

Paramount Unified School District
Educational Services



English Language Arts 1
Curriculum Guide
Unit 3
2016-17



Unit Focus: Taking a Stand

Standards (focus standards in bold)	Transfer Goals		
<p>Reading Literature (RL): 9-10.10</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>9-10.4 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.</p>	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> the theme/central idea of a text is developed over the course of a text through specific details. (RL 9-10.2) complex characters develop over the course of a text, interact with other characters, and develop the theme. (RL 9-10.3) valid reasoning and relevant and sufficient evidence are necessary to support claims in an argument. (RL 9-10.1) authors organize an essay to establish clear relationships among claim(s), counterclaim(s), reasons, and evidence. (RL 9-10.1.b) MLA is the standard format used in Language Arts to integrate information and avoid plagiarism. (W 9-10.8) 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 9-10.5) an author's point of view or purpose is conveyed in the text. (RI 9-10.6) 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What means do the strong use to exploit the weak? Why are people responsible for building a fair society? What power does language have? 	<p>Resources</p> <p>Mentor Text For Writing: Articles Model Essay</p> <p>Anchor Text: <i>Animal Farm</i> by George Orwell</p> <p>Informational: "Letter from Birmingham Jail"</p> <p>Articles of the Week Russian Revolution Allegory</p> <p>Non-print MLK audio clip</p>

<p>Reading Informational Text (RI): 9-10.1, 9-10.2, 9-10.5, 9-10.10 9-10.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 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). 9-10.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 9-10.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9-10.9- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Writing (W): 9-10.4, 9-10.5, 9-10.10 9-10.1 (a-e) Write arguments to support claims with clear reasons and relevant evidence. 9-10.8</p>	<p style="text-align: center;">Knowledge</p> <p><i>Students will need to know...</i></p> <ul style="list-style-type: none"> • theme or central idea (RL 9-10.2) • how complex characters are developed in a text (RL 9-10.3) • the precise/central claim in a text. (W 9-10.1a) • how to use reasons and evidence to support the central claim (W 9-10.1a) • how to show the relationships among claims, counterclaims, reasons, and evidence. (W 9-10.1a) • Use words, phrases, and clauses to create cohesion between reasons, evidence, claims, and counterclaims. (W 9-10.1c) • Maintain a formal style and objective tone. (W 9-10.1d) • Write a concluding statement that supports their argument. (W 9-10.1e) • Use citations and format using MLA style. (W 9-10.8) 	<p style="text-align: center;">Skills</p> <p><i>Students will need to develop skill at...</i></p> <ul style="list-style-type: none"> • Analyzing theme or central idea in literature. (RL 9-10.2) • Analyzing how complex characters are developed in a text. (RL 9-10.3) • Annotating and summarizing texts. (RI 9-10.1-8) • Identifying precise/central claim in texts. (RI 9-10.2) • Writing a precise claim (thesis) (W 9-10.1a) • Writing body paragraphs including claims, counterclaims, reasons, and evidence to support their claim. (W 9-10.1a-b) • Using words, phrases, and clauses to smoothly and logically link their reasons and evidence with their claims and counterclaims. (W 9-10.1c) • Writing in a formal style with an objective tone. (W 9-10.1d) • Writing a concluding statement that clearly supports their argument. (W 9-10.1e) • Using citations and formatting a Work Cited page using MLA Style. (W 9-10.8) 	
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Language (L)

9-10.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.



Unit 3 Text Sequence

Theme: Taking a Stand

January 23 – March 24 (43 Days)

LESSON	# OF DAYS	TEXT(S)/ACTIVITY
1	4	Letter from Birmingham Jail
2	2	Articles of the Week (Informational)
3	15	Argument Writing Unit
	2	Formative & Review
4	2	Inquiry Task- Research <i>Animal Farm</i>
5	11	Anchor Text- <i>Animal Farm</i>
6	2	<i>Animal Farm</i> Projects
	3	End of Unit Benchmark



INSTRUCTIONAL SEQUENCE

LESSON 1: 4 DAYS

RESOURCES:

“Letter from Birmingham Jail”

Audio Clip of Dr. Martin Luther King reading the beginning of his letter

STANDARDS:

Reading Informational Text (RI):

9-10.1, 9-10.4

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.

