Module Summary

It is a paradox that every dictator has climbed to power on the ladder of free speech.
Immediately on attaining power each dictator has suppressed all free speech except his own.

—Herbert Hoover

What is the power of language? Poets understand words' power to inspire, advertisers understand words' power to persuade, propagandists understand words' power to manipulate, and leaders understand words' power to sway the course of human events. In every facet of our lives, as we navigate an onslaught of information from myriad sources, we experience the power of language in personal, political, commercial, and civic arenas.

Those who fail to realize language's power are powerless themselves. The dictatorial society depicted in George Orwell's *Animal Farm* becomes inevitable only when citizens surrender their commitment to critical literacy and thoughtful participation in government. Young people today have greater access to information than at any time in history, but they must be able to evaluate its validity, ask questions that will help them differentiate truth from falsehood, and stand up for their carefully considered beliefs.

Module 3 cultivates students' abilities to analyze the logic and validity of arguments; to consider the perspectives of differing sources; to hold thoughtful, respectful discussions with others holding conflicting points of view; and to recognize language's potential for both inspiration and manipulation. The texts compel a deep examination of rhetorical and propaganda techniques and appeals to logos, pathos, and ethos. Through this study, students learn to identify these techniques when they encounter them and employ appropriate and logical reasoning in their own compelling arguments. Ultimately, students build an understanding of the need to develop the critical reading and thinking skills that will enable them to recognize when others attempt to persuade or manipulate them with language.

At the core of the module, *Animal Farm*, Orwell's classic indictment of tyranny and corruption, provides a foundation for these lessons. However, because Orwell's vision of language, class, and society is nearly as bleak as it is profound, poetry and speeches offer a vital, complementarily uplifting perspective. Alongside Orwell's whip-wielding pigs, students meet metaphorical birds who croon songs of hope, politicians who call citizens to help those less fortunate, and activists who spread human rights and freedom, illustrating language's power to spark positive change. Taken together, *Animal Farm* and the supplementary texts enable a study honoring the multifaceted yet inextricable relationship between language and power.

By the time students encounter the End-of-Module (EOM) Task, they know language is powerful. But, is language more powerful when used to uplift or to control? Students weigh evidence from the array of texts and craft their own argument in response.

Essential Question

What is the power of language?

Suggested Student Understandings

- Words carry power to inspire, uplift, persuade, manipulate, and control.

- Language is a powerful tool for those seeking power or influence.

- Failing to read and think critically about political content, media messages, and advertising can be dangerous.

- Writers and speakers can use many techniques to inspire, persuade, control, and argue a point.

Texts

CORE TEXTS

Novel (Literary)

- *Animal Farm*, George Orwell

SUPPLEMENTARY TEXTS

Advertisements

- Car Ad 1 (**http://witeng.link/0350**)

- Car Ad 2 (**http://witeng.link/0352**)

- Dessert Ad (**http://witeng.link/0351**)

- "Serena Williams—Rise," Andre Stringer (**http://witeng.link/0347**)

- Soda Ad 1 (**http://witeng.link/0348**)

- Soda Ad 2 (**http://witeng.link/0349**)

Architecture and Sculpture

- Photograph of Abu Simbel, *Wikimedia Commons* (**http://witeng.link/0293**)
- The Great Sphinx, *Encyclopædia Britannica Online* (**http://witeng.link/0295**)
- The Lincoln Memorial, *National Park Service* (**http://witeng.link/0296**)

Articles

- "'Ask Not … ': JFK's Words Still Inspire 50 Years Later," Nathan Rott (**http://witeng.link/0276**)
- "How Advertising Targets Our Children," Perri Klass (**http://witeng.link/0353**)
- "Is Martin Luther King's 'I Have a Dream' the Greatest Speech in History?" Emma Mason (**http://witeng.link/0286**)
- "Thanks to Malala: Top 3 Ways Malala Has Changed the World," Alex Harris (**http://witeng.link/0283**)

Book Reviews

- "In 1946, the *New Republic* Panned George Orwell's *Animal Farm*," George Soule (**http://witeng.link/0306**)
- Review of *Animal Farm*, Michael Berry (**http://witeng.link/0307**)
- Review of *Animal Farm*, Bapalapa2, student reviewer (**http://witeng.link/0308**)
- "Why You Should Read *Animal Farm*," Kainzow, blogger (**http://witeng.link/0309**)

