *Ecocriticism* were utilized in understanding what dystopia in the selected novels is.

Specifically, the study sought to enlighten readers on the meaning and patterns the selected dystopian texts reveal through an understanding of the (a) societal state and awareness, (b) culture and influence, (c) human behavior and relationships, and (d) environmental problems and solutions in the novels. The pedagogical implications of the study also showed how teachers can facilitate teaching the novels through instructional materials. The instructional material contained questions related to the novels leaders can answer before reading the text, while reading the text and after reading the text. The

questions were created in alignment with selected objectives from the Grade 10 English K-12 curriculum and the revised Bloom's taxonomy.

The descriptive-analytical method was used to explore how the dystopian elements and concepts in the novels are connected to the chosen theories. The study followed five phases. The first phase involved creation of criteria for the selection of novels in the study. The second phase followed the selection of texts using the set criteria. Thirdly, the analysis and interpretation of selected novels were done. The creation of the instructional material for each novel followed. Lastly, the instructional material was validated by selected teachers using the created checklist.

Summary of Findings

The study shed light to the following findings:

1. The authors present similar concepts of dystopia, but *Dry* features similarities to the current world setting. *The Hunger Games*, *Divergent*, *Legend*, and *Uglies* all portray a distorted version of reality.
2. The analysis of the features of dystopia in the selected novels all highlight the varied impact of political conditions in society. Most novels prove that a totalitarian society uses terror, intimidation, and manipulation to control people. These are common in dystopian literature where people are scared to change their status in fear of retaliation and punishment from authorities.

Moreover, the novels portray the lengths the people in power will go through in order to stay in control. The examination of the harsh rule over the citizens in the novels

also show how the government justify their actions by manipulating the people into believing that their current unchanging state means there is order, and the strict imposition of rules is for the people's benefit. People see no choice but to follow since they consider the authorities above them. However, this is also how the power play always favors the dominant body.

3. *The Hunger Games*, *Divergent*, *Legend*, and *Uglies* portray how the government has a certain hold on the citizens, freezing them into ceasing their rights as humans. It is revealed how either the government or the dominant body controls their employment, population, status, lives, or even their mental constitution.
4. *Dry* reveals the extreme measures people will take in the face of a crisis. Its dystopian features illustrate the clash of values in the ordinary world.
5. The features of dystopia in the novels also reveal that oppression, unequal treatment, social division, and injustice characterize the selected young adult dystopian novels. The unequal treatment stems from the wide gap among the social classes. There are different labels for the division in social class in the novels, but it is apparent that there are privileged and underprivileged citizens in *The Hunger Games*, *Divergent*, *Legend*, and *Uglies*. In *Dry*, injustice happens no matter the social class making it flexible.
6. The exploration of the society in the narratives has revealed that acts of oppression and unfair treatment are normalized in most of the novels' society causing injustices to be rampant. A common feeling of the underprivileged in *The Hunger*

- Games*, *Divergent*, *Uglies*, and *Legend* is the yearning for freedom, but being unable and afraid to change the status quo. In *Dry*, people are longing for authority to solve injustices.
7. The culture in the dystopian novels reflects the set beliefs and values propagated in society. In *The Hunger Games*, the games were used to instill a culture of fear. The test and choosing of factions in *Divergent*, on the other hand, influence the people in the novel. Thirdly, *Legend* portrays the influence of the military. Next, *Uglies* normalizes a certain perception of beauty. Lastly, *Dry* shows the significance of survival and life skills especially in times of crisis.
 8. In the human behavior and relationships portrayed in the novels, most protagonists struggle to see how they can change the current system in society. The narratives revealed reigns of terror where people are expected and required to conform not only to belong but be allowed to live in society. The authors portrayed how the characters have been influenced by the important sectors of society such as media, education, and government, making them just accept the system and their fates. The changes in the characters were all gradual because their sense of belongingness depends on just following what is convenient.
 9. The analysis has also unveiled how human advancement competes with ecological or environmental conditions. People fail to see how their actions affect the environment and how resources may become scarce over time because of ecological

abuse and indifference to disasters. It is also apparent how critical sectors like media and government help in reducing the chances of scarcity and environmental issues or affect the supply and demand of resources.

10. Lastly, the analysis of the critical issues and concepts using Adorno's Negative Dialectics, Arendt's Totalitarianism, Gramsci's Culture and Marxism, and Garrard's Ecocriticism led to the development of instructional materials for each novel. The understanding of its implication to teaching literature has shown the need to facilitate learners' understanding of critical issues such as those mentioned in the current study's findings. The questions about the general meaning in selected texts give learners opportunities to create their own learning and connect more with critical issues in society.

Conclusion

Based on the findings, the following major conclusions were drawn:

1. Dystopian society is not limited to chaos in an alternative world, but also the portrayal of the situation of the present society in the future.
2. The selected dystopian novels evidently touch on different critical issues in politics, society, culture, and environment, but with portrayals through different circumstances.
3. The selected novels' different settings provide evidence that what may cause the chaos and destruction in the world are seen differently by people.

4. The selected novels effectively portrayed how oppression, injustice, ecological issues, and government control influence people's mindset and the system in society.
5. Through their experiences, the characters are showing signs of complete awareness of the oppression and control of the governing body and the possibility of an organized rebellion.
6. Portrayed issues related to government, culture, and environment in the selected novels are critical for learners to think and discuss because information about them is easily accessed in modern times.
7. There are issues evident in the novels that need to be addressed, especially with young readers since they are complicated for instance, the government system, laws and justice system, and media influence.
8. The novels, with considerable pacing and action, voice clear messages that may entice readers, especially young adults.
9. The novels, being in the perspective of teenagers, give young adults and even older readers a point of discussion when it comes to views on critical concepts and issues in politics, culture, society, and environment.
10. Since the novels are long, multiple issues can be tackled and given importance or selected issues can be emphasized depending on the needs of learners.
11. This study affirms that discussion of novels through asking questions may enable learners to construct their own understanding while being guided.

12. Lastly, the accommodation of different insights in the selected dystopian novels can be used in the classroom to tackle critical issues through the created instructional materials.

Recommendations

In light of the conclusions drawn, the following are recommended:

1. Curriculum Possibilities

- a. Include a discussion of young adult dystopian novels in the course offering in Grade 10 or higher levels. Include an analysis of critical issues in the content of discussion.
- b. Incorporate the use of different digital platforms in teaching practices/strategies related to the discussion of the texts in order to allow learners to gather information on their own.
- c. Consider a comparison of dystopian texts in the class to generate more critical thinking and more venue to raise concerns in society.
- d. Ensure learners validate answers with the facilitator or discuss with classmates to provide an analysis of arguments from different perspectives.
- e. Utilize instructional materials made in teaching the selected young adult dystopian novels.

2. Literary Research Possibilities

- a. Continue analyzing critical topics in dystopian novels to validate how these novels tackle similar critical issues in government, society, and environment.
- b. Compare findings in selected young adult dystopian novels with dystopian short stories or other literary formats.
- c. Conduct further studies on the character development or coming of age phenomenon of protagonists in dystopian novels facing different social, political, and environmental issues.
- d. Conduct similar study, but using adult dystopian novels to compare and contrast perspectives of differently aged characters and to explore similarities with the decisions of young and adult learners.
- e. Conduct similar study, but using other theories such as Cultural Materialism, Feminism, Psychological theory, and other sociological theories among others.

