Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
8th grade	Reading		Literary Devices in Poetry and Short Stories

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days/60 minutes day	4th quarter	8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 8.3 Analyze how text makes connections among and distinctions between individuals, ideas or events. 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Unit Description: This unit is a thematic unit based on the Core Knowledge Sequence. The unit begins with Animal Farm and the students will be assessed on the reading. Students will work throughout the unit on determining the author's point of view and purpose and how the author responds to conflicting viewpoints.

Standards: See instructions on page 15.	Reading Standards for Informational Text Craft and Structure **8.6** Determine an author's point of view or purpose in a text and analyze how he acknowledges and responds to conflicting evidence or viewpoints.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will complete a Short Essay Quiz Assessment at the end of the unit on the major themes and purpose of Animal Farm.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will complete a short essay quiz on Author's Purpose of Animal Farm. Each correct response is worth points. Questions 1and 2 are worth one point each and question 3 is worth 3 points and question 4 is worth 2 points. 5 out of 7 points which is a 70% is the minimum needed for mastery.
Materials /Resources *Include all items for the entire unit.*	Literature Book, individual copies, handouts assessments, rubric

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Instruction and Timeline	Objective: Students will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Anticipatory Set: Show video clip of a commercial. Students determine the purpose of the commercial: to inform, entertain or persuade (PIE). Instructional Input/Modeling: Students take notes as they review the main purposes of author's intent: PIE and that historical knowledge and context clues guide us on <u>Animal Farm.</u> Guided Practice: Review (from Social Studies) the main world events from 1919 to 1940s that shaped the former Soviet Union) using guided questions	Objective: Students will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Anticipatory Set: Students name one historical figure from the previous day and Orwell's view on it. Instructional Input/Modeling: Analyze point of view of author according to vocabulary words and the flow of the story. Talk about the political allegory genre giving a few other examples. Guided Practice:	Objective: Students will determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Anticipatory Set: Students answer two questions in their journals about the purpose of the reading. Instructional Input/Modeling: Students discuss the characters in Animal Farm according to the point of view perspective. Guided Practice/Independent Practice: Students answer these questions with their groups in their journals.	Objective: Students will Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Anticipatory Set: Students answer: Why would Orwell want to write such a novel at this time? What was his purpose? How were world events influencing art, music, literature, theatre? Show quick examples, listen to music, view different art pieces. Instructional Input/Modeling: Students complete the Non-Fiction Author's Purpose Activity. Teacher will introduce different types of periodicals and newspaper reporting. Guided Practice/Independent Practice: Students receive one of 4 packets with a non-fiction period newspaper article about the Great Depression or WWII. They will start answer their analysis response questions to find the author's purpose. Closure: Students discuss the author's intent and clue words in newspaper articles to decipher PIE….Persuade, Inform or Entertain. HW: Study for purpose quiz.	Objective: Students will Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Anticipatory Set: Students will present their articles and their analysis on author's purpose and point of view for writing, sharing historical relevant information to this time period for Animal Farm. Instructional Input/Modeling: Review main points studied, PIE, non-fiction, major historic events that influenced author's viewpoint and purpose for writing political satire. Guided Practice: Students answer questions from review sheet. Play 20 Questions (class divided in half) about first half of the novel. Independent Practice: Students will complete short essay quiz on Orwell's purpose. Closure: Students review some answers of the quiz.

	Independent Practice: Write down the main characters after students have read 1st five chapters of book on the board. Students work in pairs to try to align main characters with true historical figures. Pairs will take turns writing on white board the answers for the characters and historical figures and writing Orwell's point of view on that character. Check for Understanding: Discuss each figure and the character's symbolic representative in true historical context and Orwell's point of view. Closure: Students respond in their journals about Orwell's ultimate purpose in Animal Farm. HW: Students continue reading	In small groups, complete Author's Purpose activity. Class will discuss the answers according to PIE and then each group will come up with their own example paragraphs that target each intent. Closure: Students answer questions about author's purpose regarding the 5 Chapters of Animal Farm.	How might that change depending on who is telling the story? What if Old Major was not the one who led the animal revolt? Who else could have taken a leadership role? Why is that important? Check for Understanding: Teacher walks around the room and asks clarifying questions. Closure: Students review some of the answers from the questions.		