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).

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.

9-10.9 -Analyze seminal U.S.

TEXT DESCRIPTION: On April 12, 1963, King was arrested for breaking an Alabama injunction against demonstrations in Birmingham. He was placed in solitary confinement, and on April 16th he read a letter from Alabama clergymen published in the New York Times in which they criticized King and the Birmingham Movement for inciting civil disturbances. The Letter from Birmingham Jail is his response to this letter.

LESSON UNDERSTANDINGS:

- ❖ An author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI.9-10.5)
- ❖ An author’s point of view or purpose is conveyed in the text. (RI.9-10.6)

ESSENTIAL QUESTION(S):

- ❖ What power does language have?

LESSON OVERVIEW: Students will read a historical document of historical and literary significance and analyze Dr. King’s arguments and use of rhetoric.

READ THE TEXT:

Day 1

- ❖ Students will perform a **Close Read** of first four paragraphs of Letter.
- ❖ Teachers will hand out CORE “**Letter from Birmingham Jail**” **Text Passage** with text and notes space.
- ❖ Students will follow directions to read annotate passage.

UNDERSTAND THE TEXT:

- ❖ Remind students of Essential Question—What power does language have?
- ❖ **Note-taking Around Text-Dependent Questions** (RI 9.1, RI 9.4, RI 9.6, RI 9.9, W 9.9)
Distribute “**The Letter From Birmingham Jail**” **Graphic Organizer**. Instruct students to reread the passage and complete the “My Responses” and “Evidence From the Text” sections only that are



documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

ACADEMIC VOCABULARY:

rhetoical devices
argument
reasons

predicated on text-dependent questions shown below. They can use what they wrote in the “Notes” column to help them answer these questions. Encourage students to expand their thinking beyond literal responses.

- ❖ To whom is King addressing in this letter? What is his purpose in writing them?
- ❖ What is King’s main argument? What three reasons does he provide to support his argument?
- ❖ What is the overall tone of King’s argument? What words and phrases indicate this tone?

❖ **Speaking/Listening Questions** (RI 9.1, RI 9.4, RI 9.6, RI 9.9, W 9.9, *SL 9.1)

(Approximately 15–20 minutes)

In pairs or groups of three, give students time to discuss their responses to the questions on the Graphic Organizer along with textual evidence. After a designated period of time, instruct students to independently complete the “My Thoughts Now” section of the graphic organizer.

- ❖ Teacher will review questions/answers with whole class as time allows.

Days 2 & 3

- ❖ Remind students of Essential Question— What power does language have?
- ❖ Listen to Clip of Dr. Martin Luther King reading the beginning of his letter
- ❖ **Text-Dependent Questions** (RI 9.1, RI 9.4, RI 9.6, RI 9.9)

Distribute the **Text-Dependent Questions** sheet and ask students to individually write their responses to the questions on a separate piece of lined paper. Chunk questions into time blocks to allow students opportunities to discuss answers in groups or Socratic discussion.

1. **Word Meaning** – In the salutation and opening paragraph of his letter, King addresses his audience as “men of genuine good will” and mentions that their concerns are “sincerely set forth.” What is the connection between “genuine” and “sincerely”? What tone do these words and phrases create and why does King choose to use them?
2. **Word Meaning** – In paragraph one, King states that he wants to address his audience’s statement “in what I hope will be patient and reasonable terms.” Why does he begin his answer to his audience with these words? What tone does it set for the piece?
3. **Key Details** – In paragraph two, what does the line “when the hour came we lived up to our promise” imply about King’s character and beliefs? How does this line help strengthen King’s