Historical Accounts

- Excerpts from "Friedrich Engels, Revolutionary, Activist, Unionist, and Social Investigator," Rosalie Baker (Handout 16B)
- Excerpts from "Grandeur at Abu Simbel," Steven Snape (Handout 25A)
- Excerpts from "Let's Tour the Temple," Ramadan B. Hussein (Handout 25A)

Poetry

- "'B' (If I Should Have a Daughter)," Sarah Kay (**http://witeng.link/0314**)
- "Caged Bird," Maya Angelou (**http://witeng.link/0277**)
- "Dreams," Langston Hughes (**http://witeng.link/0292**)
- "'Hope' is the thing with feathers," Emily Dickinson (**http://witeng.link/0316**)
- "First They Came for the Communists," Martin Niemoller (**http://witeng.link/0303**)
- *Poetry* 180, Library of Congress (**http://witeng.link/0321**)

Poster

- Images of Pro-Stalin Propaganda (**http://witeng.link/0298**)

Speeches

- "I Have a Dream," Martin Luther King Jr. (**http://witeng.link/0284**)

- Inaugural Address, John F. Kennedy (**http://witeng.link/0313**)

- Address to the United Nations Youth Assembly, Malala Yousafzai
  (**http://witeng.link/Malala-Yousafzai's-speech-at-the-United-Nations**)

Audio and Videos

- "Caged Bird," Maya Angelou (**http://witeng.link/0278**)

- "Dreams," Langston Hughes (**http://witeng.link/0318**)

- "Kinetic Poetry Hope Is the Thing with Feathers," Nook Harquail, director
  (**http://witeng.link/0317**)

- "I Have a Dream," Martin Luther King Jr. (**http://witeng.link/0285**)

- Address to the United Nations Youth Assembly, Malala Yousafzai (**http://witeng.link/0282**)

- Mini BIO–Joseph Stalin (**http://witeng.link/0297**)

Module Learning Goals

KNOWLEDGE GOALS

- Name and describe ways that language and words inspire, persuade, and control.

- Describe the structures and techniques used in poetry and political speeches, both in terms of
  their written expression and oral delivery.

- Analyze, contextualize, and critique George Orwell's *Animal Farm* to identify and evaluate its
  themes.

- Define and classify elements and examples of propaganda, argument, and persuasion; isolate
  varied persuasive techniques; and recognize appeals to pathos, logos, and ethos.

- Recognize *Animal Farm* as an allegory, connecting it to the Russian Revolution and the rise of
  Stalin.

READING GOALS

- Analyze how the form or structure of a poem, as well as its rhymes and other repetitions of
  sounds, impact its meaning (RL.7.4, RL.7.5).

- Analyze how an author develops and contrasts the points of view of different characters
  (RL.7.6).

- Compare and contrast a text with its audio or video presentation, analyzing each medium's portrayal of the subject and unique techniques (RL.7.7, RI.7.7).

- Trace and evaluate a written argument, assessing the soundness of the reasoning and relevance and sufficiency of the claim (both to evaluate written arguments for their validity and to study models of arguments as preparation for drafting their own written arguments) (RI.7.8).

WRITING GOALS

- Formulate sound argument paragraphs to support claims with logical reasons and relevant evidence from *Animal Farm* and supplementary texts (W.7.1).

- Develop and revise an essay presenting an argument about whether language is more powerful when used to uplift or to control, acknowledging alternate or opposing claims and providing a conclusion that supports the argument (W.7.1).

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4).

SPEAKING AND LISTENING GOALS

- Pose questions that elicit elaboration from others in discussions about language and power, and then listen for on- and off-topic responses (SL.7.1.a, SL.7.1.c).

- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3).

LANGUAGE GOALS

- Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help develop and pace argument writing (L.7.1.b).

- Choose language carefully, recognizing and eliminating wordiness and redundancy, to express arguments precisely and concisely (L.7.3.a).

- Determine the meaning of target vocabulary through context, by applying understanding of grade-appropriate Greek or Latin affixes and roots, and by exploring related words' connotations and denotations (L.7.4.a, L.7.4.b, L.7.5.c).