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APPENDICES

Appendix A

Full Instructional material with Related Objectives

THE HUNGER GAMES BY SUZANNE COLLINS

Pre-Reading

Questions	Objective
1. From which province did you originally come from? What are the specialties or commodities (may include food, scenery, activities) unique to that place?	- Remembering (information retrieval) - Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) - Relate the events in the story with real world situations (Critical thinking)
2. Which certain commodities or specialties (may include food, scenery, activities) are familiar to you from around the world? Have you tried them? Are you willing to travel to try them? Why or why not?	- Remembering (information retrieval) - Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) - Relate the events in the story with real world situations (Critical thinking)
3. Research on the specialty/commodity unique to the place you are currently living in. Look for articles or videos describing them. What if society is suddenly divided based on the specialty or skill a place can offer, will you be able to adapt easily? Why or why not? 4. Is it fair to be viewed based only on what your community can offer? Why or why not? 5. What will happen if society is organized that way?	- Understanding (meaning construction) - Analyzing (concept breakdown and inter-relation) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)

6. If you hear the words “May the odds be ever in your favor.”, where do you think it is applied?	- Analyzing (concept breakdown and inter-relation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) (Through follow-up) Recall the important events in the novel
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While reading

Questions	Objective
1. In which social class (lower, middle, upper) do you think Katniss, the protagonist, belongs to base on her description in Chapter 1? Why?	- Remembering (information retrieval) - Understanding (meaning construction) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Recall the important events in the novel
2. How are the workers portrayed in the novel in Chapters 1, 2, 4, and 15? Is there an equivalent situation of workers in today’s time as the portrayal of workers in the text? Look for images of real-life scenarios that illustrate your idea and explain.	- Understanding (meaning construction) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking) - Enumerate and describe the social, political, economic, or environmental issues present in the story
3. How does Katniss’s quote “ <i>District Twelve. Where you can starve to death in safety.</i> ” (Chapter 1, p. 5) manifest the reality of the social condition in the districts? Why did she say this?	- Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Explain how the characters’ actions form the plot of the story
4. How does the Hunger Games step on their rights as human beings? How does the Capitol justify this event?	Evaluating (judgment creation)

Read closely in the details pertaining to the Hunger Games in each chapter.	● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
5. Recall or research instances where human rights were violated on certain instances locally and abroad. How are they related to the events in the novel?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
6. How does the government control the citizens? How do the people react to the overall imposition of rules set by the government? (Look for details in the reaping, the actual games, normal days)	● Remembering (information retrieval) ● Understanding (meaning construction) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Recall the important events in the novel
7. Recall what Katniss has done during the reaping in Chapter 2. What does it symbolize? 8. If you were Katniss, would you also volunteer for your sibling? Why or why not? What if the tribute is not related to you? (Let learners react to the validity of their argument)	● Remembering (information retrieval) ● Understanding (meaning construction) ● Applying (procedure implementation) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
9. Why was Gale's anger toward Madge misdirected in Chapter 1? Would you	● Analyzing (concept breakdown and interrelation)

feel the same if you were in his situation?	● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Interpret the actions done by the characters ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
10. What disease did Katniss's mother have as mentioned in Chapter 3? How did it affect their lives? (After answering) - What stigma do we still have for people with mental health issues?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story
11. What is the difference between the treatment of officials in District 12 and other districts as revealed with Katniss's conversations with Rue in Chapters 15 and 16? What impact does it have on Katniss and other people?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Recall the important events in the novel
12. Why is Haymitch's only advice to Katniss and Peeta to stay alive in Chapter 4? Is this sound advice? How does it reflect the reality of their situation? What would you have advised them if you were Haymitch?	● Understanding (meaning construction) ● Evaluating (judgment creation) ● Creating (original product creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
13. Which skills helped Katniss in the game of survival? Peeta?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation)

14. In reality, which skills do you think are essential to survive? Look for survival reality shows and analyze the skills which should be shown by the contestants. How is this related to the text?	● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
15. Why is the Hunger Games considered a show of power by the Capitol? (From the reaping to the VIP treatment of tributes, to the game mechanics, and mutts to name a few)	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Enumerate and describe the social, political, economic, or environmental issues present in the story
16. What brings a feeling of doom and helplessness to the people in the districts?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Enumerate and describe the social, political, economic, or environmental issues present in the story
17. Why was Katniss's stint with the berries a big deal? How does it affect her	● Understanding (meaning construction)

life afterwards? Is the evaluation that it can spark a rebellion a sound argument?	- Analyzing (concept breakdown and interrelation) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) - Explain how the characters' actions form the plot of the story - Interpret the actions done by the characters
18. What does President Snow's character symbolize? Why was he depicted as a small, thin man?	- Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Explain how the characters' actions form the plot of the story - Interpret the actions done by the characters

Post Reading

Questions	Objective
1. After reading, if you hear the words "May the odds be ever in your favor.", where do you think is it applied? Where can it be applied in today's time?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Recall the important events in the novel - Relate the events in the story with real world situations (Critical thinking)
2. Is Katniss a good or bad person? Why? Enumerate the characteristics that justify your answer.	- Evaluating (judgment creation) - React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) - Recall the important events in the novel

	● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
3. How does Peeta's character help in Katniss's development?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
4. What does Rue and Prim represent in the novel? Why does Katniss feel the need to protect them?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
5. Recall the system of the Hunger Games. What could Katniss have done to help her and Peeta survive the games? Was the stint with the berries justified?	● Remembering (information retrieval) ● Analyzing (concept breakdown and interrelation) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
6. What can Katniss do to appease President Snow? Formulate a strategy plan and arguments that may help Katniss.	● Applying (procedure implementation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>)

	● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
7. Why were the other tributes considered to have an edge among others? How does this affect the games? 8. Does this happen in real life? Enumerate other issues in real life that could have influenced the text.	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story
9. Is Effie, Cinna, and the other stylists also as guilty as President Snow and the other authorities? Why or why not?	● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
10. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Relate the events in the story with real world situations (Critical thinking)

	• Enumerate and describe the social, political, economical, or environmental issues present in the story • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
11. What strategies does the government use to make people obey and follow? What effects do these have with them?	• Remembering (information retrieval) • Understanding (meaning construction) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Enumerate and describe the social, political, economical, or environmental issues present in the story
12. How does the novel portray the reality of conflict in society? How can it be best resolved?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economical, or environmental issues present in the story
13. Watch videos about good governance. How opposite is its explanation to the state of governance in the novel? What plan will you generate to effectively maximize the skills of your people?	• Applying (procedure implementation) • Evaluating (judgment creation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>)

	● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
14. How do the laws affect the way of living of people in the novel? Search for unusual laws in the Philippines and in different countries, then create a checklist of things to consider when creating laws.	● Analyzing (concept breakdown and interrelation) ● Creating (original product creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economical, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. Do you consider The Hunger Games an exaggeration of real events in society? Why or why not? Research on the life of Suzanne Collins and the events surrounding the process of writing the novel. Are they related?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	• Relate the events in the story with real world situations (Critical thinking) • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
16. Is there a possibility of something similar to The Hunger Games happening in the future? Why or why not? Is there something similar happening in the present?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Recall the important events in the novel • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economical, or environmental issues present in the story
17. How does the novel help in understanding the effects of oppression, injustice, and greed for power? Discuss the pros and cons of such portrayal.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economical, or environmental issues present in the story
18. Recall the information given by the Capitol to the people in Panem. How will they evaluate the validity of the	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation)

data given? What criteria will you use to assess information you see or hear in different platforms of media (broadcast, social, online)? Create an example.	● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story
19. How effective was the propaganda used by the Capitol to make those in the districts obey? How does it affect people's way of thinking? Pretend you are the class president, create your own propaganda that will positively create an atmosphere of obedience and order in the classroom.	● Evaluating (judgment creation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story

DIVERGENT BY VERONICA ROTH

Pre-Reading

Questions	Objective
1. Which value (brave, selfless, smart, kind, honest) can you most associate with yourself? Why? Which would you want to improve on more?	- Remembering (information retrieval) - Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking)
2. Can you recall famous personalities who can be associated with the given values? Why?	- Remembering (information retrieval) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking)
3. Research on the values different countries take pride in. Start with the Philippines. Look for articles or videos describing them. What if society is suddenly divided based on different values, will you be able to adapt easily? Why or why not? 4. Is it fair to be assessed based only on what value your community can offer? Why or why not? 5. What will happen if society is organized that way?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)
6. How many fears do you have? How would you feel if overcoming your fears is the only way you would be accepted in the community?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) (Through follow-up) Recall the important events in the novel

While reading

Questions	Objective
1. Why does Tris want to leave Abnegation in Chapters 1-5? What can her choice to leave symbolize?	- Remembering (information retrieval) - Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (EN10RC-IVf-2.12) - Recall the important events in the novel
2. How are the members of the Abnegation portrayed in the novel? Are there people you know or familiar with that fit their description? Look for images of real-life scenarios that illustrate your idea and explain.	- Understanding (meaning construction) - Synthesize essential information about a chosen issue (EN10SS-IVc-1.8) - Use appropriate multimedia resources that accompany language (EN10OL-IVg3.10) - Relate the events in the story with real world situations (Critical thinking) - Enumerate and describe the social, political, economic, or environmental issues present in the story
3. How does Tris's statement " <i>Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them. (Chapter 1, p. 9)</i> " manifest the reality of the social condition in the novel? Why did she say this?	- Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (EN10RC-IVf-2.12) - Explain how the characters' actions form the plot of the story
4. How does the test narrated in Chapters 2-3 give Tris and the others an idea on the faction they belong to? How accurate is it? How do they advocate it for	- Remembering (information retrieval) - Understanding (meaning construction)

its help to maintain order in the society?	• Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Recall the important events in the novel
5. Recall or research on the purposes of aptitude or standardized tests locally and abroad. How do they help learners? How is it related to the tests in the novel?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story
6. How do they maintain the division of society through factions? What function does each have in the community as mentioned in Chapter 5? Were they all content with the status quo? Why or why not?	• Remembering (information retrieval) • Understanding (meaning construction) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Recall the important events in the novel
7. Recall what Tris has chosen in the ceremony and the results of her aptitude test. Is there a discrepancy? What does it symbolize? 8. If you were Tris, which faction would you choose? Why? How would you react to being Divergent? (Let learners react to the validity of their argument)	• Remembering (information retrieval) • Understanding (meaning construction) • Applying (procedure implementation) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

