

Day 2 – Literary Terms, Fables, and Satire
Genre Studies
9th grade: Honors
16 students

Standards of Learning:

- 9.3 The student will read and analyze a variety of literature.
- a) Identify, format, text structure, and main idea.
 - b) Identify the characteristics that distinguish literary forms.
 - c) Use literary terms in describing and analyzing selections.
 - e) Explain the relationship between the author’s style and literary effect.
 - f) Describe the use of images and sounds to elicit the reader’s emotions.
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.
- I. This lesson continues to help students build a knowledge base that will help them define and examine literary elements that will appear as they explore *Animal Farm*. The lesson begins with allegory, which will help the class travel back to review the novel’s connections to the Russian Revolution. Students refamiliarize themselves with the fable, a genre that will help them better understand the framework that Orwell uses to convey his satire of the Russian Revolution. It is also important for students to understand how propaganda works as it influences all of the characters in *Animal Farm*. A mini-lesson that connects Russian propaganda to modern advertising and satire will aide student comprehension as they read the novel. The class will begin reading the novel together to ensure understanding from the start.
- II.
1. Students will define allegory, irony, and foreshadowing, the essential literary elements within *Animal Farm*.
 2. Students will identify the characteristics that distinguish fables, satire, and propaganda from other types of literature.
 3. Students will examine three different fables and explain the moral that each presents.
 4. Students will brainstorm the techniques that modern advertising utilizes to attract attention and convey a specific message.
 5. Students will discuss the role and impact of political propaganda and satire on viewers, readers, and society.
 6. Students will describe how the use of images and sounds to elicit readers’ emotions in satirical texts.
- III. The lesson will begin with a quick review, but students will be encouraged to jot down any ideas they may need to review later. Each member in the small group during the fable activity will write down the moral they extracted from each of the three fable and turn this handout in. During the satire activity, students will write down at least three ways that each satirical piece “bites” or “hooks” them.

- IV. The class will begin with review of the important literary elements (allegory, foreshadowing, irony) students will need to understand before reading *Animal Farm* (10m). The students should already have a good understanding of these elements from the preceding short story unit. From here, students be given a brief definition of the fable to activate prior knowledge that students may have with the genre (5m). A fable handout will be distributed, students will read the fables silently to themselves, and small groups of 3-4 students will decide on the moral that each of the three fable presents (20m). Students will then be asked to brainstorm ways that modern advertising attracts attention and conveys particular messages to stimulate thinking about modern propaganda (5m). These brainstormed thoughts will be discussed later, for students will be introduced to propaganda and six of the different types next (10m). Students will be shown propaganda images on PowerPoint to discuss as a class (10m). The class will begin sharing their brainstormed thoughts and we will begin making connections between propaganda and modern day advertising (10m). Finally, the class will finish with an overview of satire, and students will identify (on an index card) that least three ways that the satirical artifacts evoke emotions/feelings through images and sounds (15m). This activity will help refamiliarize students with the power of satire before we begin reading *Animal Farm*, a satire of the Russian Revolution. Students will begin reading chapter one with the time that remains.
- V. Fable handout
LCD projector
Computer (laptop)
Index cards
- VI. Incorporating both group work and individual work into this lesson is essential for its success. This lesson presents quite a bit of information that students will need to effectively process and store into their memory. It can be difficult for students to understand and comprehend the concepts discussed. The lesson begins with larger group work with the fable activity, but, as the lesson continues, students become more accountable for the class work (eventually working alone) and they have a stronger awareness of their own understanding. Also, because an abundance of information is given to students, my assessments will be relatively informal, established to primarily help me gauge where students are at in comprehending the concept.
- VII. Students will need to bring their understanding of literary elements to this lesson so that they may prepare themselves for exploring allegory, irony, and foreshadowing in *Animal Farm*. I realize that not all students will remember the literary terms covered in the previous short story unit, so I will review these concepts to scaffold learners as they enter this new *Animal Farm* unit. Students will also need to bring the historical framework provided in the previous lesson with them. This is important as the class delves into Russian propaganda, and students learn how to navigate a new type of text.

VIII. Technology is integrated into this lesson through the PowerPoint presentations on propaganda and satire. A computer in the room will also enable students to listen to a satirical song about American politics. Images projected by an LCD projector capture vibrant colors and images in a way that an overhead or tangible pictures cannot. The images and text are large and engaging. These are important qualities that propaganda and satirical artifacts must retain in order to be effective. The satirical American song is directly played from an Internet website, and it cannot be saved and played on a CD.