



Divergent

Introduction to the novel

Divergent, by Veronica Roth, is the first of a trilogy, a series of young-adult dystopian novels set in a post-apocalyptic world. It explores themes related to individual and social identity as well as the use of science, and drugs in particular, as a means of social control. Citizens are divided into five factions based on their dispositions: Abnegation, for the selfless; Amity, for the peaceful; Candor, for the honest; Dauntless, for the brave; and Erudite, for the intellectual. Erudite scientists have designed a number of serums to be used in different ways for different populations for different reasons. At age 16, people must decide whether to stay with their family's faction or join the faction best matching their personal aptitude. But then there are the Divergents.

The prose is fast-paced but also provides a rich foundation for exploring many themes of interest to teens, including aspects of drug use and drug control.

Instructional strategies

1. Provide opportunity for students to think critically and exchange ideas about issues raised in the novel. For example, you might ask:
 - a. How does the use of serums in the story compare and contrast with the way some medicines are used (or have been used) in our society?
 - b. How might we ensure that scientific discoveries are available to people for positive use but that they are not used by some people to unjustifiably control others? When, if ever, is it justifiable to control others?
2. The *Divergent* movie [website](#) features a fun "aptitude test." Have students complete the test and then arrange themselves according to their "factions." Have each group discuss the pros and cons of dividing the class into these groups for all future work. Each group should report back to the class their most important argument for their preferred position (i.e., either pro or con). Discuss.

Drug Literacy

Big ideas

- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other

Competencies

- Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- Recognize how official responses to drugs may have less to do with the drug than with other factors
- Develop social and communication skills in addressing discourse and behaviour related to drugs
- Develop personal and social strategies to manage the risks and harms related to drugs

For a complete look at the drug literacy competencies, as defined by the Centre for Addictions Research of BC, see: www.uvic.ca/research/centres/cisur/assets/docs/iminds/hs-pp-drug-curriculum.pdf



Links to Curriculum

First Peoples' principles of learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history and story

English Language Arts 9

Big Idea

- Exploring stories and other texts helps us understand ourselves and make connections to others and the world
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens

Competencies

- Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry, and extend thinking
- Think critically, creatively and reflectively to explore ideas within, between and beyond texts
- Construct meaningful personal connections between self, text and world
- Respond to text in personal, creative and critical ways
- Exchange ideas and viewpoints to build shared understanding and extend thinking