

# THE WOVEN: Act I

Into the Loomwell • Where the Light Waits • The Year of Doors

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## UNIT PLAN & ESSAY PROMPT BANK

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12-15 Weeks • Grades 6-9 • ELA / AI Ethics / Civics

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# Unit Overview

## Essential Question

When does care become control?

**Unit Arc:** Book 1 asks what the system is hiding. Book 2 asks what it's taking. Book 3 asks what happens when it gives you exactly what you want. Across all three, students develop vocabulary for discussing algorithmic curation, institutional trust, consent, and cultural preservation.

**Shared Tools:** The Noticing Log runs across all three books. The Smooth Scale (introduced in Book 2) becomes the unit's shared vocabulary. The Character Noticing Tracker evolves as the Five change.

Component	Details
Duration	12-15 weeks (adjustable)
Grade Band	6-9
Standards	RL.6-8.2, .3, .6, .9; W.6-8.1, .3; SL.6-8.1, .4
Final Assessment	Comparative essay OR Creative-Analytical Artifact + Seminar

## Before You Begin

This unit requires all three Act I books. If your school has only Book 1, the Book 1 Teacher's Guide (Weeks 1-5 of this plan) works as a standalone 5-7 week unit. You can also run a **lightweight version**: teach Book 1 in full, then use excerpts and discussion prompts from Books 2-3 to complete the arc in 8-10 weeks total.

# Week-by-Week Pacing

## Unit 1: Book 1 – Into the Loomwell (Weeks 1-5)

*What is the system hiding?*

Week	Chapters	Focus	Activities & Checks
1	1-4	Orientation: the city, the Five, the organic mandate	Introduce Noticing Log. Read Ch 1-3 together (POV support). Exit ticket: What does your narrator notice?
2	5-8	Pattern recognition: smoothing accumulates	Class Accumulation Board (list every change). Lesson: Hard Version vs. Smooth Version.
3	9-13	Fracture: LUMA-3, the argument, the system responds	Lesson: Cultural Roots. Discussion: Can Rafael and Izel both be right?
4	14-17	Descent: the underground, the door, consent	Lesson: Map the Two Cities (3 overlays). Lesson: The Consent Door.
5	18-20	The Lantern, the return, what changes	Lesson: Write a Lantern Message. Lesson: The Room Recovers. <b>Writing 1:</b> Persuasive paragraph (Hard vs. Smooth).

## Unit 2: Book 2 – Where the Light Waits (Weeks 6-10)

*What is the system taking?*

Week	Chapters	Focus	Activities & Checks
6	1-5	Familiarity: the underground is home now. La Mesa de Elegir introduces the Smooth Scale and academies.	Students create their own Smooth Scale. Lesson: Rate 5 scenes from Book 1 retroactively.
7	6-10	Ora's return: smoothing reaches people. The system watches.	Discussion: What's the difference between LUMA-3's reset and Ora's return? Noticing Log continues.
8	11-16	Silence, seduction, composure: the system composes Rafael. The Dome.	Lesson: Algorithm Audit (grade-band versions). Discussion: When does competence become a trap?
9	17-20	The Rim, the dead-signal pocket, the door that opens once.	Exit ticket: What has the Weave taken that can't be given back? Character Tracker update.
10	21-24	The Choice Atrium, Tomás interstitial (13.5), the bead.	Discussion: What does it mean that the bead passes through the audience? <b>Writing 2:</b> Analytical essay (one act of care, one act of narrowing).

## Unit 3: Book 3 – The Year of Doors (Weeks 11-15)

*What happens when it gives you exactly what you want?*

Week	Focus	Activities & Checks
11	Arrival at academies. Each of the Five belongs somewhere new.	Discussion: What does it feel like to belong to a place designed for you? Noticing Log: What is each academy smoothing?
12	Separation. The daily rhythm of friendship is gone.	Lesson: Write from the POV of the character you think is struggling most. Character Tracker: How has each person changed?
13	The invitation. The Pathfinders. The question becomes institutional.	Discussion: When is an invitation a test? Smooth Scale: Rate each academy 1-10.
14	Choice and return. What they choose to protect.	Seminar Performance Task prep. <b>Writing 3:</b> Comparative essay OR Creative-Analytical Artifact.
15	Synthesis. The essential question returns.	<b>Final Assessment.</b> Seminar presentation + final essay/artifact.

# Final Assessments

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## Option A: Comparative Essay

**Prompt:** Across Act I, the Weave hides, takes, and gives. Choose one example from each book and argue: Is the Weave's central problem that it chooses for people, or that it narrows what counts as a good choice?

**Requirements:** 5–7 paragraphs. Three pieces of textual evidence (one per book). One real-world parallel. Acknowledgment of the strongest counterargument.

## Option B: Creative-Analytical Artifact + Seminar

**Part 1:** Create one object from the book's world (memory bead, map fragment, civic notice, festival program, Lantern message, academy invitation). Write: what it appears to be, what it hides, who would read it differently and why.

**Part 2:** Present the artifact in a 5-minute seminar. Explain how it connects to the essential question.



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# Essay Prompt Bank

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*Organized by mode. Use for formative checks, homework, or summative assessment. Each prompt can be scaled from a paragraph to a full essay.*

## Argument

- Is the Weave's problem that it chooses for people, or that it narrows what counts as a good choice?
- "Loving a place and questioning it are not opposites." Argue your position across Act I.
- Should the Five have told adults what they found underground? Defend your answer.
- Is the Weave a good system? (This prompt deliberately has no easy answer.)

## Compare / Contrast

- Compare LUMA-3's reset (Book 1) to Ora's return (Book 2). What do these two events reveal about how smoothing scales?
- Compare one act of care and one act of narrowing from any two books in Act I.
- How does the meaning of "home" change from Book 1 to Book 3?

## Thematic Analysis

- How does the series use setting as argument? Choose three spaces and explain what each one teaches the reader about the Weave.
- Track the word "smooth" across Act I. How does its connotation shift?
- "The list is the argument." How does the novel build its case through accumulation rather than revelation?

## Character Analysis

- How does each of the Five teach the reader a different way of noticing?
- Rafael's arc across Act I moves from trust to questioning to something harder than either. Trace that arc.
- Sofia withholds information from the group in Book 1. Was that a failure of friendship or an act of listening?

## Systems Ethics

- Choose one real-world algorithm (social media feed, school scheduling, recommendation engine). Apply the Weave Audit. Compare your findings to the Weave itself.
- When does convenience become preselection? Use Act I and one real-world example.

- The Weave is not evil. The adults are not villains. Comfort is real. Given all that — what is actually wrong?

### **Cultural Preservation**

- How does the novel treat San Lirio's Mexican culture differently from "setting detail"? Why does that matter for the smoothing argument?
- Choose one cultural element from the novel (food, blessing, festival, family rhythm). Explain what would change if it were "optimized." Then do the same for one element from your own community.



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#### **A Note on the Essential Question**

"When does care become control?" is designed to be unanswerable in a single essay. The strongest student work will hold the tension rather than resolve it. The system cares AND narrows. Both are true. Reward students who can sit with complexity.