- Interpret figurative language, such as similes, metaphors, imagery, personification, and allusion, and use figurative language in writing in order to be precise, concise, and descriptive (L.7.5.a).

Module in Context

- **Knowledge:** This study builds on Modules 1 and 2 as students continue to explore different facets of human experience in societal contexts. In Module 1, students read stories of individuals developing their identities in the context of the rigidly hierarchical medieval society. In Module 2, students examined the experience of individuals in the context of World War II. In Module 3, the focus shifts from the individual experience to the idea of humanity in society and the power of words to influence our thoughts, feelings, and behavior.

- **Reading:** Students deepen the close and analytical reading skills they developed in prior modules by analyzing the techniques writers use, through their written words, as well as oral and video presentations, to inspire, uplift, persuade, manipulate, or control their audiences. This exploration encompasses a broad variety of texts, including poems, speeches, advertisements, and arguments. In studying the core text, George Orwell's *Animal Farm*, students identify similar uses of language by the novel's characters, and they analyze how Orwell develops the characters' perspectives to identify the novel's powerful themes about language, power, and the rise of dictatorships. Students also consider the novel's allegorical meaning as they compare its plot developments with the real-life events that it is based on—the Soviet revolution and the rise of Stalinism.

- **Writing:** Students build on the descriptive and figurative writing they learned while practicing narrative writing in Module 1, and they continue experimenting with narrative writing techniques to inspire readers. The structures and techniques students developed with informative writing in Module 2 serve as foundational building blocks for writing effective arguments in Module 3.

- **Speaking and Listening:** Students extend their speaking and listening skills in three Socratic Seminars about *Animal Farm* and the supplementary texts by asking for elaboration on key points, listening for off-topic responses, and evaluating arguments.

Standards

FOCUS STANDARDS

Reading Literature	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Reading Informational Text	
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Writing	
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Language	
L.7.1.b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.3.a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
L.7.5.a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Speaking and Listening	
SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CONTINUING STANDARDS

Reading Literature	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a paragraph about why "I Have a Dream" is inspiring, explaining both the contribution of King's written words in the transcript and the contribution of his vocal delivery and image details in the video.	▪ Demonstrate understanding of how and why language inspires. ▪ Analyze the impact of a speech's language.	RI.7.1, RI.7.7, W.7.9

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
2. Write an argument paragraph about which of the three animals—Squealer, Boxer, or the sheep—is most influential in helping Napoleon gain and maintain power in *Animal Farm*.	▪ Demonstrate understanding of how and why language persuades. ▪ Analyze how use of language allows Napoleon control the animals in *Animal Farm*. ▪ Compose an argument with a claim, reasons, evidence, and elaboration.	RL.7.1, W.7.1, W.7.4, L.7.1.b, L.7.3.a
3. Write an argument paragraph about the most important theme about the power of language that Orwell develops in *Animal Farm*.	▪ Demonstrate understanding of the role of language in *Animal Farm,* analyzing how Orwell develops a theme. ▪ Compose an argument with a claim, reasons, evidence, and elaboration. ▪ Acknowledge an alternate or opposing claim.	RL.7.1, RL.7.2, W.7.1, W.7.4, W.7.9.a, L.7.1.b, L.7.3.a

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read Maya Angelou's "Caged Bird," and view its video performance. Use a graphic organizer to analyze how two techniques in the video affect the poem, and respond to multiple-choice questions.	▪ Analyze how a poem uses language to inspire. ▪ Analyze the impact of particular language techniques.	RL.7.1, RL.7.4, RL.7.5, RL.7.7, W.7.10, L.7.4.a, L.7.5.a, L.7.5.c
2. Read the beginning of *Animal Farm*, chapter V, pages 45–48. Respond to multiple-choice and short-response questions to explain how Orwell develops the contrasting perspectives of the animals, particularly Mollie, Clover, Snowball, and Napoleon.	▪ Analyze *Animal Farm* citizens' perspectives on their society, leadership, language, and power.	RL.7.1, RL.7.2, RL.7.4, RL.7.6, W.7.10, L.7.4.b
3. Read the *Animal Farm* review, and complete the multiple-choice questions. Then trace and evaluate the review's argument using the graphic organizer.	▪ Demonstrate understanding of the elements of a strong argument.	RI.7.1, RI.7.4, RI.7.8, W.7.10, L.7.4.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Discuss which of the texts is most inspiring, and why.	▪ Demonstrate an understanding of how and why language inspires in speeches and poems. ▪ Determine which texts include the strongest evidence supporting language's uplifting effect.	RL.7.1, RI.7.1, SL.7.1, SL.7.6
2. Discuss whether it is the responsibility of a government or its citizens to make sure citizens get accurate, logical information.	▪ Formulate opinions about language and power, supporting ideas with evidence from *Animal Farm*.	RL.7.1, SL.7.1, SL.7.6