	<p>argument?</p> <ol style="list-style-type: none">4. <u>Central Ideas</u> – In paragraph three, whom does King compare himself? How does his comparison support his reason for going to Birmingham and impact the tone of the text? What can you infer about King’s character and his audience based on this comparison?5. <u>Reasoning/Evaluation</u> – How does the argument King offers in paragraph four fit or relate to the other reasons and evidence he has shared? <p>Day 4</p> <p>Express Understanding—Performance Task (Writing Prompt) (RI 9.1, RI 9.6, W 9.2b, W 9.4, W 9.9) <i>(Approximately 40 minutes)</i></p> <p>Distribute the writing prompt and let students know the amount of time they have to respond to it. Encourage students to use their notes, graphic organizer, and responses to the text-dependent questions to inform their writing.</p> <p><u>Writing Prompt</u></p> <p>After reading Martin Luther King’s “Letter from Birmingham Jail,” examine the development of King’s argument. Specifically, analyze and explain how he uses rhetorical devices (tone, diction, analogy) to shape and build his argument for his intended audience. (Essential Question) Cite evidence from the text to support your analysis.</p>
<p>LESSON 2: 2 DAYS</p> <p>RESOURCES:</p> <p>Articles of the Week</p> <p>STANDARDS:</p> <p><u>Reading Informational Text (RI):</u> 9-10.1, 9-10.4 <u>9-10.2</u>—Determine a central idea</p>	<p><u>TEXT DESCRIPTION:</u> Articles of the week will be non-fiction current event essay taken from a variety of sources such as newspapers, magazines, and/or websites.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ 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). <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ How can a writer craft his or her language to develop a main idea or reach an audience?



<p>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.</p> <p><u>9-10.5</u> -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).</p> <p>ACADEMIC VOCABULARY: rhetoric claim reasons evidence counter claim</p>	<p><u>LESSON OVERVIEW:</u> Students will learn how to read and interact with informational text. Students will be expected to show their thinking through annotating the text. Student will underline key facts, underline unknown words, and write comments and questions in the margins. Through close reads and discussions, students will gain a deeper understanding of the author's main points and understand how an author develops his/her claims and ideas.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none">❖ Independent reading❖ Partner reading❖ Teacher reads to class❖ Partner/group activity using a Thinking Map to formatively assess understanding <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ Close Read strategies❖ Vocabulary study❖ Language skills❖ Thinking Maps <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Discussion❖ Thinking Maps❖ Writing Task
<p>LESSON 3: 15 DAYS</p> <p>RESOURCES Exemplar teacher essay Thinking Maps</p> <p>STANDARDS: <u>9-10.2 (a-f)</u>—Write</p>	<p><u>WRITING TASK:</u> Students will write a well-developed argument essay.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ The central idea of a text is developed using strong and thorough textual evidence.❖ the importance of using valid reasoning and relevant and sufficient evidence❖ the difference among claims, counterclaims, reasons, and evidence❖ the importance of MLA format for resources



informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.

ACADEMIC VOCABULARY:

thesis statement
topic sentence
precise claim
evidence
counter claim
conclusion

ESSENTIAL QUESTION(S):

- ❖ How do you present your position in an argument essay?

LESSON OVERVIEW: Students will construct a well-developed argument essay through the writing process. (See Argument Writing Unit on Shared Drive for Lesson Plans.)

PREWRITING:

- What is argument writing?
- Teacher model argument writing
- Read position articles
- Gather Evidence

DRAFTING:

- Write a thesis statement/Introduction
- Develop a claim, cite reasons and evidence
- Counter Claims
- Conclusion

REVISING:

- Transitional Words, cohesion within and between paragraphs
- Formal Style/Objective Tone

EDITING:

- Peer editing

FINAL DRAFT:

- Written draft
- Typed draft

Day One: Lesson 1 Introduction to Argument

1. Distribute the student notes for “The Argumentative Essay” Power Point.



2. Show the Power Point as the students take notes.

Day Two: Lesson 2 Modeling the Argument Essay

1. Distribute the sample essay "Cats Are Better Than Dogs."
2. Have the students read through the essay once silently.
3. Reread and annotate the essay with the students to show them the parts of an argument essay: Hook, Background, Precise Claim, Reasons, Explanations of Reasons, Evidence, Closing sentences, Restatement of Precise Claim, Closing Statements.

