George Orwell's *Animal Farm*
1. Question & Research Task

The novel **Animal Farm** is an allegory which can be read as an entertaining story about animals or, on a deeper level, as a criticism of the misuse of political power.

British author George Orwell wrote *Animal Farm* at the end of World War II to make a political statement criticizing certain social and political systems, particularly those of the former Soviet Union, a country formed as a result of the Russian Revolution.

You will need to develop your background knowledge about some social and political systems, historical events, and world leaders in order to understand the underlying meaning of Orwell's story.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

02:50

VIDEO SEGMENT

Animal Farm: Orwell Background

Presents key facts about Orwell's childhood and the influences that led to his creation of Animal Farm, from his relationship with...

Select the image above to view a video segment about what influenced George Orwell while writing *Animal Farm*, from the video *Animal Farm by George Orwell*, available on Discovery Education.

How do historical and political movements inspire and influence writers?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.*

When required, see your teacher/librarian for login information.

Video Content:

- Animal Farm by George Orwell: Discovery Education

- What is Communism?, Totalitarianism: Discovery Education

- The Communist Manifesto: Discovery Education

- Beginning the Russian Revolution, The Geography and Cultures of Russia: The Russian Revolution and Civil War : Discovery Education

- World War I, World War II, Adolf Hitler, FDR: BrainPop

World Book Articles:

- Socialism- Communism- Totalitarianism

- Vladimir Lenin- Josef Stalin- Leon Trotsky- Czar Nicholas II

- The Russian Revolution

- Adolf Hitler- Winston Churchill- Woodrow Wilson- Franklin Delano Roosevelt

- World War I- World War II

*For more information, try searching the databases provided in BCPS Digital Content found in the Apps Portal.

Select the image above to view a BrainPOP video about Communism.

3. Student Activity

Choose one of the research options from the list below.
Then, use the information sources on Slide 2 to gather information.
Research topics you can choose from:

1.Research **socialism, communism,** and **totalitarianism** and compare all three political systems. Identify the principles each system has in common, a nation that currently uses this system and what life is like for those living in that country under that system, and finally, explain how the three systems differ from each other.

2.**Select one of the historical figures relating to the Russian Revolution** – Czar Nicholas II, Vladimir Lenin, Josef Stalin, or Leon Trotsky – and describe his background, rise to power, personal strengths and weaknesses, role in the Russian Revolution, and what (if anything) followed his political career. *You may also select to research the U.S. involvement in World War l or Woodrow Wilson.

3.**Research one of the following leaders:** Adolph Hitler of Germany, Winston Churchill of England, and Josef Stalin of Russia – describe their participation in World War II, compare their leadership styles and the effects they had on their own people. *You may also select the U.S. involvement in World War II or Franklin D. Roosevelt.

Use this **Cornell Notes** sheet to gather and organize your information.

21:27

FULL VIDEO

The Russian Revolution

Familiarize students with the 1917 Russian Revolution and study its effects on the people, their nation, and the world at large...

Select the image above to browse video segments and learn more about the Russian Revolution, from Discovery Education.

4. Assessment Activity

Use the research you gathered on your topic to create a Discovery Education Board about your research topic.

Your Discovery Education Board should provide the viewer with thorough background knowledge about the research topic you chose and answer the questions provided in your research option on slide 3.

Embed links from Discovery Education on your board to make this a multimedia experience for your viewer.

Discovery Education Board Builder

This **Rubric** will be used to assess your completed board.

The image above is an example of an informational board about the Holocaust on Discovery Education.