9. What do they see the change of faction as a symbol of? What does it mean in relation to choices?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
10. Why did Tori warn Tris about being divergent in Chapter 3? Why is being divergent considered dangerous?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story
11. If there is order in society through factions, then why are there factionless? How are factionless related to the real-world setting?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Recall the important events in the novel
12. Why have there been attacks on Abnegation and its leader's competence? What do you think the Erudite wish to achieve with the aggression they are releasing?	● Understanding (meaning construction) ● Evaluating (judgment creation) ● Creating (original product creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking)

	● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
13. What does the hopping in the train signify in <i>Dauntless</i> as mentioned in Chapters 1 and 6? Why does failing it result in being factionless? What do you think will be the other initiation activities for Tris and the others? 14. Why are initiation rites significant in different organizations or communities? Research on different kinds of initiation rites or rites of passage and enumerate them.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
15. How does the structure of the Dauntless quarters reflect the value of the group? In reality, does the structure of a place or a community also reflect the people who live in it?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking)
16. How did the initiates take Eric's announcement regarding the initiation process in Chapter 7? How does Eric seem as a leader? How does he handle protestations? How would you handle a leader like Eric in real life?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>)

	● Recall the important events in the novel ● Enumerate and describe the social, political, economic, or environmental issues present in the story
17. How does the threat of being factionless affect the initiates? How was the dynamics among the initiates? Is there a play of power going on? Why or why not?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
18. Does the initiation process Tris and the others go through prove their worth in being Dauntless? Why or why not?	● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
19. Why does Caleb not believe Tris's assessment about the Erudites in Chapter 28? Do you think her assessment of the situation warrants the same alarm she is showing? Why or why not? How did Caleb change his mind after? 20. How does the Erudite make others believe their point and ideals? How did it result in the violence and oppression after?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story

	• Interpret the actions done by the characters
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Post Reading

Questions	Objective
1. After reading, how would you feel if overcoming your fears is the only way you will be accepted in the community? Are there instances in reality that also reflect this idea?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel • Relate the events in the story with real world situations (Critical thinking)
2. How different is the leadership between Eric and Four? How does this difference affect the initiates? Create a list of qualities you look for in a leader. Justify your answer.	• Evaluating (judgment creation) • Creating (original product creation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Recall the important events in the novel • Interpret the actions done by the characters • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text • Enumerate and describe the social, political, economic, or environmental issues present in the story

3. How does Four's character help in Tris's development?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
4. What does Al and Peter represent in the novel? Were they a product of the situation they are put in or are their choice of actions something innate already?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
5. Recall the system of Dauntless initiation. Were the actions of each initiate justified? Why or why not?	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
6. After reading, is the initiation process of Dauntless a fair assessment of bravery? Create a plan on how the initiation process should have gone.	• Applying (procedure implementation) • Creating (original product creation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

	• Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
7. Do the Dauntless born initiates have an edge over non-Dauntless born initiates like Tris? How does this affect the initiation process? 8. Does this happen in real life? Enumerate other issues in real life that could have influenced the text.	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
9. Does having lesser fear mean you are better than the others? How were fears used in the novel to measure the characters' capability?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
10. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Relate the events in the story with real world situations (Critical thinking)

	• Enumerate and describe the social, political, economic, or environmental issues present in the story • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
11. What strategies did Jeanine use to make people obey and follow? How did she use her intelligence to assert her control? Why was she called a coward by Tris and Four?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story
12. How does the novel portray the reality of conflict in society? How can it be best resolved?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
13. Watch videos about good leadership. How opposite is its explanation to the state of leadership in the novel? What plan will you generate to effectively guide others toward a goal? Create a brochure of information about good leadership. Compare it with your initial answer about leadership.	• Applying (procedure implementation) • Evaluating (judgment creation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>)

	● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
14. How does the division in society and the laws of each faction affect the way of living of the people in the novel? Search for consideration in creating laws in the Philippines and in different countries, then create a checklist of the benefits and advantages good laws should have.	● Analyzing (concept breakdown and interrelation) ● Creating (original product creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. Do you consider the events in Divergent an exaggeration of real events in society? Why or why not? Research on the life of Veronica Roth and the events surrounding the process of writing the novel. Are they related?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	• Relate the events in the story with real world situations (Critical thinking) • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
16. Is there a possibility of something similar to the development of fear simulations happening in the future? Why or why not? Is there something similar happening in the present?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Recall the important events in the novel • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
17. How does the novel help in understanding the effects of oppression, injustice, and greed for power? Discuss the pros and cons of such portrayal.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
18. Recall the information given by Marcus to the people during the choosing ceremony. How does it contradict	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation)

Tris's assessment of their situation regarding the gates the Dauntless is guarding? Why are people not questioning the state of things around them? What criteria will you use to assess information you see or hear in different platforms of media (broadcast, social, online)? Create an example.	● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
19. Was the war against Abnegation really the answer towards better governance in the novel? What could have been done to negotiate positions of power?	● Understanding (meaning construction) ● Applying (procedure implementation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
20. In your opinion, which character exemplifies real bravery in the novel? Why? Enumerate ways you think one can exemplify bravery in today's time.	● Evaluating (judgment creation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>)

	• React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
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LEGEND BY MARIE LU

Pre-Reading

Questions	Objective
1. Do you believe in the saying “Grades are just numbers”? Why or why not?	- Remembering (information retrieval) - Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking)
2. Can you recall famous personalities who still achieved success despite making numerous mistakes? Who are they? Search for some examples. Have they ever thought of giving up? Why or why not?	- Remembering (information retrieval) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>)
3. What if society is suddenly divided based on your ratings on an assessment? What will be your reaction? 4. Is it fair to be assessed based only on your scores? Why or why not? 5. What will happen if society is organized that way?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)
6. What will you do if you learn that the people you follow were supposedly causing hardship for others?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) (Through follow-up) Recall the important events in the novel

While reading

Questions	Objective
1. Why was Day considered the most wanted criminal as mentioned? How different is it from being the most dangerous?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel
2. How are the members of the poor sector portrayed in the novel? Are there similarities with real life scenarios? Look for images of real-life scenarios that illustrate your idea and explain.	● Understanding (meaning construction) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
3. How does Day's statement "<i>It's almost always the slum-sector kids who fail. If you're in this unlucky category, the Republic sends officials to your family's home.</i>" (p. 14) manifest the reality of the social condition in the novel? Why did he say this?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story
4. How does the test give the officials an idea on the future of those who undergo the Trial? How accurate is it? How do they advocate it for its help to maintain order in the society?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>)

	● Recall the important events in the novel
5. Recall or research on the purposes of standardized tests locally and abroad. How do they help learners? How is it related to the tests in the novel?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
6. How do they maintain the division of society between the rich and poor sectors? What function does each have in the community? Were they all content with the status quo? Why or why not?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel
7. Recall the result of Day's Trial and his current status. Is there a discrepancy? What does it symbolize? 8. If you were Day, would you have done the same in order to protect your family if you were at the same age? Why? How would you react to being called a criminal? (Let learners react to the validity of their argument)	● Remembering (information retrieval) ● Understanding (meaning construction) ● Applying (procedure implementation) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

9. What could the new symbol on the door of Day's house mean? Why were there soldiers involved in the plague inspection? What does it mean about their movements?	- Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking) - Enumerate and describe the social, political, economic, or environmental issues present in the story
10. How different is Day from June? What do their status symbolize?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - Recall the important events in the novel - Explain how the characters' actions form the plot of the story
11. How is the contrast between Day and June related to the real-world setting?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) - Recall the important events in the novel
12. Why is there a heavy visibility of military authorities in the text? How limited are the movements of civilians in the text? Research for similar instances locally and abroad and explain.	- Understanding (meaning construction) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking) - Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

	● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
13. How effective are the measures of the authorities against the plague? How does it affect the people, especially those in the poor sector? 14. What are the proper ways in controlling an outbreak of a disease? Which similar incident did we experience? Research on different ways to handle an outbreak and enumerate them.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
15. How close are Metias and June? Is hunting Day as her reaction to Metias's death justifiable? Why or why not?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents ● Interpret the actions done by the characters
16. Who is Tess in Day's life? How do they help each other? Is there someone in your life who does the same for you or you would do the same too? Who is it and why? How can you compare it to Thomas and June's relationship?	● Applying (procedure implementation) ● Analyzing (concept breakdown and interrelation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>)

	● Relate the events in the story with real world situations (Critical thinking)
17. How does Commander Jameson seem as a leader? Do you think her reaction is normal as part of the military? How would you handle a leader like her in real life?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel ● Enumerate and describe the social, political, economic, or environmental issues present in the story
18. How does Day's life as a criminal affect his family? How did Day handle his capture and June's betrayal?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
19. How did June handle her discovery of the truth about the Trial and the plague? Would you have felt the same? 20. How do the authorities maintain their secret about the Trial and the plague? How did it affect June and Day?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>)

	● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
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Post Reading

Questions	Objectives
1. After reading, how would you feel if you learned that the people you follow were supposedly causing hardship for others? Are there instances in reality that also reflect this idea? How does this relate to the reality of influencers as well?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking)
2. Recall instances regarding the rules on the Elector Primo's portraits. What meaning does it portray in his leadership? Search for examples of humble leaders online. Create a list of characteristics that make them humble.	● Evaluating (judgment creation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel

	• Interpret the actions done by the characters • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text • Enumerate and describe the social, political, economic, or environmental issues present in the story
3. How does June and Day affect each other's development in the novel?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
4. What does Eden symbolize in the novel? Was Day's hesitation on Eden attending his Trial justifiable? Why or why not?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
5. Recall the system of June's education and training. Why was it different from their treatment of Day after his Trial? 6. Differentiate the way Metias's death and the death of Day's mother was handled. How does this reflect the differential treatment of people in each social class?	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters

7. Is this unfair treatment between the rich and the poor still apparent even in the modern times?	● Relate the events in the story with real world situations (Critical thinking)
8. After reading, is the Trial fair assessment of one's strength and intelligence? Create a plan on how the Trial could have been utilized to maintain order in society.	● Applying (procedure implementation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
9. Was Day given a fair trial? Why or why not? What due process should have been given? Does this happen in real life as well? Why? Research on the proper process during trials here in the Philippines and create an infographic.	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Creating (original product creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
10. How did the authorities plan to use the plague as a weapon? How does this affect the poor and their human rights? What could have gone wrong with this experiment? Research and list down the dangers of a biomass weapon.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	• React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
11. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
12. What strategies did the military use to make people obey and follow? How did they assert their control? How did the people react to this control?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story

13. How does the novel portray the reality of conflict in society? How can it be best resolved?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
14. Watch videos about good leadership. How opposite is its explanation to the state of leadership in the novel? What plan will you generate to effectively guide others toward a goal? Create a brochure of information about good leadership. Compare it with your ideas about the humble leaders.	● Applying (procedure implementation) ● Evaluating (judgment creation) ● Creating (original product creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. How does the division in society and the laws affect the way of living of the people in the novel? Search for consideration in creating laws in the Philippines and in different countries, then	● Analyzing (concept breakdown and interrelation) ● Creating (original product creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>)

create a checklist of the benefits and advantages good laws should have.	● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
16. Do you consider the events in Legend an exaggeration of real events in society? Why or why not? Research on the life of Marie Lu and the events surrounding the process of writing the novel. Are they related?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
17. Is there a possibility of something similar to the development of biomass weapons and the Trial process happening in the future? Why or why not? Is there something similar happening in the present?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking)

	• Enumerate and describe the social, political, economic, or environmental issues present in the story
18. How does the novel help in understanding the effects of oppression, injustice, and greed for power? Discuss the pros and cons of such portrayal.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
19. Recall the information given to people about the Trial. How does it contradict June's discovery and what happened to Day? Why are people not questioning the state of things around them? What criteria will you use to assess information you see or hear in different platforms of media (broadcast, social, online)? Create an example.	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
20. Was the war against the Colonies really the answer towards better governance in the novel? What could have	• Understanding (meaning construction) • Applying (procedure implementation)

been done to negotiate positions of power? 21. Discuss how complicated relations and negotiations are during wars and conflicts. How do you handle conflicts in real life? How should one handle conflicts generally?	● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
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Uglies by Scott Westerfeld

Pre-Reading

Questions	Objective
1. Do you believe in the saying “Beauty is in the eye of the beholder”? Why or why not?	- Remembering (information retrieval) - Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking)
2. Who are the personalities you consider pretty? Search for some examples. Why do you consider them pretty?	- Remembering (information retrieval) - Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>)
3. What if society is suddenly divided based on looks? What will be your reaction? 4. Is it fair to get different treatment depending on how you look? Why or why not? 5. What will happen if society is organized that way?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)
6. What would you do if you were required to undergo several surgeries (including plastic surgery) in order to get better opportunities in life?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	• (Through follow-up) Recall the important events in the novel
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While reading

Questions	Objective
1. Why was Tally sneaking into Pretty Town? Why was she not allowed there? What makes her say that she is nothing there?	• Remembering (information retrieval) • Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel
2. How are the pretties portrayed in the novel? Are there similarities with real life scenarios? Look for real life scenarios that illustrate your idea and explain.	• Understanding (meaning construction) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story
3. How does Tally's statement " <i>Of course, Peris could sleep as late as he wanted now. Just one of the advantages of being pretty.</i> " (5) manifest the reality of the social condition in the novel? Why did she say this?	• Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Explain how the characters' actions form the plot of the story
4. How close are Tally and Perry? Is Perry's reaction to seeing Tally normal? Why or why not?	• Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	Recall the important events in the novel 5. Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents 6. Interpret the actions done by the characters
7. How did Tally and Shay form a bond? What do they do together and talk about? Were they excited to turn into a pretty? Why or why not?	- Remembering (information retrieval) - Understanding (meaning construction) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - Recall the important events in the novel - Explain how the characters' actions form the plot of the story
8. How does the interface ring make citizens like Tally anticipate being a pretty? How enticing is it? How do they advocate it for its help to maintain order in the society?	- Remembering (information retrieval) - Understanding (meaning construction) - Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) - React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) - Recall the important events in the novel
9. Recall or research on the purposes of cosmetic and plastic surgery. Are they purely for aesthetic purposes? How is it related to the transition to be pretty in the novel?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) - Enumerate and describe the social, political, economic, or environmental issues present in the story
10. How do they maintain the division of society through the pretties and the	- Remembering (information retrieval) - Understanding (meaning construction)

uglies? What function does each have in the community? Were they all content with the status quo? Why or why not?	● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel
11. Recall Shay's take on being pretty. How does it differ from Tally? What does it symbolize? 12. If you were Shay, would you have reacted the same when their physical features were the topic? Why? How would you react to their perception of being an ugly and being a pretty? (Let learners react to the validity of their argument)	● Remembering (information retrieval) ● Understanding (meaning construction) ● Applying (procedure implementation) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
13. What was the allure of being outside the community for both Shay and Tally? What does it indicate about their freedom?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
14. What did Shay convince Tally to do? What was Tally's reaction? Would you have done or reacted the same?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>)

	● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. How is the contrast between a pretty and an ugly related to the real-world setting?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Recall the important events in the novel
16. Who are the Rusties? What do they signify in society in the novel? Research for instances when traditional or common structures are considered artifacts now because of technological advancement and explain.	● Understanding (meaning construction) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
17. What is the situation of the uglies in the novel? How does it affect their treatment of each other? Why do they have to make their last days as an ugly remarkable?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation)

18. How would you make your last days as a junior high school remarkable, but within safe conditions? List down ways and tips you can give to yourself about your last year in being a junior high school learner.	● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
19. Who is David in Shay's life? How did she change her views after meeting him? Is there someone in your life who has also changed your outlook on things? Who is it and how?	● Applying (procedure implementation) ● Analyzing (concept breakdown and interrelation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Relate the events in the story with real world situations (Critical thinking)
20. Why are the Specials considered a mystery to the people? How did Tally perceive Dr. Cable upon meeting her? How would you handle a person like that?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel ● Enumerate and describe the social, political, economic, or environmental issues present in the story

