

Week 13 Level: 4rd Form		Subject: English B Date: November 14th-18th	
Lesson Topic(s)	Prose	Subtopic (s)	Essay Writing Continued, Background information, comparison and contrast between historical background and text.
Skills	<input type="checkbox"/> Develop Reading Skills <input type="checkbox"/> Develop Analytical Skills <input type="checkbox"/> Develop Writing Skills <input type="checkbox"/> Practice Speaking Skills <input type="checkbox"/> Practice discussion skills	Attitudes	<input type="checkbox"/> Build an appreciation for reading and writing about literary texts. <input type="checkbox"/> Develop a willingness to engage in discussion <input type="checkbox"/> Recognize the value of knowing about the historical context of a text. <input type="checkbox"/> Recognizes the need for positive leaders to inspire change in the real world.
Reference	About the author: https://www.britannica.com/biography/George-Orwell Background information https://www.htav.asn.au/documents/item/2820 https://www.youtube.com/watch?v=pvHzgSV0b38		

	<p>Research https://www.shmoop.com/study-guides/literature/animal-farm/the-sheep</p> <p>Comparison and contrast https://blog.yourfavouriteteacher.com/understanding-who-the-animal-farm-characters-represent https://slideplayer.com/slide/10232400/</p> <p>Characters https://www.bbc.co.uk/bitesize/guides/zqxhn39/revision/3</p>
Previous Knowledge	<p>Students practiced writing body paragraphs and know the different elements of an essay.</p> <p>Students heard about the Russian Revolution and important figures in it.</p>
Objectives:	<p>Provided with a sample essay and an outline, students will be able to:</p> <ol style="list-style-type: none"> 1. Write a comparison and Contrast essay. <p>After reading chapter 1-5 and after researching on the historical background of the novel, Students will be able to:</p> <ol style="list-style-type: none"> 1. Present on a topic related to the historical events satirized in the text. 2. Describe the main characters of the novel, “Animal Farm”. 3. Compare and contrast the historical context with events and main characters from the text. 4. Recognize the value of knowing about the historical context of a text.
Materials:	<ul style="list-style-type: none"> <input type="checkbox"/> Prezi / PowerPoint <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Outline <input type="checkbox"/> Rubric <input type="checkbox"/> Quiz <input type="checkbox"/> Worksheet

Content/Concept	<p>A compare-and-contrast essay analyzes two subjects by either comparing them, contrasting them, or both. The purpose of writing a comparison or contrast essay is not to state the obvious but rather to illuminate subtle differences or unexpected similarities between two subjects.</p> <hr/> <p>As a literary device or artistic form, an allegory is a narrative or visual representation in which a character, place, or event can be interpreted to represent a hidden meaning with moral or political significance. Authors have used allegory throughout history in all forms of art to illustrate or convey complex ideas and concepts in ways that are comprehensible or striking to its viewers, readers, or listeners.</p> <hr/> <p>Old Major: The prize-winning boar whose vision of a socialist utopia serves as the inspiration for the Rebellion. Three days after describing the vision and teaching the animals the song “Beasts of England,” Major dies, leaving Snowball and Napoleon to struggle for control of his legacy. Orwell based Major on both the German political economist Karl Marx and the Russian revolutionary leader Vladimir Ilych Lenin.</p> <p>Mr. Jones: The often drunk farmer who runs the Manor Farm before the animals stage their Rebellion and establish Animal Farm. Mr. Jones is an unkind master who indulges himself while his animals lack food; he thus represents Tsar Nicholas II, whom the Russian Revolution ousted.</p> <p>Napoleon: The pig who emerges as the leader of Animal Farm after the Rebellion. Based on Joseph Stalin, Napoleon uses military force (his nine loyal attack dogs) to intimidate the other animals and consolidate his power. In his supreme craftiness, Napoleon proves more treacherous than his counterpart, Snowball.</p> <p>Snowball: The pig who challenges Napoleon for control of Animal Farm after the Rebellion. Based on Leon Trotsky, Snowball is intelligent, passionate, eloquent, and less subtle and devious than his counterpart, Napoleon. Snowball seems to win the loyalty of the other animals and cement his power.</p> <p>Squealer = Government Propaganda Has a big mouth, talks a lot Convinces animals to believe and follow Napoleon Changes and manipulates the commandments</p>
-----------------	--

Government Propaganda:

Worked for Stalin to support his image

Used any lie to convince the people to follow Stalin

Benefited from the fact that education was controlled

The Dogs = KGB (secret Police)

A private army that used fear to force animals to work

Killed or intimidated any opponent of Napoleon

Another part of Napoleon's strategy to control the animals

KGB:

Not really police, but forced support for Stalin

Used force, often killing entire families for disobedience

Totally loyal, part of Stalin's power over all other people

Moses the Raven

- tell animals about SugarCandy mountain (heaven)
- animals can go there if they work hard
- snowball and major were against him
- Napoleon let him stay because he taught animals to work and not complain

Whole Group Open	Direct/Teacher	Independent	Collaborative	Whole Group Close
Introduction	Remediate/Accelerate/Lecture	Practice/Assess/Inquire	Explore/Create/Action	Reflect
Week 13				
Teacher will ask some students to volunteer.	Teacher will open it up for discussion to see if students have any remaining questions.	Teacher will remind students to take out their guided questions worksheet to take	Aftermath of the revolution will be reviewed as a class. Teacher will open it	<u>Reflection</u> In pairs or individually.

