



English 10

Week of November 9-13

Monday, November 9, 2015

- Watch film about George Orwell.
 - Answer questions about the film.

Tuesday, November 10, 2015

- Distribute *Animal Farm* books.
- Distribute character chart for the novel
- Read chapter 1 as a class.

- Objective- Students will read to determine the exposition in a novel and how it develops the allegory.



Wednesday, November 11, 2015

Define satire and allegory

Discuss the characteristics of the farm.

What characteristics of the farm make it a good setting for satire?

Objective: Students will determine the importance of setting in creating the atmosphere of the satire.

Thursday, November 12, 2015

- In small groups dissect Old Major's speech.
 - Highlight words and ideas that persuade the others that his dream is their dream.
 - Why is this a successful persuasive technique rather than telling the animals to rebel?
- Next find examples that illustrate the author's feelings about the subject.
- Homework- read chapter 2
- Objective- Students will learn to analyze word choice by highlighting important passages.

Response for Chapter 2

- Write two reflection statements beginning with the following list:
 - I noticed...
 - I wonder...
 - I was reminded of...
 - I think...
 - I'm surprised that...
 - I'd like to know...
 - I realized...
- If I were...
- The central issue is...
- One consequence of ___ could be ...
- If ___, then...
- I'm not sure...
- Although it seems...

Friday, November 13, 2015

- Write response for chapter 2.
- Discuss chapter 2.
- Trace the plot development of the rebellion.
 - Which animals did or did not play a role.
 - Predict the roles of the pigs.
- Think-Pair- Share: supporting the beliefs of Animalism or Sugarcandy Mountain.
- Objective- Students will learn to connect the plot developments to the character traits by outline the main plot points.

Standards

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.