21. How does Dr.Cable’s blackmail affect Tally? Would you have the same reaction if you were her? Why or why not?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters’ actions form the plot of the story • Interpret the actions done by the characters • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
22. How did Tally handle her discovery of the truth about being a pretty? Would you have felt the same? 23. How do the authorities maintain their secret about the surgeries to be a pretty? How did it affect people like Shay and Tally?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Recall the important events in the novel • Explain how the characters’ actions form the plot of the story • Interpret the actions done by the characters

Post Reading

Questions	Objective
1. After reading, what would you do if you were required to undergo several surgeries (including plastic surgery) in order to get better opportunities in life?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation)

Are there instances in reality that also reflect this idea? Explain.	● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking)
2. What were the rules of their community that Dr. Cable has mentioned? Recall and search for examples of common community rules and maintaining order in the community. Create a list of rules and reminders that apply to your community as well.	● Evaluating (judgment creation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel ● Interpret the actions done by the characters ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economical, or environmental issues present in the story
3. How does David and Tally affect each other's development in the novel?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters

4. What do the Smokies hideout symbolize in the novel? Was Tally's initial reaction to getting there justifiable? Why or why not? 5. How is the system in the rebel's lair different from that in the Uglyville and Pretty town? Which is better? Could there be a meeting of the two?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Recall the important events in the novel - Explain how the characters' actions form the plot of the story - Interpret the actions done by the characters
6. Recall the system of Dr. Cable convincing Tally to be a spy for them. Why did she resort to blackmailing her? 7. How does this method signify the differential treatment of people in each social class? Is this unfair treatment still apparent even in the modern times?	- Remembering (information retrieval) - Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation) - Explain how the characters' actions form the plot of the story - Interpret the actions done by the characters - Relate the events in the story with real world situations (Critical thinking)
8. After reading, is undergoing the surgery worth doing to become pretty? Create a plan on how they could have created other ways to ensure equality and order in society through an infographic.	- Applying (procedure implementation) - Creating (original product creation) - Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) - Relate the events in the story with real world situations (Critical thinking) - Enumerate and describe the social, political, economic, or environmental issues present in the story - Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents - Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text

9. How did the authorities use the surgery to ensure order in society? How does this affect the citizens and their human rights? What could have gone wrong with this procedure? Research and list down the dangers of procedures done without informing the patients of its risks.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
10. Which events in the novel signify oppression and social injustice? Why? What actions will you take when you see a situation of oppression and injustice in real life? Research on organizations that help fight these social issues.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
11. What strategies did the Specials use to make people obey and follow? How did they assert their control? How did the people react to this control?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>)

	• Enumerate and describe the social, political, economic, or environmental issues present in the story
12. How does the novel portray the reality of conflict in society? How can it be best resolved?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economical, or environmental issues present in the story
13. Watch videos about good governance. How opposite is its explanation to the state of leadership in the novel? What plan will you generate to effectively guide others toward a goal? Create a brochure of information about good governance. Compare it with your ideas about the rules and reminders to maintain order in the community.	• Applying (procedure implementation) • Evaluating (judgment creation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
14. How does the division in society and the laws affect the way of living of the	• Analyzing (concept breakdown and interrelation)

people in the novel? Search for consideration in creating laws in the Philippines and in different countries, then create a checklist of the benefits and advantages good laws should have.	● Creating (original product creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. Do you consider the events in <i>Uglies</i> an exaggeration of real events in society? Why or why not? Research on the life of Scott Westerfeld and the events surrounding the process of writing the novel. Are they related?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
16. Is there a possibility of something similar to the development of control and vision of equality through surgeries or operations happening in the future? Why or why not? Is there something similar happening in the present?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>)

	● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story
17. How does the novel help in understanding the effects of oppression, injustice, and greed for power? Discuss the pros and cons of such portrayal.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
18. Recall the information given to Tally and the others about the procedure to become a pretty. How does it contradict Tally's discovery through David's parents? 19. Why are people not questioning the state of things around them? Which sectors in society affected this view of the people? What criteria will you use to assess information you see or hear in different platforms of media (broadcast, social, online)? Create an example.	● Remembering (information retrieval) ● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economical, or environmental issues present in the story

20. Was the raid in the lair of the rebels justifiable? What could have been done to negotiate differing views in society? Is diversity really the cause of war, conflict, and the almost fall of humanity?	• Understanding (meaning construction) • Applying (procedure implementation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
21. How are people's perception of beauty affected by what they hear and see around them? What could be done to control and raise people's awareness that not everything is always as it seems? 22. Is the reversal of the procedure's effect the only solution to raise people's awareness on the manipulation of their will? What other things can Tally and the others do? Create a strategic plan on the ways to raise people's awareness of social issues in today's time.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Applying (procedure implementation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story

DRY BY JARROD SHUSTERMAN AND NEAL SHUSTERMAN

Pre-Reading

Questions	Objective
1. How many cups of water do you think you drink per day? Do you think it is enough? How much water should a person drink every day? Why?	- Remembering (information retrieval) - Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking)
2. What is drought? What are its effects? Search for some places vulnerable to drought locally and abroad. What solutions can be made when drought happens?	- Remembering (information retrieval) - Understanding (meaning construction) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)
3. What if you suddenly hear that we are experiencing drought? What will be your reaction? 4. Do you think you are prepared should a water crisis happen? What should be done when that happens? 5. What will happen to a community or a country not prepared for a phenomenon such as a water crisis?	- Understanding (meaning construction) - Analyzing (concept breakdown and interrelation) - Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) - Relate the events in the story with real world situations (Critical thinking)
6. What would you do to survive a prolonged drought without immediate help from authorities?	- Analyzing (concept breakdown and interrelation) - Evaluating (judgment creation)

	• Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • (Through follow-up) Recall the important events in the novel
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While reading

Questions	Objective
1. Why was Alyssa's mom worried about the sounds their kitchen faucet makes? How is it related to the T.V. broadcast?	• Remembering (information retrieval) • Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel
2. How is the drought first portrayed in the novel? Are there similarities with real life scenarios? Look for real life scenarios that illustrate your idea and explain.	• Understanding (meaning construction) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economical, or environmental issues present in the story
3. How does Alyssa's statement " <i>You know how sometimes you don't realize how thirsty you are until you take that first sip? Well, suddenly I get that feeling just by looking in the refrigerator. It's the closest thing I've ever had to a premonition</i> " (p. 7) manifest the real-	• Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Explain how the characters' actions form the plot of the story

ity of the social and ecological condition in the novel? Why did she say this?	
4. How is the relationship of the people in the neighborhood at the beginning of the text? Compare it with their relationship as the novel ends. Are their reactions valid in the beginning? In the end?	● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Recall the important events in the novel ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents ● Interpret the actions done by the characters
5. How did Alyssa and Garrett react to the incident in the Costco grocery store? How did Uncle Basil help them? 6. In your opinion, is the incident an isolated case or is it a premonition to how the neighborhood will turn out as the TapOut continues? Why?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● Recall the important events in the novel ● Explain how the characters' actions form the plot of the story
7. How does the media help people in this water crisis? Are their announcements enough to keep order in the community or the country? Why or why not?	● Remembering (information retrieval) ● Understanding (meaning construction) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel
8. Recall or research on the purposes of broadcast media. How is their purpose related to the maintenance of order in the novel? Are they successful? Why or why not?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Evaluate literature as an instrument to express and resolve conflicts within,

	between, and among societies (<i>EN10LT-IVi-21</i>) Enumerate and describe the social, political, economic, or environmental issues present in the story
9. How is Alyssa's family coping with the drought? The people in the neighborhood? Do you think their preparations and precautions will be enough? Why or why not?	- Remembering (information retrieval) - Understanding (meaning construction) - Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) - Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) - React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) - Recall the important events in the novel
10. Recall Kelton's take on surviving the crisis. How does it differ from Alyssa? What does it symbolize? 11. If you were Alyssa, would you have reacted the same when Kelton mentions their preparation for the crises and the events in your neighborhood including your friends moving out? Why or why not?	- Remembering (information retrieval) - Understanding (meaning construction) - Applying (procedure implementation) - React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) - Explain how the characters' actions form the plot of the story - Interpret the actions done by the characters - Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
12. What was the allure of going to other places or moving out during a crisis, in this case, the TapOut? What does it indicate about their instinct for survival? Is it valid? Why or why not?	- Analyzing (concept breakdown and interrelation) - Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) - Relate the events in the story with real world situations (Critical thinking) - Enumerate and describe the social, political, economic, or environmental issues present in the story

