

# Unit Planner: Allegory: Campanelli Honors 2016-2017 English 4

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High School > 2018-2019 > Grade 10 > English Language Arts > English 4 (C) > Week 33 - Week 40 Last Updated: [Saturday, February 11, 2017](#) by Benedette LoParo

## Allegory: Campanelli Honors 2016-2017

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- [Unit Planner](#)
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### Big Ideas / Enduring

#### Understandings

1. Satire and Allegory are excellent vehicles for social and political commentary.
2. Education and knowledge are keys to empowerment.
3. One idea can spark revolutionary change.

### Essential

#### Questions

1. Why do satire and allegory make effective social commentary?
2. How does the development of complex characters reveal that education and knowledge are keys to empowerment?
3. How can one idea spark revolutionary change?

[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.

**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.**

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**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.**

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**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)

<p>Content</p> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Allegory</li> <li>2. Satire</li> <li>3. Irony</li> <li>4. Themes <ul style="list-style-type: none"> <li>● corruption of power</li> <li>● exploitation of the ignorant</li> </ul> </li> <li>5. Characterization</li> <li>6. Propaganda</li> <li>7. Russian Revolution - Global connections <ul style="list-style-type: none"> <li>● Czar Nicolas II</li> <li>● Communist Manifesto</li> <li>● Marx</li> <li>● Lenin</li> <li>● Stalin</li> <li>● Trotsky</li> </ul> </li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Thesis Statements</li> <li>2. Main Ideas (Topic sentences)</li> <li>3. Evidence</li> <li>4. Analysis</li> <li>5. Logical structure and transitions</li> <li>6. Style, Conventions and Grammar</li> </ol>	<p>Skills / Strategies</p> <p><b>Reading Skills:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to identify common traits between historical figures and characters in the novel.</li> <li>2. Identify aspects of satirical literature and their intended effect on the audience.</li> <li>3. Identify ironic situations and their impact on the text.</li> <li>4. Identify and analyze major themes and trace their development throughout the course of the text.</li> <li>5. Students will be able to identify and characterize various figures from the Russian Revolution and make connection to the novella.</li> <li>6. Examine the effects of propaganda on uneducated populations.</li> <li>7. Conduct short and sustained research to identify historical figures and their role in the the Russian Revolution.</li> </ol> <p><b>Writing Skills:</b></p> <ol style="list-style-type: none"> <li>1. Write an effective, clear thesis statement that can be supported with appropriate details from a text</li> <li>2. Introduce and include textual evidence that support a thesis statement using context words and appropriate transitions</li> <li>3. Explain, coherently and concisely, how textual evidence supports a thesis statement</li> <li>4. Follow the conventions of standard written English</li> <li>5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>6. Provide a concluding statement or</li> </ol>
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	<p>section that follows from and supports the thesis statement presented</p>
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Key Terms /  
Vocabulary

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

## Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Unit Test (Multiple choice and short answer)
- Informative Essay
- Writing workshops

### 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)

### Differentiated Instruction

1. Sentence starters for MEAL
2. Directions and prompts read aloud
3. Leveled texts
4. Theatrical vocabulary
5. Graphic Organizer of outline for essay
6. Peer editing checklist
7. Support pairing based on Writing results of 2nd draft of essay (different tiers)

## Assessments

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

### **Informative Essay**

**Summative: DOK 3 Strategic Thinking:**

**Written: Essay**

Analyze how complex characters develop over the course of the text, interact with other characters, and develop a central theme.

Guidelines:

- Choose a central character
- Analyze their role in developing one of the major themes we discussed
- Include at least 3 pieces textual evidence that supports your analysis

### **Russian Revolution Research Assignment**

**Formative: DOK 2 Basic Application: Oral: Presentation**

Students will conduct short research into various aspects of the Russian Revolution. They will work in group of 4 - 5 and will teach the class about their portion of the research.

Topics:

George Orwell  
Notable People  
Major Events  
Political Ideologies

Students will create a visual and give an oral presentation.

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|---|--|
| <ol style="list-style-type: none"><li>8. audio book is available</li><li>9. Support auditory presentations with visual</li><li>10. Peer or scribe note taking</li><li>11. space for movement or break</li><li>12. extra visual ad verbal cues and prompts</li></ol> |  |
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## [Resource](#)

### [S](#)

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

**Texts/Materials Needed:**

- [Animal Farm](#) George Orwell
- "A Modest Proposal" Jonathan Swift
- "Harrison Bergeron" Short Story
- Aesop's Fables
- *Learn With BOOK* satirical article
- *Brief History of Communism* Historical Background Information
- "Who is George Orwell" article
- [Animal Farm](#) Film and Audio Book

**Focus**

- Whole class
- Small group
- Research

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