

Animal Farm

Overarching Question: How can an author's use of allegory promote social change?

Topical Questions:

- Do I realize there is an ongoing battle against the exploitation of the weak by the strong?
- What are my responsibilities to do something about this exploitation?
- What do the characters and events in Animal Farm symbolize?
- How does George Orwell convey his ideas about government abuses in Animal Farm?
- How can we identify examples of governmental abuses in our world?
- What is freedom?
- Is freedom ever free?
- What is the relationship between freedom and responsibility?
- What are the essential liberties?
- Is liberty and justice for all attainable?
- Should people sacrifice freedom in the interest of security?
- When does government have the right to restrict the freedoms of people?
- When is the restriction of freedom a good thing?
- What is allegory and why is it a powerful way to express an idea?
- How can an author's personal experiences influence his/her work?
- What are the positives and negatives of communism?
- What is the cost of attaining utopia?
- What is the impetus for change (evolution & change)?
- How is change related to conflict (evolution & change)?
- How do differing perspectives impact change?
- How do authors use the resources of language (rhetoric) to create meaning?

Enduring Understandings:

- Power tends to corrupt
- Absolute power corrupts absolutely
- All humans should be treated equally
- Individuals have the ability to make their own choices

Themes:

- When Power Corrupts
- Freedom and Responsibility
- Coercion
- Rescue
- Grief
- Guilt
- Discontent
- Idealism
- Jubilance
- Rebellion

- Violence
- Self-knowledge

Common Core Standards:

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL. 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL. 9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL. 9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL. 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- a. Analyze works by authors or artists who represent diverse world cultures.
- RL. 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- RL. 9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- RL. 9-10.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
- a. Self-select text to respond and develop innovative perspectives.
- b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
- W. 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W. 9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance

a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCR.6-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.6-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.6-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR.6-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.6-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.6-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

How students will demonstrate their understanding:

Summative Assessment (at the end of the unit):

- Propaganda Letter Assignment

Formative Assessment (throughout the unit):

- Study Guide
- Quizzes
- RAFT
- Role Playing
- Class Discussion
- Top Secret Propaganda Assignment
- Journal Responses
- Vocabulary Squares
- Annotation of Primary Documents

Resources for this Multi-Genre unit

Anchor Text(s):

- Animal Farm

Primary Documents:

- The Rise and Fall of the Soviet Union by Michael Kort
- The Creation of Stalinism by Joseph Stalin
- KGB: Creation and Role of the Secret Police
- Why I Write by George Orwell
- A Brief History of Communism in Russia
- “I Have a Dream Speech” by Martin Luther King

Poetry:

- “The Stalin Epigram” by Osip Mandelstam
- “Crow Song” by Margaret Atwood

Miscellaneous:

- Animal Farm Study Guide
- Animal Farm Anticipation Guide
- Day 1 Roleplaying activities, definitions, and historical background
- Animal Farm Historical Power-point and Allegorical Representation
- Propaganda Letter Assignment
- What is Propaganda? And Why Do We Care?
- Propaganda Student Handout
- In The Persian Gulf War, Did Saddam Hussein Use Propaganda?
- RAFT assignments
- Top Secret Propaganda Assignment

Vocabulary Terms to Know Before Starting the Novel

- Dystopia
- Fable
- Irony
- Satire
- Allegory
- Communism
- Propaganda

Tier Two Vocabulary Words

Chapters 1&2

1. ensconced (25)-v.
2. cynical (26)-adj.
3. benevolent (26)-adj.
4. comrades (28)- n.
5. tyranny (30)- n.
6. vices (31)- n.
7. preliminary (33)-adj.
8. vivacious (35)- adj.
9. counteract (37)- v.
10. ecstasy (40)- n.

Chapters 3&4

1. parasitical (46)- adj.
2. obstinate (47)- adj.
3. indefatigable (49)- adj.
4. maxim (50)- n.
5. flourished (55)- v
6. fortnight (55)- n.

7. scored (58)- v
8. ignominious (58)- adj.
9. impromptu (59)- adj.
10. posthumously (60)- adv.

Chapters 5&6

1. pretext (61)- n.
2. canvassing (63)- v
3. innovations (63)- n.
4. sordid (67)- adj.
5. watchword (70)- n.
6. disinter (70)- v
7. procured (76)- v
8. intermediary (77)- n.
9. repose (80)- n.
10. indignation (82)- n.

Chapters 7&8

1. pervading (89)- v
2. categorically (91)- adv.
3. countenance (92)- n.
4. retribution (93)- n.
5. treachery (93)- n.
6. skulking (101)- v
7. machinations (103)- n.

8. censure (103)- v
9. conciliatory (106)- adj.
10. lamentation (111)- n.

Chapters 9 and 10

1. flanked (118) –v.
2. complicity (119) –n.
3. stratagem (119) – n.
4. oration (126)- n.
5. morose (127)- adj.
6. taciturn (127)- adj.
7. deputation (134)- n.
8. incumbent (135)- adj.
9. proprietors (135)- n.
10. bon mot (136)- n.