5. Enrichment Activities

When you are finished writing your response to the inquiry question, you may select the image above to play the BrainPop game TIME ZONE X: COMMUNISM. This game goes along with the information from the video on slide 2.
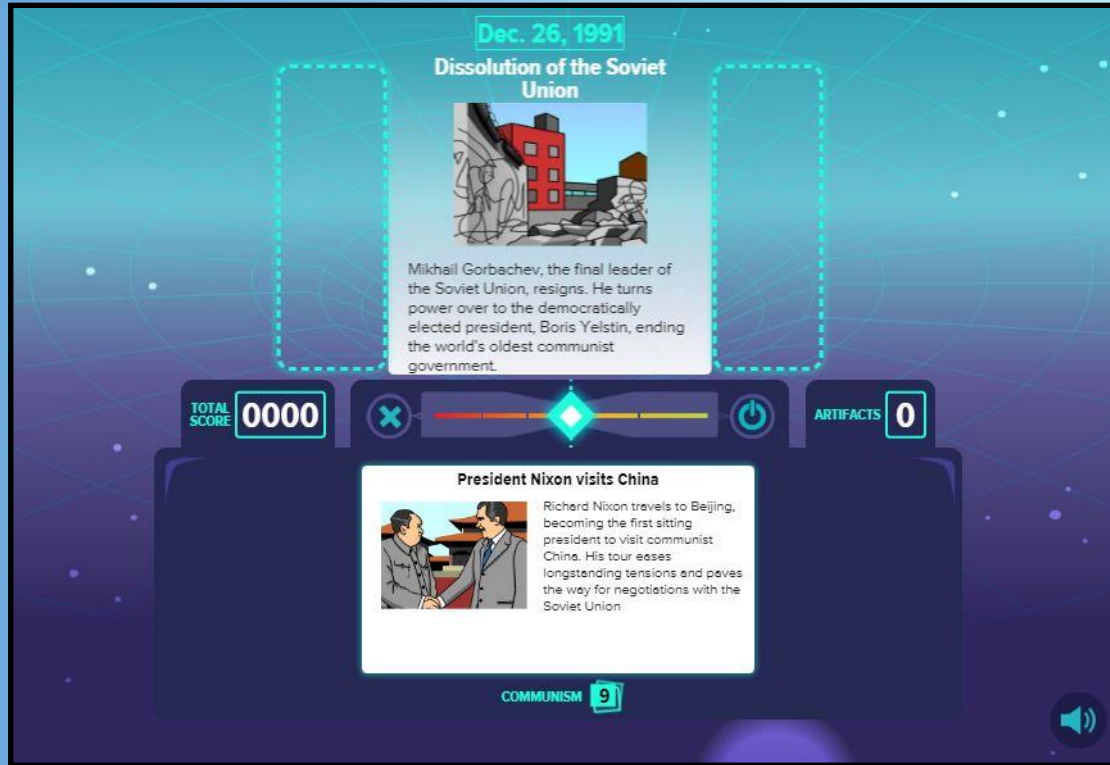
View the Discovery Education boards your classmates have created in a gallery walk. Think about how these historical and political figures and events are reflected in George Orwell's *Animal Farm*.

Now respond to the inquiry question on Slide 1:

How do historical and political movements inspire and influence writers?

You can respond using pen and paper or a digital tool suggested by your teacher. Share your response with your teacher.

6. Teacher Resources

Learning Standards Alignment

Common Core State Standards

CCSS.ELA-LITERACY.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-LITERACY.SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Reading: 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.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by: I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes: I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by: I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

7th Grade, English Language Arts/Advanced Academics

Objective: Students will gather information from a variety of sources in multiple media formats in order to create multimedia content which helps others build background knowledge about a topic.

Time Frame: 1-2 class periods

Differentiation strategies for this lesson:
- Have students use learning supports provided in BCPS Digital Content found in the Apps Portal. Refer to Digital Content Snapshot/Support pages as needed.

Notes to the teacher:

- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the Apps Portal

- Browse the BCPS Innovation Hub's Digital Resource Toolbox for alternative tools for students to use for slide 5 responses.

- Collaborate with your school library media specialist to plan and implement this lesson.

- Some videos in this lesson may not be closed-captioned; however, other text-based resources are provided.