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
3. Discuss whether language is more powerful when used to uplift or to control.	■ Reflect on the relationship between language and power, responding to classmates' EOM Task arguments.	RL.7.1, RI.7.1, SL.7.1, SL.7.6

End-of-Module Task	Criteria for Success	Standards
Write an argument essay about whether language is more powerful when it is used to uplift or whether it is more powerful when used to control. Develop your argument with evidence from *Animal Farm* and at least one other text.	■ Write an engaging introductory paragraph in which you clearly state a claim as to which use of language is most powerful. ■ Give two reasons for why this use of language is most powerful. ■ Support your reasons with textual evidence and elaboration. ■ Acknowledge alternate or opposing claims. ■ Include a conclusion that reinforces the argument and supports its significance. ■ Use a variety of sentence structures effectively to express ideas. ■ Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claims, reasons, evidence, and elaboration. ■ Maintain a formal style featuring precise language and content-area vocabulary.	RL.7.1, RI.7.1, W.7.1, W.7.4, L.7.1.b, L.7.3.a

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	■ Acquire and use grade-appropriate academic terms. ■ Acquire and use domain-specific or text-critical words essential for communication about the module's topic.	L.7.4.b L.7.6

While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: How and why does language inspire?				
LESSON	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	"'B' (If I Should Have a Daughter)"	Wonder What do I notice and wonder about "B"?	Experiment How do figurative language and sensory language work?	▪ Formulate questions and observations about "B" (RL.7.1). ▪ Experiment with figurative and sensory language inspired by "B" (W.7.3.d). ▪ Develop a clear understanding of the word *inspire* based on its Latin root and dictionary definition (L.7.4.b).
2	"'B' (If I Should Have a Daughter)"	Reveal What does a deeper exploration of language and performance techniques reveal in "B"?		▪ Analyze how Kay uses language to inspire her audience (RL.7.4). ▪ Identify and analyze the performance techniques Kay uses to enhance "B" (RL.7.7). ▪ Analyze Kay's use of the word *winsome* based on its context and morphemes (L.7.4.a, L.7.4.b).
3	"'B' (If I Should Have a Daughter)" "'Hope' is the thing with feathers"	Organize What is happening in "'Hope' is the thing with feathers" and its video version?	Examine Why is writing a clear claim to introduce an argument important?	▪ Analyze an argument paragraph about figurative language to understand the characteristics of a strong claim (W.7.1.a). ▪ Interpret "'Hope' is the thing with feathers" and its video version, attending to language and structure (RL.7.4, RL.7.5, RL.7.7). ▪ Deepen understanding of the words *argument* and *claim* by comparing and contrasting their use in academic and other settings (L.7.4, L.7.5.b).