	chapters 5-6.				
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	Students determine the purpose of the commercial: to inform, entertain or persuade (PIE). Students take notes as they review the main purposes of author's intent: PIE and that historical knowledge and context clues guide us on Animal Farm. Students write down the main characters after students have read 1st five chapters of book on the board. Students work in pairs to try to align main characters with true historical figures. Pairs will take turns writing on white board the answers for the characters and historical figures and writing Orwell's point of view on that character. Students respond in their journals about how does Orwell using point of view in his book. HW: Students continue reading chapters 5-6.	Students name one historical fiction from the previous day and Orwell's view on it. In small groups, students complete Author's Purpose activity. Class will discuss the answers according to PIE and then each group will come up with their own example paragraphs that target each intent. Students answer questions about point of view about 5 Chapters of Animal Farm	Students answer two questions in their journals about the purpose of the reading. Students discuss the characters in Animal Farm according to the point of view perspective. Students answer these questions with their groups in their journals. How might that change depending on who is telling the story? What if Old Major was not the one who led the animal revolt? Who else could have taken a leadership role? Why is that important? Students review some of the answers from the questions.	Students answer: Why would Orwell want to write such a novel at this time? What was his purpose? How were world events influencing art, music, literature, theatre? Show quick examples, listen to music, view different art pieces. Students complete the Non-Fiction Author's Purpose Activity. Teacher will introduce different types of periodicals and newspaper reporting. Students receive one of 4 packets with a non-fiction period newspaper article about the Great Depression or WWII. They will start answer their analysis response questions to find the author's purpose. Students discuss the author's intent and clue words in newspaper articles to decipher PIE….Persuade, Inform or Entertain.	Students will present their articles and their analysis on author's purpose and point of view for writing, sharing historical relevant information to this time period for Animal Farm. Students answer questions from review sheet. Play 20 Questions (class divided in half) about first half of the novel. Students will complete short essay quiz on Orwell's purpose.

Name _____ Date _____

AUTHOR'S PURPOSE WORKSHEET

An author writes for many reasons. An author may give you facts or true information about a subject. Some authors write fiction stories or stories that are not true. They write these stories to entertain you. Other authors may write to persuade or to try to get you to do something.

Directions:

READ EACH OF THE FOLLOWING WRITINGS AND DECIDE WHETHER THE AUTHOR'S PURPOSE IS TO:

- **persuade**
- **inform**
- **entertain**

1. Rosie had the best time making her valentine cards for her classmates. She used red and white paper, heart stickers, markers and anything else she could find. It was great. Her friends are planning a valentine party on Feb. 14th at school. The one she made for her best friend is funny. Funny valentines are nice to get.

The author's purpose of this writing is to_____ (entertain)

Why do you think this? _____

2. The easy Chopper 3 will chop your vegetables for you in about 30 seconds. It is easy to use and you can use any vegetable. The cost is $ 29.95. Order yours today!

The author's purpose of this writing is to _____ (Persuade)

Why do you think this? _____

3. Abraham Lincoln's birthday is on Feb. 12th. He was a great President of the United States. He was our 16th President. He is remembered for freeing the slaves.

The author's purpose of this writing is to _____(Inform)

Why do you think this? _____

NON-FICTION ANALYSIS: Newspaper Editorial Activity

(Answers will vary)

1. Answer the who, what, where, why and how of this article.
2. Does this article reflect the writer’s opinion on its topic or is it purely objective?
3. What did you learn about the topic or the time period from reading the article?
4. What mistaken impression of the period might the article give an outsider?

Name_____ ASSESSMENT

ANIMAL FARM: ORWELL's PURPOSE QUIZ

Read the following from an excerpt of Orwell's rationalization for writing *Animal Farm*. Then answer the following short essays according to what Orwell write and what has been discussed in class regarding the purpose and differing viewpoints that accepted or rejected Orwell's perspective of Totalitarianism, Communism, abuse of power and injustice during his lifetime.

"My wife and I both saw innocent people being thrown into prison merely because they were suspected of unorthodoxy. Yet on our return to England we found numerous sensible and well-informed observers believing the most fantastic accounts of conspiracy, treachery and sabotage which the press reported from the Moscow trials.

And so I understood, more clearly than ever, the negative influence of the Soviet myth upon the western Socialist movement.
And here I must pause to describe my attitude to the Soviet regime. I have never visited Russia and my knowledge of it consists only of what can be learned by reading books and newspapers. Even if I had the power, I would not wish to interfere in Soviet domestic affairs: I would not condemn Stalin and his associates merely for their barbaric and undemocratic methods. It is quite possible that, even with the best intentions, they could not have acted otherwise under the conditions prevailing there.