Day Three: Lesson 3 Tree Map and First Two articles

1. Read and annotate the first technology article with the students and, together, fill in a tree map for that article (Pro side or Con side depending on the article)
2. Have students read and annotate the second article independently.
3. Have students work with partners to complete the tree map (Pro or Con side, depending on article)
4. Share out.

Day Four: Lesson 4 Read Last Two Articles

1. Have the students read and annotate the third article independently.
2. Have students work with partner to create a tree map and fill in either the Pro or Con side (depending on the article).
3. Have students read and annotate the last article independently.
4. Have students work with partner to finish the tree map.
5. Share out.

Day Five: Lesson 5 Socratic Discussion

1. Hold a Socratic Discussion of the Pros and Cons of Cell Phone Monitoring.
2. Start with one side (pros of social media). Come up with reasons in your group, using the articles for this position. Create a Circle Map with your reasons and quotations. Repeat for the opposite opinion (cons of social media).
3. Start discussion with the class.
4. At the end of the discussion, each student must choose their side.

Day Six: Lesson 6 Bibliography Lesson

1. Show the students the MLA format for a Work Cited page (PowerPoint or on board)
2. Show the students how to write the entry for article #1.
3. Think/pair/share to have students tell you what to write first, second, third, etc. for the second



article as you write it out on board (or projector).

4. Students work in pairs to write the MLA citations for the last two articles and report to class how they wrote them (can have them show their paper on the document camera to the class and talk through their entry).

Day Seven: Lesson 7 Basic Structure

1. Model the Basic structure template, students will create their own. Teacher will use "Cats Are Better Than Dogs" teacher sample.
2. Students will fill in the words: "Hook", "Background (Why is the topic important?)", "Precise Claim" into Introduction box.
3. Have students write their Reason 1, Reason 2 and Counter Claim statements in the 3 boxes across.
4. Students will find the two pieces of evidence that supports their reason and copy the first few words with the author's last name in parentheses after the quotation.
5. In the conclusion box have students write "Restate the claim" and "Final Thoughts".
6. Add transitions.

Day Eight: Lesson 8 Introduction

1. Teacher will model writing introduction using "Cats Are Better Than Dogs" sample.
2. After modeling each part of the introduction, have the students write that part of their own introduction on the Basic Structure. Have students pair/share, orally rehearse as they go write each part.
3. Students should copy their introduction onto lined sheet of paper (skip lines).

Day Nine: Lesson 9 Paragraph #1

1. Teacher models an oral rehearsal from his/her basic structure for body paragraph 1.
2. Students should orally rehearse what they wrote for paragraph 1 from their Basic Structure.
3. Students will follow "I do, you do" to write the draft of their first body paragraph (on lined paper).
4. Teachers will circulate and provide "in the moment" feedback when possible.
5. Call on students to show their first body paragraph on the document camera and discuss what they have written.

Day Ten to Twelve: Lesson 10 Paragraph #2, Lesson 11 Counterclaim, Lesson 12 Conclusion