Students will role play the russian revolution using brooms and dustpans.		notes while students present. The remaining students will present: 11-13 presentation	up for final discussion.	
<p>Teacher will introduce the author using a short biography of George Orwel. (Pg 8) Students will pair to do silent reading. They are to extract the following:</p> <ul style="list-style-type: none"> A. Interesting B. Important C. A question I have/ something I did not understand. D. Connection with text <p>These will be discussed with the class.</p>	<p>Teacher will go over the main and minor characters of this novel. Teacher will state we will be focusing on the main characters and provide a list of 6.</p> <p><i>See: Main and Subordinate Characters review (page 63) with description.</i></p>	<p>Teacher will place students in groups and assign a character for them to present on. (This will be shuffled using wheel of names)</p> <p>They will answer the following questions:</p> <p>Describe the character.</p> <p>What are some character traits you noticed? What proof do you have of this?</p> <p>Ex: He is kind. How do you know this?</p>	<p>Students will be placed in discussion format like to face each other.</p> <p>One side will pose the question from the reflection completed in the previous class.</p> <p>The other side will respond to the questions.</p> <p>Teacher will clarify any thing left. Teacher will collect the reflections.</p>	<p>Teacher will assign students to think about the last question from the discussion: <u>What similarities between <i>Animal Farm</i> and the Russian Revolution did you notice?</u></p>
Teacher will show a few images that are satiric in nature.	<p>Teacher will define a satirical allegory.</p> <p>What is an allegory?</p> <p>What is a satire?</p>	<p>Teacher will review instructions for the group activity: <i>Compare and contrast Characters with real</i></p>	<p>Students are to group and complete their shop paper chart.</p>	<p>To conclude teacher will verify students finding using a powerpoint.</p> <p>Assignment/extended activity: What other</p>

<p>Teacher will ask students the following questions:</p> <p>1. <i>What is the goal of these cartoons?</i></p> <p>2. <i>Do you know what is satire?</i></p>	<p>Teacher will clarify that Animal Farm is an allegorical satire of The Russian Revolution.</p>	<p><i>life figures from the Russian Revolution.</i></p> <p>Students are to brainstorm which Russian character they think their assigned character from the novel represents:</p> <p>Guide questions: How do you know this? What traits do they share in common?</p> <p><i>See: Allegorical Characters teaching & other similarities (page 72)</i></p>	<p>One or two groups will present if there isn't much time. If there is time for all groups then that is best.</p> <p>The rest of the class will be asked if they agree or disagree with the team's ideas.</p> <p>Students will follow the presentation by completing a worksheet.</p>	<p>similarities between Animal Farm and the Russian Revolution you noticed?</p> <p>Teacher will collect reflections.</p>
<p>Students will receive their graphic organizers which teacher revised and provided students with feedback.</p>	<p>Students will review a sample essay.</p>	<p>Students will be provided with an outline and a sample essay for additional support.</p>	<p>Students will write their comparison and contrast essay.</p> <p>Rubric</p>	<p>Students that finish on time will complete a self or peer to peer checklist.</p>
<p>Week 12</p> <p>Strength: Most students were ready with their presentations. Although they read a lot from the slides, students were able to answer the questions teacher and students posed at the end of the presentations. Teacher review after the presentations was helpful in clarifying and making connections. I especially think the involvement and acting out of the different topics was very helpful and fun. Carl from 3M is already making the connection between the presentations and the novel. This is exciting to note. I think many other students are already doing this so I will simply have them make the connections and present on them. (Discovery learning at its best!)</p>				

Weaknesses: Students did poorly in their quiz. They are not reading the novel which is a major concern given that our time is limited. Teacher reminded students of the reading and will hopefully get them to read as we progress through the novel. Teacher should include the topic of propaganda and the term Pravda amongst the list of topics to present on.

Plan of action: Encourage students to read. Start introducing the content of the novel so students are interested in reading so they know what is going on. Re -quiz them if necessary. Teacher will encourage students to practice presenting without the need to read everything from their powerpoint, poster and the likes. She can also do a presentation on it.