Focusing Question 1: How and why does language inspire?			
4	"Dreams" (text and audio) "'Hope' is the thing with feathers"	Reveal What does a deeper exploration of "'Hope' is the thing with feathers" and "Dreams" reveal?	Experiment How do claims work? Examine Why are precision and concision important?	▪ Compare "'Hope' is the thing with feathers" to "Dreams," analyzing language and structure (RL.7.4, RL.7.2, RL.7.5, L.5.a). ▪ Establish a claim about whether Dickinson or Hughes uses metaphor to inspire more effectively. ▪ Define and evaluate the impact of *precision* and *concision* in poetry (L.7.3.a).
5 ✔NR	"Caged Bird" (text and video)	Reveal What does a deeper exploration of "Caged Bird" and its video performance reveal?		▪ Analyze how Angelou uses figurative language, structure, and rhyme in "Caged Bird" (RL.7.1, RL.7.4, RL.7.5, RL.7.7, W.7.10, L.7.4.a, L.7.5.a, L.7.5.c). ▪ Integrate understanding about the suffix *-dom* to define words (L.7.4.b).
6	"Caged Bird" (text and video)	Reveal What does a deeper exploration of "Caged Bird" reveal?		▪ Analyze how Angelou uses language to inspire her audience (RL.7.4). ▪ Fluently recite poetry using delivery techniques. ▪ Analyze figurative language in the context of student-selected poems (L.7.5.a).
7	Inaugural Address (text and video) "'Ask Not …': JFK's Words Still Inspire 50 Years Later"	Organize What is happening in the text and video versions of JFK's inaugural address?	Examine Why is supporting a claim with clear reasons and evidence important? Examine Why is understanding the difference between repetition for effect and redundancy important?	▪ Summarize the central ideas in Kennedy's inaugural address (RI.7.2). ▪ Identify the reasons and evidence supporting an article's claim (RI.7.8). ▪ Understand the importance of eliminating redundancy while still using repetition for effect as appropriate (L.7.3.a).

Focusing Question 1: How and why does language inspire?				
8	Address to the United Nations Youth Assembly (text and video) "Thanks to Malala: Top 3 Ways Malala Has Changed the World"	Reveal What does a deeper exploration of Malala Yousafzai's speech transcript and video reveal?	Examine Why is supporting a claim with relevant evidence important? Experiment How does precise word choice in a claim work?	▪ Contrast Yousafzai's speech transcript to the video to analyze the techniques she uses to inspire her audience (RI.7.7). ▪ Explain the role of relevant evidence in an article about Yousafzai's impact (RI.7.8, W.7.10). ▪ Employ precise word choice in revising a claim (L.7.3.a).
9	"I Have a Dream" "Is Martin Luther King's 'I Have a Dream' the Greatest Speech in History?"	Reveal What does a deeper exploration of King's language in "I Have a Dream" reveal?	Experiment How does concise language work?	▪ Analyze King's use of language in "I Have a Dream" (RI.7.4). ▪ Choose language to express ideas concisely and to avoid wordiness and redundancy (L.7.3.a).
10 ✔**FQT**	All Module Texts	Reveal What does a deeper exploration of "I Have a Dream" and its video reveal?	Experiment How does relevant evidence work? Execute How do I use language precisely and concisely and avoid wordiness and redundancy in my writing?	▪ Compare and contrast the transcript of "I Have a Dream" to its video, analyzing each medium's portrayal (RI.7.1, RI.7.2, RI.7.7, W.7.2, W.7.9.b). ▪ Gather relevant evidence and evaluate the techniques writers use to inspire (RL.7.1, RI.7.1). ▪ Revise writing to express ideas precisely and concisely, eliminating wordiness and redundancy (L.7.3.a).
11 ✔**SS**	All Module Texts	Know How do these texts build my knowledge of how and why language inspires?	Experiment How do claims, clear reasons, and relevant evidence work?	▪ Engage in a collaborative conversation about how and why language inspires, drawing on evidence, posing questions, responding to others, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Draft an argument featuring a claim, reason, and evidence (W.7.1.a, W.7.1.b). ▪ Use predicted and dictionary definitions of words and word relationships to understand *alternate claims* and *opposing claims*, developing basic argumentation skills (L.7.4.d, L.7.5.b).

	Focusing Question 2: How and why does language persuade?			
LESSON	**TEXT(S)**	**CONTENT FRAMING QUESTION**	**CRAFT QUESTION(S)**	**LEARNING GOALS**
12	"Serena Williams—Rise" Car Ad 1 Car Ad 2 Dessert Ad Soda Ad 1 Soda Ad 2	Wonder What do I notice and wonder about advertisements?		▪ Formulate observations and questions about video and print advertisements to understand how advertisers try to persuade consumers (RI.7.1). ▪ Deepen understanding of the meanings of the words *persuade* and *persuasive* by comparing and contrasting their meanings with those of related words (L.7.5.b).
13	"How Advertising Targets Our Children"	Organize What is happening in the article "How Advertising Targets Our Children"?	Examine Why is audience awareness important in argument writing? Examine Why is asking for elaboration important in academic conversations?	▪ Summarize the key points the author of an op-ed article makes about the effects of advertising on children (RI.7.8). ▪ Deepen understanding of the words *manipulative* and *deceptive* by comparing and contrasting their meanings and using them in context (L.7.5.b).
14	"How Advertising Targets Our Children" "Serena Williams—Rise" Car Ad 1 Car Ad 2 Dessert Ad Soda Ad 1 Soda Ad 2	Reveal What does a deeper exploration of persuasive techniques reveal in the advertisements?	Examine Why are phrases and clauses important?	▪ Analyze the argument of an article to determine its claim(s), reason(s), and evidence (RI.7.8). ▪ Identify phrases and clauses, and explain their function in specific instances (L.7.1.a).