1. Follow format of Lesson 9 for each paragraph.
2. Students can peer edit work if time.



	<p><u>Day Thirteen: Lesson 13 Revise/Edit</u></p> <ol style="list-style-type: none">1. Provide a student sample of a strong/weak body paragraph for students to evaluate using the rubric.2. Students pair/share their findings.3. Students should review own essay for areas of improvement. <p><u>Day Fourteen-Fifteen: Final Draft/Typing</u></p> <ol style="list-style-type: none">1. The students produce a final draft of their argument essay.
<p>LESSON 4: 2 DAYS</p> <p>RESOURCES:</p> <p>Websites</p> <p>STANDARDS:</p> <p>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.</p>	<p><u>TEXT DESCRIPTION:</u> Students will research factual information from websites about the novel <i>Animal Farm</i>.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ a particular point of view or cultural experience will be reflected in a work of literature <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ How can an author's personal experiences influence his/her work?❖ What is the cultural significance of a particular work of literature? <p><u>LESSON OVERVIEW:</u> Students will be assigned to research information related to <i>Animal Farm</i> and use websites to gather information.</p> <p><u>Day 1-</u> Introduce Task</p> <p>READ THE TEXT:</p> <p>Students will be assigned to research information related to <i>Animal Farm</i>. Students should use websites to gather information.</p> <p>Students will need to gather information and record into their notes. ***Students will create their own Circle Map.</p> <p>Research Topics: <i>Animal Farm</i>, George Orwell</p>



	<p><u>Day 2- Peer Review and Share</u></p> <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ PART 1 ❖ Students will meet in a small group (2-4 students) to “check” each other’s information, fill in any gaps, and come to consensus on key information to present to their peers. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ PART 2 ❖ Each group will synthesize their information onto a sheet of poster paper (butcher paper). They are to create a Thinking Map of their synthesized information to use as a presentation to the class. ❖ Discussion- How does knowing more about <i>Animal Farm</i> and George Orwell help the students understand the novel? How can an author’s personal experiences influence his/her work?
<p>LESSON 5: 11 DAYS</p> <p>TEXT(S): <i>Animal Farm</i></p> <p>STANDARDS: Reading Literature (RL): 9-10.4 <u>9-10.1</u>—Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>9-10.2</u>—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how</p>	<p><u>TEXT DESCRIPTION:</u> In this “remarkable allegory of a downtrodden society of overworked, mistreated animals and their quest to create a paradise of progress, justice, and equality is one of the most scathing satires ever published. As readers witness the rise and bloody fall of the revolutionary animals, they begin to recognize the seeds of totalitarianism in the most idealistic organization—and in the most charismatic leaders, the souls of the cruelest oppressors (Amazon.com).”</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none"> ❖ Complex characters develop over the course of a text, interact with other characters, and develop the theme. ❖ the theme/central idea of a text is developed using strong and thorough textual evidence <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none"> ❖ What means do the strong use to exploit the weak? ❖ Why are people responsible for building a fair society? ❖ What power does language have? <p><u>LESSON OVERVIEW:</u> The students will focus on the elements of the novel—specifically characters and</p>



it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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.

ACADEMIC VOCABULARY:

abolish
apathy
conceive
contemptible
articulate
intermediary
attribute
cunning
demeanor
morose

problem/situation; precise language, details, and sensory language; conclusion/reflection; and how the author uses the characters, setting, and conflicts/situations to develop the theme.

READ THE TEXT:

- ❖ Students will complete the reading of the text through a combination of in class readings and homework.

UNDERSTAND THE TEXT:

Pre-Reading Intro: Anticipation Guide & Introduction to the Novel

What is an allegory?

Introduce Essential Questions

Russian Revolution Synopsis

Anticipation Guide

Homework: Read Chapter 1 and answer questions.

Lesson 1: Chapter 1

Essential Question

- ❖ What means do the strong use to exploit the weak?

Identify key aspects of Old Major's speech.

Create a Tree Map that 1)lists his grievances; 2)describes his call to action.

Frame of Reference- If you were one of the animals, would you agree with Old Major?

Students Complete Who's Who Worksheet

Chapter 1 Review Questions

Homework: Read Chapter 2 and answer questions.



Lesson 2: Chapter 2

Essential Question

- ❖ What power does language have?

Discuss characters and events in chapter 2 of Animal Farm. Students will **list the seven commandments**; discuss the commandments. (Students will track the changes in the commandments as they occur in the book.)