13. Why did Mr. Burnside talk to Kelton's dad? Was it fair for him to ask for the request? Why or why not? What was his dad's reaction? Do you think Kelton's dad will change his mind?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
14. How is the contrast between the portrayal of the drought through media and the real scenario related to the real-world setting?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Recall the important events in the novel
15. What other effects did the TapOut bring to the people? What do they signify in society in the novel? Research for instances when droughts cause other worrying events as well and explain.	• Understanding (meaning construction) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Relate the events in the story with real world situations (Critical thinking) • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

	• Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
16. Was Garrett's reaction to his mistake with their water supply valid? Why or why not? How did Alyssa and her parents react? 17. How do you usually react when you make mistakes? List down ways and tips you can give to yourself related to your answer to the question.	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
18. How is the interaction between Kelton's mom and dad? What is his reaction to their opposing views? If you were Kelton, who would you side with? Why?	• Applying (procedure implementation) • Analyzing (concept breakdown and interrelation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Relate the events in the story with real world situations (Critical thinking)
19. How did Jacqui and Henry enter the lives of Alyssa and Kelton? How did they bring about different realizations for them?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>)

	• React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Recall the important events in the novel • Enumerate and describe the social, political, economic, or environmental issues present in the story
20. What effect did Brady's death bring into Kelton's family? Are the neighbors responsible for his death? Why or why not? What happened to Kelton and the others after?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
21. How did Alyssa and the others handle their discovery of Henry's terrible scheme? How did he manage to deceive others? Would you have felt the same? Why or why not?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters

22. What happened to Alyssa and the others when they encountered the bad guys in the small camper? How did it change them?	• Remembering (information retrieval) • Understanding (meaning construction) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story
23. How did Alyssa and the others survive in the end? Who helped them? Was the ending a plausible scenario during a crisis? Why or why not?	• Remembering (information retrieval) • Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

Post Reading

Questions	Objective
1. After reading, what would you do to survive a prolonged drought without immediate help from authorities? Are there instances in reality that also reflect this idea? Explain.	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel • Relate the events in the story with real world situations (Critical thinking)

2. What were the announcements and reminders that the media has released? Were they all reflective of the real situation? Why or why not? 3. How did people react to it? Were they effective? Recall and search for examples of media announcements significant to people's safety and welfare. Create a list of rules and reminders one should remember through the examples you have researched.	● Evaluating (judgment creation) ● Creating (original product creation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Recall the important events in the novel ● Interpret the actions done by the characters ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text ● Enumerate and describe the social, political, economical, or environmental issues present in the story
4. How does the government and media interact in the novel? How important are their roles especially in the TapOut?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story ● Interpret the actions done by the characters
5. What were the ways people did to get water? Recall the actions of different characters including the people outside Alyssa's neighborhood or nationally. Which of their actions are worth taking note of? Why?	● Understanding (meaning construction) ● Analyzing (concept breakdown and interrelation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Explain how the characters' actions form the plot of the story

	• Interpret the actions done by the characters
6. What does the Water Angel symbolize in the novel? Was Alyssa and the other's initial reaction to meeting her justifiable? Why or why not? 7. How is the system in the Water Angel's lair different from that in Alyssa's neighborhood? Which is better? Could that system last? Why or why not?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Recall the important events in the novel • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters
8. Recall the government's actions during the crisis. Aside from the announcements and reminders, what were their solutions to the chaos and panic in the country? 9. How do their actions signify their preparedness and willingness to take responsibility during a crisis such as the TapOut?? Is this reflection of government actions apparent even in modern times? Why or why not? 10. What should the government have done during the TapOut? Research on disaster preparedness plans of the local government and explain.	• Remembering (information retrieval) • Analyzing (concept breakdown and interrelation) • Applying (procedure implementation) • Creating (original product creation) • Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters • Relate the events in the story with real world situations (Critical thinking)

	• Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
11. After reading, what conclusion can you make about the people's reactions and actions during the TapOut crisis?	• Applying (procedure implementation) • Evaluating (judgment creation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
12. How different is the preparedness of Kelton's family to that of Alyssa and the others? Should people be that cautious as well? Why or why not? Research and list down ways people can prepare for a drought or water crisis through an infographic.	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Explain how the characters' actions form the plot of the story • Interpret the actions done by the characters • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
13. Which events in the novel signify lack of empathy and violence? Why? What	• Analyzing (concept breakdown and interrelation)

actions will you take when you see a situation of people taking advantage of others and violent actions in real life? Research on organizations that help fight these social issues.	• Evaluating (judgment creation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Use appropriate multimedia resources that accompany language (<i>EN10OL-IVg3.10</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
14. What strategies did Alyssa and the others use to survive? Are their actions logical? Why or why not? What could they have done?	• Understanding (meaning construction) • Analyzing (concept breakdown and interrelation) • Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
15. How does the novel portray the reality of conflict in society? How can it be best resolved?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) • Relate the events in the story with real world situations (Critical thinking)

	• Enumerate and describe the social, political, economical, or environmental issues present in the story
16. Watch videos about ecological or environmental crises. How is it related to the events portrayed in the novel? What plan will you generate to raise awareness about the issue? Create a brochure of information about the relation between humanity and advancement and ecological or environmental crises.	• Applying (procedure implementation) • Evaluating (judgment creation) • Creating (original product creation) • Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) • Relate the events in the story with real world situations (Critical thinking) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents
17. How was society divided during the TapOut? Is there still an obvious divide between the upper and lower class? Why or why not?	• Analyzing (concept breakdown and interrelation) • Evaluating (judgment creation) • Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) • Enumerate and describe the social, political, economic, or environmental issues present in the story • Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

18. Do you consider the events in <i>Dry</i> an exaggeration of real events in society? Why or why not? Research on the life of Neal Shusterman & Jarrod Shusterman and the events surrounding the process of writing the novel. Are they related?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Explain how a selection may be influenced by culture, history, environment, or other factors (<i>EN10LT-IVg-3</i>) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Use appropriate material such as research, articles, audio, and video clips that help clarify the meaning of the text
19. Is there a possibility of something similar to the prolonged drought happening in the future? Why or why not? Is there something similar happening in the present?	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Recall the important events in the novel ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
20. How does the novel help in understanding the relation of humanity to ecological crisis? Discuss the pros and cons of such portrayal.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Synthesize essential information about a chosen issue (<i>EN10SS-IVc-1.8</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>)

	● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
21. Recall the unexpected effects of the TapOut to the people in the novel. How did it change your perspective on the gravity of effects the TapOut can bring?	● Remembering (information retrieval) ● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● React to the falsity or soundness of an argument (<i>EN10LC-IVg-16.2</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
22. How does one's upbringing or environment relate to their perspective during the crisis? Explain it through Alyssa, Kelton, Jacqui, and Henry's characters in the novel.	● Understanding (meaning construction) ● Applying (procedure implementation) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Observe the language of research, campaigns, and advocacies (<i>EN10G-IVg-32</i>) ● Enumerate and describe the social, political, economic, or environmental issues present in the story ● Explain the appropriate actions for the scenarios or what could have been done in the issues the story presents

23. Recall the four kinds of people Alyssa has found after the crisis. Is her evaluation correct, in your opinion? Why or why not? To which will you belong? 24. How did Alyssa, Garrett, and Kelton cope after their horrifying experience? How long do you think will it take before they can fully recover? Create a checklist of things people can do to help in their recovery from an ecological crisis.	● Analyzing (concept breakdown and interrelation) ● Evaluating (judgment creation) ● Applying (procedure implementation) ● Creating (original product creation) ● Draw conclusions from the set of details (<i>EN10RC-IVf-2.12</i>) ● Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies (<i>EN10LT-IVi-21</i>) ● Relate the events in the story with real world situations (Critical thinking) ● Enumerate and describe the social, political, economic, or environmental issues present in the story
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Appendix B

Validation of Instructional materials

Validator 1



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Graduate Research Office

Academic Year 2022-2023



May 11, 2023

Dear Ms. De Jesus,

With your expertise, I, a graduate student from Philippine Normal University with the paper entitled "A Proposed Discussion Guide to Teach Dystopian Novels to Young Adults", am humbly asking for your help in validating my discussion guides. This discussion guide is created as a result of the analysis done in the selected young adult dystopian novels. The copy of the paper and the discussion guides can be found in [this pdf link](#) or this [Gdocs link](#). Kindly use the attached checklist in validating the discussion guides as a whole found in Chapter 3 (pp. 117-139). The discussion guide with corresponding objectives and related theories can be found in Appendix A (pp. 158-236). Kindly send a copy of your curriculum vitae along with this letter for my reference. Thank you very much.