On my return from Spain I thought of exposing the Soviet myth in a story that could be easily understood by almost anyone and which could be easily translated into other languages. However, the actual details of the story did not come to me for some time until one day (I was then living in a small village) I saw a little boy, perhaps ten years old, driving a huge cart-horse along a narrow path, whipping it whenever it tried to turn. It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the proletariat.

I proceeded to analyse Marx's theory from the animals' point of view. To them it was clear that the concept of a class struggle between humans was pure illusion, since whenever it was necessary to exploit animals, all humans united against them: the true struggle is between animals and humans. From this point of departure, it was not difficult to elaborate the story. I did not write it out till 1943, for I was always engaged on other work which gave me no time; and in the end I included some events, for example the Teheran Conference, which were taking place while I was writing. Thus the main outlines of the story were in my mind over a period of six years before it was actually written.

I do not wish to comment on the work; if it does not speak for itself, it is a failure. But I should like to emphasise two points: first, that although the various episodes are taken from the actual history of the Russian Revolution, they are dealt with schematically and their chronological order is changed; this was necessary for the symmetry of the story. The second point has been missed by most critics, possibly because I did not emphasize it sufficiently. A number of readers may finish the book with the impression that it ends in the complete reconciliation of the pigs and the humans. That was not my intention; on the contrary I meant it to end on a loud note of discord, for I wrote it immediately after the Teheran Conference which everybody thought had established the best possible relations between the USSR and the West. I personally did not believe that such good relations would last long; and as events have shown, I wasn't far wrong."

Answer the following short essay (4-6 sentences) on your own notebook paper using your notes and prior knowledge from discussion and class activities. This quiz is worth 7 points

1. What was Orwell's purpose in writing this book according to the excerpt above? (1 pts.)

2. How does the author's purpose work to explain what was happening in the USSR during the time period of the Orwell's life? (1pt.)

3. What was the point of view of the readers when this book was published? (1pt) Did those views conflict with Orwell's views? Explain (1pt) From what you know about criticism of Orwell and his works, how do you think he felt about opposition or disagreement with his justice oriented mission as an author?(1 pt)

4. Do you think, according to your answer to Question #1, that Orwell achieved his ultimate purpose? Why or why not- Give two reasons? (2 pts)

ANSWER KEY: (Answers will vary, but must contain main points outlined below and be well constructed for full credit).

1. He experienced the class society of England as a child and witnessed the political situation in England, India, Burma and the Revolution in Spain. Orwell was inspired to speak out against the injustices of absolute power and of excess even in capitalism. He was ill throughout his life, but kept on using the power of positive propaganda (his writing, articles, novels) to send a message to challenge the conventional wisdom and thinking. His ultimate purpose was to INFORM the public.

2. Orwell uses the ALLEGORY story form of Animal Farm to INFORM the public as to the dangers of the Communist ideology. The USSR was suffering through the rule of Stalin. Orwell knew that the propaganda reaching the West was censored and that even though the Communist ideal towards Utopianism was still a popular idea, the reality was different. People were suffering for having differing political views. In Orwell's view, the absolute cruelty of Stalin and his secret police forces were not the way to reach a perfect, socialist society.

3. Though there was some positive reaction to his book, initial attempts to publish it were failures. It failed because it conflicted with the idea controlling of information for the greater good. One hurdle Orwell encountered was that there was no market for children's books. Publishing houses were also going to the Ministry of Information and were being directed to not publish because of the sensitive matters of the book being an allegory criticizing the Russian regime. There were too many supporters of Communism in the West and the idea that information and the message had to be controlled for the greater good was beginning to take root.

4. Orwell's purpose was the retelling of the real world events of the Stalin Era, and a warning against repeating the same mistakes. The pigs are representative of the Stalinites. It is to show that you cannot have total control over people, it does not work. No one person or body can be in charge, not completely. Yes, society and countries need governance and rules, but these do not need to be decided by the elite or members of just one Political Party. Each person must have free will, although it is free will within the confines of the laws. The laws that they have set for themselves and agree to obey

Score: _____/7

Each correct response is worth points. 5 out of 7 points is the minimum needed for mastery.

Number correct:	Percent:	
0-3	0% -49%	Falls Far Below
4	50%-69%	Approaches
5-7	70%-100%	Meets Mastery Level