

Unit Planner: Allegorical Literature- Animal Farm

English 4

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High School > 2018-2019 > Grade 10 > English Language Arts > English 4 (C) > Week 40 Last Updated: [Friday, February 10, 2017](#) by Amanda Colon

Allegorical Literature- Animal Farm

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

George Orwell's Animal Farm fits well into the overall theme of power and leadership. Literary elements and literary devices will be explored as they relate to the text. Animal Farm is a multi genre novel; the genres of satire, allegory and fable will be studied. An interdisciplinary study of the Russian Revolution of 1917 will be conducted as the novel is an allegorical tale. An author study of George Orwell and how his life influenced his writing will also be conducted. Students will relate their understanding of overarching themes to the current society and government systems as well as explore the novel's relevance to their own lives by completing a project where they must create their own utopian society.

Essential Questions

1. What is an allegory and how is it used in literature?
2. How do we separate the explicit and implicit meanings of a text?
3. How can we uncover the themes of the text from examining the details of the text?
4. How can we effectively use evidence to support our interpretation of the text?
5. Does absolute power corrupt absolutely?
6. Is a perfect or utopian society possible?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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).

Writing

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

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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Texts/Materials Needed:

- Animal Farm George Orwell
- "Harrison Bergeron" Short Story
- Aesop's Fables
- *Learn With BOOK* satirical article
- *Swing Low, Sheet Chariot* African-American Spiritual
- *Brief History of Communism* Historical Background Information
- "Who is George Orwell" article
- Animal Farm Film and Audio Book.

Skills / Strategies

Reading Skills:

Make Predictions

- Make, confirm and reject predictions based on before-during-after reading.
- Find textual evidence to support predictions
- Use predictions to enhance comprehension

Make Textual Connections

- Make textual connections (text to text, text to self, text to world) before, during and after reading
- Make connections to characters, character traits, character motivations, and characters' actions

Identifying Main Ideas

- Identify the main idea of chunks of texts
- Identify supporting details in chunks of texts
- Identify the main idea in passages/texts
- Identify supporting details in passages/texts

Questioning

- Identify and answer different level questions-

"Right there"

"Author and You"

"Think and search"

"On my own"

Writing Skills:

- Write an effective, clear thematic statement that can be supported with appropriate details from a text
- Introduce evidence that support a thematic statement using context words and appropriate transitions
- Use textual evidence to effectively support a theme
- Explain, coherently and concisely, how textual evidence supports a thematic statement
- Write a thematic essay that is

supported with strong details and examples

- Follow the conventions of standard written English
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the thesis statement presented

Key Terms /
Vocabulary

- Characterization
- Conflict
- Symbolism
- Tone
- Foreshadowing
- Theme
- Rhetoric
- Propaganda
- Satire
- Fable
- Allegory
- Social Commentary
- Chapter Vocabulary

Learning Plan &
Activities

Please include Theatre Modalities when appropriate

- Unit Test (Multiple choice and short answer)
- Thematic Essay
- Writing workshops
- Independent Project- Utopian Society
- Novel-based paragraphs
- Collaboration- Stations activity
- Listening activity
- Facebook project

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Thematic Essay

Formative: DOK 3 Strategic Thinking:

Written: Essay

Determine a theme found in "Animal Farm" by George Orwell. Cite evidence to support your theme and explain how the theme reflects social commentary being made by George Orwell.

[Resource](#)

[<< Previous Year](#)