Chapter 2 Review Questions

Students create a Multi-flow Map

On the left side students will identify what life was like for the animals under the control of Mr. Jones, in the center is the animal revolution, on the right will be the results of the revolution.

Homework: Read Chapter 3 and answer questions.

Lesson 3: Chapter 3

Essential Question:

- ❖ What power does language have?

Understand the initial success of Animal Farm as it is portrayed in chapter 3; to recognize the changes in the pigs' position.

Students create a Circle Map. Life on the farm for the pigs. Frame of Reference- What do you notice about the role of the pigs versus the other animals?

Discuss-What does the old maxim "power corrupts" mean? Why does power corrupt people and why is it so easy to be corrupted by power? What are early signs of corruption in Animal Farm?



Homework: Read Chapter 4 and answer questions.

Lesson 4: Chapter 4

Essential Question

- ❖ What power does language have?

Chapter 4 Questions

Create a Flow Map- "Battle of the Cowshed"

Homework: Read Chapter 5 and answer questions.

Lesson 5: Chapter 5

Essential Question

- ❖ What power does language have?

Review Chapter 5 Questions

Create a Double Bubble Map- Compare Napoleon and Snowball.

Frame of Reference-Who would be a better leader for Animal Farm? Why?

Homework: Read Chapter 6 and answer questions.

Lesson 6: Chapter 6

Essential Question

- ❖ What means do the strong use to exploit the weak?
- ❖ Why are people responsible for building a fair society?

Review Chapter 6 Questions

Writing Task- Choose an animal from the farm and write from their perspective about their life and the



changes since Napoleon took control. Be sure to include your thoughts and feelings.

Homework: Read Chapter 7 and answer questions.

Lesson 7: Chapter 7

Essential Question

- ❖ What means do the strong use to exploit the weak?
- ❖ Why are people responsible for building a fair society?

Understand and recognize Napoleons's brutal dictatorship. What tactics does Napoleon use to maintain his power?

Students will create one-half of a multi-flow map with the question on the left (What tactics does Napoleon use to maintain his power?) and arrows to boxes that detail his actions.

Review Chapter 7 questions

Homework: Read Chapter 8 and answer questions.

Lesson 8: Chapter 8

Essential Question

- ❖ What means do the strong use to exploit the weak?
- ❖ Why are people responsible for building a fair society?

Summarize events in chapter 8 of Animal Farm. SWBAT examine the roles of the animals' commandments and the ways those commandments change.

Quick-write/Socratic Discussion What are real-life examples of strong exploiting the weak? What can/should the weak do about it?

Chapter 8 Questions



Homework: Read Chapter 9 and answer questions.

Lesson 9: Chapter 9

Essential Question

- ❖ What is the power of language?
- ❖ What means do the strong use to exploit the weak?
- ❖ Why are people responsible for building a fair society?

Recognize the erosion of the idealism at Animal Farm.

Is what happened to Boxer fair?

Create a Bridge Map- Compare the animals (and their roles) to individuals in our society/today's world/our campus.

Frame of Reference- Do people have a responsibility to stop exploitation of the weak?

Extra credit- Write an obituary for Boxer.

Homework: Read Chapter 10 and answer questions.

Lesson 10: Chapter 10

Essential Question

- ❖ What means do the strong use to exploit the weak?
- ❖ Why are people responsible for building a fair society?

Review Questions

Double Bubble- Compare life on Animal Farm at the end of the book with the beginning under Mr. Jones.