Focusing Question 2: How and why does language persuade?				
15	*Animal Farm*, Chapter I	Wonder What do I notice and wonder about chapter I of *Animal Farm*?	Experiment How does writing a claim supported by clear reasons and relevant evidence work? Experiment How does using phrases in arguments work?	■ Assert a claim about whether an advertisement uses fair or unfair techniques to persuade consumers, and support that claim with reasons and evidence (W.7.1.a, W.7.1.b). ■ Formulate observations and questions about chapter I of *Animal Farm* (RL.7.1). ■ Revise an argument paragraph by using phrases to create transitions, add detail and precision, and clarify relationships (L.7.1.a).
16	*Animal Farm*, Chapter I Excerpts from "Friedrich Engels, Revolutionary, Activist, Unionist, and Social Investigator"	Organize What is happening in chapter I of *Animal Farm*?	Examine Why are elaboration and transitions important in argument writing? Experiment How does using clauses in arguments work?	■ Describe key characters introduced in chapter I, identifying specific words, phrases, and actions Orwell uses to develop each character (RL.7.3). ■ Analyze how Old Major develops an argument in his speech (RI.7.8). ■ Write an argument paragraph about Old Major's speech, using clauses to create transitions and clarify relationships (L.7.1.a).
17	*Animal Farm*, Chapter I	Reveal What does a deeper exploration of Old Major's argument and use of persuasive techniques reveal in chapter I of *Animal Farm*?	Experiment How does asking for elaboration in academic conversations work? Experiment How does elaboration in argument writing work? Experiment How does using phrases and clauses in an argument work?	■ Analyze the argument Old Major makes in his speech and song (RI.7.8). ■ Compare Old Major's perspective of life on the farm with that of Mr. Jones (RL.7.6). ■ Revise argument paragraphs by using phrases or clauses to create transitions, add detail or precision, or clarify relationships (L.7.1.a).

Focusing Question 2: How and why does language persuade?				
18	*Animal Farm,* Chapter II Excerpt from "Friedrich Engels, Revolutionary, Activist, Unionist, and Social Investigator"	Reveal What does a deeper exploration of character and perspective reveal in chapter II of *Animal Farm*?		• Describe key character details and developments in chapter II, identifying words, phrases, and actions Orwell uses to develop each character (RL.7.3). • Analyze the contrasting perspectives of the animals in *Animal Farm* (RL.7.2, RL.7.6, W.7.9). • Deepen understanding of the word *commandment* by distinguishing among the connotations of similar words (L.7.5.c).
19	*Animal Farm,* Chapter III	Reveal What does a deeper exploration of language and persuasion reveal in chapter III of *Animal Farm*?	Examine Why are logical reasoning and accurate, relevant evidence important to making a strong argument?	• Analyze how Orwell develops and contrasts the perspectives of Napoleon and Snowball (RL.7.6). • Trace and evaluate Squealer's milk-and-apples argument, assessing his reasoning and use of evidence (RI.7.8). • Use context to determine the meaning of *maxim* and deepen understanding of the word by comparing it to *motto* (L.7.4.a, L.7.5.b).
20 ✔NR ✔VOC	*Animal Farm,* Chapters IV–V	Reveal What does a deeper exploration of character and perspective reveal in chapters IV and V of *Animal Farm*?		• Summarize the opening of *Animal Farm,* chapter V, and analyze how Orwell develops the animals' contrasting perspectives (RL.7.1, RL.7.2, RL.7.4, RL.7.6, W.7.10, L.7.4.b). • Demonstrate understanding of grade-level vocabulary and how to use affixes and roots as clues to the meaning of words or phrases (L.7.4.b, L.7.6).