I would truly appreciate your help in this matter.

Sincerely,

Diana O. Mape
Researcher

Noted by:

Prof. Ma. Concepcion Y. Raymundo
Thesis Adviser

A PROPOSED DISCUSSION GUIDE TO TEACH DYSTOPIAN NOVELS TO YOUNG ADULTS

Checklist for Discussion Guide

The discussion guide generally includes the following:

- ☐ / Overview of learning material/resource
- ☐ / General objectives aligned with K-12 Grade 10 Curriculum
- ☐ / Specific objectives
- ☐ / Pre-reading questions
- ☐ / While reading questions
- ☐ / Post-reading questions

The questions meet the following expectations:

- ☐ / Questions are aligned with the K-12 Grade 10 Curriculum Objectives
- ☐ / Questions are aligned with the specific objectives
- ☐ / Questions include pre-reading, while reading, and post-reading inquiries
- ☐ / Questions target low-level thinking questions to higher order thinking question based on the concepts of constructivism (learners creating their own knowledge) and the revised Bloom's taxonomy
 - ☐ / Remembering (information retrieval)
 - ☐ / Understanding (meaning construction)
 - ☐ / Applying (procedure implementation)
 - ☐ / Analyzing (concept breakdown and interrelation)
 - ☐ / Evaluating (judgment creation)
 - ☐ / Creating (original product creation)
- ☐ / Questions target learners to give answers that process the essential concepts that were analyzed in the study
- ☐ / Questions are appropriate for the comprehension level of Grade 10 learners
- ☐ / Questions are connected with the application of theories used in the analysis
- ☐ / Questions assist teachers in creating opportunities for learners to understand the narrative text
- ☐ / Questions create opportunities for learners to improve their comprehension and practice careful reading of the text
- ☐ / Questions allow learners to build their own knowledge and understanding of the text
- ☐ / Questions include opportunities for answers that stimulate learners' understanding of the real world

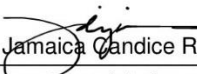
/ Questions allow learners to engage in conversations to help support their understanding of the text

 / Certain questions enable learners to compare information from the text to real life situations

 / Certain questions allow opportunities for learners to create a follow-up of their understanding through appropriate tasks

Comments and Suggestions:

All questions are level appropriate and are carefully formulated to match the concepts related to the literary theories employed in this study. The researcher was able to integrate and align them with the objectives and competencies based on the K-12 Grade 10 Curriculum, and the discussion itself triggers various levels of thinking. Good job, Ms. Diane, and congratulations!


Ms. Jamaica Candice R. De Jesus
 Signature over printed name of validator

Validator 2



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Graduate Research Office

Academic Year 2022-2023



May 11, 2023

Dear Ms. Guese,

With your expertise, I, a graduate student from Philippine Normal University with the paper entitled "A Proposed Discussion Guide to Teach Dystopian Novels to Young Adults", am humbly asking for your help in validating my discussion guides. This discussion guide is created as a result of the analysis done in the selected young adult dystopian novels. The copy of the paper and the discussion guides can be found in [this pdf link](#) or this [Gdocs link](#). Kindly use the attached checklist in validating the discussion guides as a whole found in Chapter 3 (pp. 117-139). The discussion guide with corresponding objectives and related theories can be found in Appendix A (pp. 158-236). Kindly send a copy of your curriculum vitae along with this letter for my reference. Thank you very much.

I would truly appreciate your help in this matter.

Sincerely,

Diana O. Mape
Researcher

Noted by:

Prof. Ma. Concepcion Y. Raymundo
Thesis Adviser

A PROPOSED DISCUSSION GUIDE TO TEACH DYSTOPIAN NOVELS TO YOUNG ADULTS

Checklist for Discussion Guide

The discussion guide generally includes the following:

- ☒ Overview of learning material/resource
- ☒ General objectives aligned with K-12 Grade 10 Curriculum
- ☒ Specific objectives
- ☒ Pre-reading questions
- ☒ While reading questions
- ☒ Post-reading questions

The questions meet the following expectations:

- ☒ Questions are aligned with the K-12 Grade 10 Curriculum Objectives
- ☒ Questions are aligned with the specific objectives
- ☒ Questions include pre-reading, while reading, and post-reading inquiries
- ☒ Questions target low-level thinking questions to higher order thinking question based on the concepts of constructivism (learners creating their own knowledge) and the revised Bloom's taxonomy
 - ☒ Remembering (information retrieval)
 - ☒ Understanding (meaning construction)
 - ☒ Applying (procedure implementation)
 - ☒ Analyzing (concept breakdown and interrelation)
 - ☒ Evaluating (judgment creation)
 - ☒ Creating (original product creation)
- ☒ Questions target learners to give answers that process the essential concepts that were analyzed in the study
- ☒ Questions are appropriate for the comprehension level of Grade 10 learners
- ☒ Questions are connected with the application of theories used in the analysis
- ☒ Questions assist teachers in creating opportunities for learners to understand the narrative text
- ☒ Questions create opportunities for learners to improve their comprehension and practice careful reading of the text
- ☒ Questions allow learners to build their own knowledge and understanding of the text
- ☒ Questions include opportunities for answers that stimulate learners' understanding of the real world

- ✓ Questions allow learners to engage in conversations to help support their understanding of the text
- ✓ Certain questions enable learners to compare information from the text to real life situations
- ✓ Certain questions allow opportunities for learners to create a follow-up of their understanding through appropriate tasks

Comments and Suggestions:

Overall, the discussion guides are clear, logical, and challenging. The questions are well-constructed and have clear target objectives aligned to the indicated competencies.

The questions also allow the learners to analyze in particular perspectives that highlight the concepts under the selected theories of this study. Clearly, there is an intentional integration to real-life situations and processing of values embedded in each text.


Bianca Camille Guese Clete

Signature over printed name of validator

Validator 3



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research
Graduate Research Office
 Academic Year 2022-2023



May 10, 2023

Dear Mr. Jazmines,

With your expertise, I, a graduate student from Philippine Normal University with the paper entitled "A Proposed Discussion Guide to Teach Dystopian Novels to Young Adults", am humbly asking for your help in validating my discussion guides. This discussion guide is created as a result of the analysis done in the selected young adult dystopian novels. The copy of the paper and the discussion guides can be found in [this pdf link](#) or this [Gdocs link](#). Kindly use the attached checklist in validating the discussion guides as a whole found in Chapter 3 (pp. 117-139). The discussion guide with corresponding objectives and related theories can be found in Appendix A (pp. 158-236). Kindly send a copy of your curriculum vitae along with this letter for my reference. Thank you very much.

I would truly appreciate your help in this matter.

Sincerely,

Diana O. Mape
Researcher

Noted by:

Prof. Ma. Concepcion Y. Raymundo
Thesis Adviser

A PROPOSED DISCUSSION GUIDE TO TEACH DYSTOPIAN NOVELS TO YOUNG ADULTS

Checklist for Discussion Guide

The discussion guide generally includes the following:

Comment: Since this is a guide, it would help if the overview also has a checklist for sub-components that need to be included (setting, plot, characters, literary theories, etc. so that important elements will not be missed.

- ___ Overview of learning material/resource
- ___ General objectives aligned with K-12 Grade 10 Curriculum
- ___ Specific objectives
- ___ Pre-reading questions
- ___ While reading questions
- ___ Post-reading questions

The questions meet the following expectations:

- ___ Questions are aligned with the K-12 Grade 10 Curriculum Objectives
- ___ Questions are aligned with the specific objectives
- ___ Questions include pre-reading, while reading, and post-reading inquiries
- ___ Questions target low-level thinking questions to higher order thinking question based on the concepts of constructivism (learners creating their own knowledge) and the revised Bloom's taxonomy

- ___ Remembering (information retrieval)
- ___ Understanding (meaning construction)
- ___ Applying (procedure implementation)
- ___ Analyzing (concept breakdown and interrelation)
- ___ Evaluating (judgment creation)
- ___ Creating (original product creation)

To make the discussion guide more organized, the following questions may be categorized under the levels of taxonomy above. See samples below

- ___ Questions target learners to give answers that process the essential concepts that were analyzed in the study

Understanding

- ___ Questions are appropriate for the comprehension level of Grade 10 learners
- ___ Questions are connected with the application of theories used in the analysis
- ___ Questions assist teachers in creating opportunities for learners to understand the narrative text
- ___ Questions create opportunities for learners to improve their comprehension and practice careful reading of the text
- ___ Questions allow learners to build their own knowledge and understanding of the text
- ___ Questions include opportunities for answers that stimulate learners' understanding of the real world

Comment: Kindly remove comprehension (since understanding is already the focus of the previous item. Just focus on practice of careful reading.)