	<p>If you were an animal on the farm, what would you do now?</p> <p>Which animal on the farm do you identify with? Which would you want to be?</p> <p><u>Lesson 11: Socratic Discussion</u></p> <p>Essential Questions</p> <ul style="list-style-type: none">❖ What means do the strong use to exploit the weak?❖ Why are people responsible for building a fair society?❖ What power does language have? <p>Discuss-Why don't people work for change?</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Thinking Maps❖ Comprehension Questions❖ Class Discussions❖ Project
<p>LESSON 7: 2 DAYS</p> <p>RESOURCES:</p> <p>Novel</p> <p>STANDARDS:</p> <p>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.</p>	<p><u>WRITING TASK:</u> Students will have a selection of projects to choose from to demonstrate their understanding of the thematic ideas in the novel.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ The theme/central idea of a text is developed over the course of a text through specific details. <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ What means do the strong use to exploit the weak?❖ Why are people responsible for building a fair society?❖ What is the power of language? <p><u>LESSON OVERVIEW:</u> Animal Farm Summative Project</p>



The summative project for *Animal Farm* should demonstrate a thorough understanding of theme, character and/or conflict from the book. You will have the opportunity to reveal your creative talents through a project of your choice. Please choose thoughtfully to show off your best talents.

Writing

❖ Journal Entries

Write 4-5 journal entries from the main character's perspective. They should be at least a paragraph long. The entries should use some of the same language the character uses.

❖ Letter

Imagine that you are not the main character, write a letter to a friend or relative. Explain the events from your perspective. The letter will need to be at least two pages and use some of the same language the character uses.

❖ Re-Write the Ending- What happens next?

Write a detailed (minimum) 2 page narrative of what happens after the book ends.

❖ An interview with a main character

Imagine that a main character is interviewed by a newspaper or magazine sometime after the events of the book. The questions and answers must be a minimum of two written pages long.

❖ Newspaper or Magazine Article

Imagine that you are writing the main character's story, for the local newspaper or magazine. Be sure to include the important facts and details from the story.

❖ Newscast

Write the main character's story as a newscast. You can pre-record your delivery and include clips from the internet to tell his story. Please use a high quality digital camera (Ipad, computer, digital video, NOT a low-quality phone camera) so it can be played for the class.

Art

❖ A Graphic Novel

Retell the main character's story as a graphic novel. You can choose which parts of the story to include, but we should see evidence of one of the themes in the book. You must illustrate a minimum of twelve frames. Only choose this option if you have artistic talent.



❖ Create a Propaganda Poster (8 1/2 x 11 paper)

Use propaganda to boost the popularity of either Snowball or Napoleon or how the windmill will benefit or not benefit the farm. Write a paragraph describing what type of technique you are using and what the effect is supposed to be.

Music

❖ An original song

This may be a rock song or rap song, but it will need to capture one of the themes of *your book*. You will need to perform the song live or record it and play it for the class.

Acting

❖ A play or movie

Reenact at least three critical moments from the story. You will need to write the scenes as a play. You may work alone or in a small group. Your scenes will need to be recorded at school or at home.

Summative Project Rubric on next page.



Summative Project Rubric				
	4	3	2	1
Project demonstrates an understanding of theme, character and/or conflict from the book.	Demonstrates a thoughtful, comprehensive understanding of one or more theme, character and/or conflict from the book.	Demonstrates a comprehensive grasp of theme, character and/or conflict from the book.	Demonstrates a limited grasp of theme, character and/or conflict from the book.	Demonstrates a minimal grasp of theme, character and/or conflict from the book.
Project is supported by evidence in the book.	Accurately and coherently provides specific textual details and examples with clear understanding of the text.	Accurately and coherently provides general textual details and examples with a general understanding of the text.	Project provides few textual details, with limited or no understanding of the text.	Provides no textual details or examples; or demonstrate no understanding of the text.
Quality of Written work *SBAC Rubric Criteria	The response is fully sustained and consistently and purposefully focused: --controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained --controlling idea or main idea of a topic is introduced and communicated clearly within the context	The response is adequately sustained and generally focused: --focus is clear and for the most part maintained, though some loosely related material may be present --some context for the controlling idea or main idea of the topic is adequate	The response is somewhat sustained and may have a minor drift in focus: --may be clearly focused on the controlling or main idea, but is insufficiently sustained --controlling idea or main idea may be unclear and somewhat unfocused	The response may be related to the topic but may provide little or no focus: --may be very brief --may have a major drift --focus may be confusing or ambiguous