- _____ Questions allow learners to engage in conversations to help support their understanding of the text
- Applying _____ Certain questions enable learners to compare information from the text to real life situations [Thank you for promoting relevance!](#)
- Creating _____ Certain questions allow opportunities for learners to create a follow-up of their understanding through appropriate tasks

Comments and Suggestions:

[There may also be a need for an item that will check if there are questions helping learners to unlock key vocabulary words that are repeatedly mentioned in the text.](#)

[To make the discussion guide more organized, the questions in the second part may be categorized under the levels of Bloom's Taxonomy. See samples above.](#)

original document signed
Jose Miguel C. Jazmines, M.A.Ed.

Signature over printed name of validator

Appendix C

Curriculum Vitae of Validators

Validator 1

DE JESUS, JAMAICA CANDICE R., LPT



October 2003 - present

ELIZABETH SETON SCHOOL - SOUTH

Anabu 2-D, City of Imus, Cavite

Tenured Faculty

June - August 2003

DE LA SALLE UNIVERSITY - DASMARIÑAS

City of Dasmariñas, Cavite

Clerk Reliever

POSITIONS HELD IN ELIZABETH SETON SCHOOL - SOUTH

2021 - present

Subject Area Coordinator, English Department

2020 - 2021

ESS Project Coordinator (LMS)

2016 - 2020

House and Student Activities Coordinator

2015 - 2016

Cultural Moderator

EDUCATIONAL BACKGROUND

- **Master of Arts in Education major in Educational Management**
De La Salle University - Dasmariñas
Thesis Writing
- **Bachelor of Secondary Education major in English**
De La Salle University - Dasmariñas

PROFESSIONAL DEVELOPMENT

- Reading Association of the Philippines (Affiliation)
- Values Centered Leadership Level II
DePaul University

Validator 2

Bianca Camille Guese Clete

Licensed Professional Teacher

EDUCATION

Philippine Normal University
Candidate for Master of Education in Literature (English Stream),
2016 to present

Philippine Normal University
Bachelor of Secondary Education Major in English with Special Units in Women's Studies, 2009 – 2013

RELATED SKILLS

HARD SKILLS

- ✓ Curriculum Planning
- ✓ Administrative Work
- ✓ Computer Skills
- ✓ Technical Writing
- ✓ Literary Analysis

SOFT SKILLS

- ✓ Goal Setting
- ✓ Leadership
- ✓ Communication
- ✓ Critical Thinking
- ✓ Problem Solving

QUALIFICATIONS

Licensed Professional Teacher,
Licensure Examination for Teachers (LET), 2013

Career Service Professional Eligibility
Civil Service Commission, 2015

Google Certified Educator Level 1
Google Education, 2020

Teaching English as Foreign Language (TEFL) Certified International Open Academy, 2021

WORK EXPERIENCE

SUBJECT AREA COORDINATOR

Elizabeth Seton School – Las Piñas Campus, 2018 to present

- Train and supervise teachers handling English classes from Toddler to Senior High School.
- Organize departmental programs for students and teachers.
- Create strategic developmental plans for the faculty and department. Elizabeth Seton School Las Piñas Campus, 2018 to present

STUDENT PUBLICATIONS MODERATOR

Elizabeth Seton School – Las Piñas Campus, 2013 to present

- Supervise and organize all official student publication events and projects.
- Produce broadsheet newspaper and magazine issues annually

EDUCATIONAL CONTENT DEVELOPER

Quipper Philippines, September 2021 to April 2022

- Support the content creation as a subject matter expert, write, edit, proofread and review e-learning materials

GRADE SCHOOL/HIGH SCHOOL TEACHER

Elizabeth Seton School – Las Piñas Campus, 2013 to present

- Educate students in the basics of English grammar and conversational speaking.
- Develop interesting course plans to meet academic, intellectual and social needs of students.
- Devise comprehensive examinations and challenging tasks to ensure academic competence of students.

TEXTBOOK AUTHOR

Kleafs Publishing, Inc., June 2020 to 2023

- Put together a manuscript on the 21st century Literature of the Philippines and the World for Senior High School learners.
- Edit and revise a manuscript to maintain the relevance of content and accuracy of information.

MODULE WRITER

REX Publishing, Inc., August 2021 to January 2022

- Create an organized, informative, and interactive module for Media and Information Literacy.

TEST DEVELOPER

Center for Educational Measurement, Inc., July 2017

- Write items for standardized assessments.

Validator 3



Jose Miguel C. Jazmines, M.A.Ed.

WORK VALUES	INTERESTS	COMPETENCIES	ADVOCACIES
• quality over quantity • respect for feedback • openness to innovation • alignment of vision and action • emphasis on human development • commitment to excellence • assessment of impact	• human behavior (esp. educational psychology) • creative writing • Filipino music, film, and theater • social/cultural documentaries • photography • animation	• lesson planning • development of instructional materials • group facilitation / public speaking • event organizing (esp. outreach activities) • curriculum mapping • qualitative research writing	• character education • home-school partnership • self-directed learning • social inclusion • cyber safety • media literacy

EDUCATION

2021-Present	University of the Philippines Diliman – College of Education Doctor of Philosophy in Education – Concentration in Curriculum Studies (ongoing).
2016-2019	Philippine Normal University – Manila Master of Arts in Education – Specialization in Curriculum and Instruction, 2019.
2011-2015	Philippine Normal University - Manila Bachelor of Science in Psychology – Guidance and Counseling (Magna Cum Laude), 2015.
2007-2011	Saint Jerome Emiliani Institute High School Diploma (Class Valedictorian), 2011.
2001-2007	Saint Jerome Emiliani Institute Elementary School Diploma (Class Salutatorian), 2007.

K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	EN10RC-IVg-2.12: Draw conclusions from the set of details	EN10LC-IVg-16.2: React to the falsity or soundness of an argument	EN10VC-IVg-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	EN10V-IVg-30: Get familiar with technical terms used in research	EN10LT-IVg-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN10SS-IVg-1.6.3: Acknowledge sources by preparing a bibliography EN10SS-IVg-1.6.4: Use writing conventions to acknowledge sources	EN10OL-IVg-3.10: Use appropriate multimedia resources that accompany language	EN10OG-IVg-32: Observe the language of research, campaigns, and advocacies
8	EN10SS-IVh-1.8.1: Point out relationships among statements	EN10LC-IVh-14.3: Show appreciation for songs, poems, plays, etc. EN10LC-IVh-6.5: Describe the emotional appeal of a listening text	EN10VC-IVh-29: Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	EN10V-IVh-30: Get familiar with technical terms used in research	EN10LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN10SS-IVh-2.3: Compose a research report on a relevant social issue	EN10F-IVh-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10OG-IVh-32: Observe the language of research, campaigns, and advocacies
9	EN10RC-IVI-10.2: Distinguish between general and specific statements	EN10LC-IVI-3.14: Summarize important points discussed in the text listened to	EN10VC-IVI-6.1: Evaluate how the elements that make up reality and fantasy affect viewing habit EN10VC-IVI-30: Assess one's viewing behavior	EN10V-IVI-30: Get familiar with technical terms used in research	EN10LT-IVI-21: Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	EN10SS-IVI-2.3: Compose a research report on a relevant social issue	EN10F-IVI-1.16: Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	EN10OG-IVI-32: Observe the language of research, campaigns, and advocacies
10	Culminating Activity							

CURRICULUM VITAE



Ms. Diana O. Mape

Google Certified Educator
English and Literature Teacher

Language: English Filipino

My Education

2009-2013

**Bachelor of Secondary
Education Major in English**
De La Salle University-Dasmariñas

**2015-present (thesis
ongoing)**

**Master of Education in
Literature (English Stream)**
Philippine Normal University -
Manila

My Skills



Work Experience

2013-2016 | Primary School English Teacher

- Elizabeth Seton School

**2016-present | Junior High and Senior High
School English teacher**

- Elizabeth Seton School

**2021-present | Developmental and Language
Editor**

- Rex Education (Rex Book Store, Inc.)

2022-present | Educational Content Developer

- Quipper Philippines Inc.

Seminars & Trainings

April 2021 | Vibal's Webinar

- The Role of Research Productivity in the Emerging Educational Paradigm

May 2021 | Vibal's CPD Program

- Learning Analytics for Classroom Teachers

*Full list available upon request

Professional Organization

**Literature Educators Association
of the Philippines**

- Member