Focusing Question 2: How and why does language persuade?				
21 ✔**FQT**	*Animal Farm,* Chapters I–V	Reveal What does a deeper exploration of character and perspective reveal in the first half of *Animal Farm?*	Execute How can I use a strong claim, clear reasons, and relevant evidence in an argument paragraph? Execute How do I use phrases and clauses in an argument?	▪ Write an argument paragraph, establishing and supporting a claim about whether Squealer, Boxer, or the sheep are most influential in supporting Napoleon's efforts to gain and maintain power (RL.7.1, W.7.1, W.7.4, L.7.1.b, L.7.3.a). ▪ Revise Focusing Question Task 2 paragraphs by adding phrases or clauses to create transitions, add detail or precision, or clarify the relationships among the claim, reasons, and evidence (L.7.1.a).

Focusing Question 3: How and why is language dangerous?				
LESSON	**TEXT(S)**	**CONTENT FRAMING QUESTION**	**CRAFT QUESTION(S)**	**LEARNING GOALS**
22	*Animal Farm,* Chapter VI	Organize What is happening in chapter VI of *Animal Farm*?	Excel How do I improve an argument paragraph?	▪ Evaluate Focusing Question Task 2 response to identify areas for improvement and strengthen the argument (W.7.1, W.7.4, W.7.5). ▪ Analyze the events of chapter VI from the perspective of different characters (RL.7.6). ▪ Apply understanding of literary allusions to interpret the word *scapegoat* in context as it is used to describe Snowball (L.7.5.a).

Focusing Question 3: How and why is language dangerous?				
23	*Animal Farm*, Chapters VI–VII	Reveal What does a deeper exploration of Squealer's arguments reveal?	Experiment How does acknowledging alternate or opposing claims work? Examine Why is using varied sentence structures important when writing an argument?	▪ Trace the techniques Squealer uses in his arguments about pigs sleeping in beds and about "Beasts of England," and draft a written assessment of the soundness of his reasoning (RI.7.8). ▪ Draft one or two additional sentences for the Focusing Question Task 2 response to acknowledge alternate or opposing claims (W.7.1.a). ▪ Identify and evaluate the impact of varied sentence structures (L.7.1.b).
24	*Animal Farm*, Chapter VIII	Distill What is the essential meaning of *Animal Farm*?	Experiment How do complex sentences work?	▪ Identify and analyze a theme that Orwell develops in *Animal Farm* (RL.7.2). ▪ Combine simple sentences to create complex sentences to communicate multiple ideas (L.7.1.b).
25	The Temple at Abu Simbel The Great Sphinx of Giza Excerpts from "Grandeur at Abu Simbel" and "Let's Tour the Temple"	Know How do the temples at Abu Simbel and the Great Sphinx at Giza build my knowledge of monuments of ancient Egypt and how those connect to central ideas in *Animal Farm*?		▪ Formulate observations and knowledge about selected monuments of ancient Egypt, and connect these to the ideas in *Animal Farm* (RL.7.2, SL.7.2, W.7.10, L.7.6). ▪ Deepen understanding of the phrase *cult of personality*, in part by distinguishing among the denotations and connotations of words related to *cult* and *personality* (L.7.5.c).
26	*Animal Farm* "Communism" "Mini BIO–Joseph Stalin" Images of Pro-Stalin Propaganda	Organize What's really happening in *Animal Farm*?	Examine Why is the structure of an argument essay important?	▪ Identify parallels between Stalin in the Soviet Union and Napoleon in *Animal Farm* (RI.7.2, RL.7.2, SL.7.2). ▪ Demonstrate understanding of and accurately use the literary term *allegory* (L.7.5.a).

Focusing Question 3: How and why is language dangerous?				
27	*Animal Farm,* Chapter IX "First They Came for the Communists"	Reveal What does a deeper exploration of theme reveal in *Animal Farm*?	Experiment How do complex sentences work in an argument?	▪ Identify signs of the growing class divide on the farm, and analyze the ways that the pigs use language to obscure inequalities (RL.7.2). ▪ Write complex sentences to present a claim, and contrast it with an alternate or opposing claim (L.7.1.b).
28	*Animal Farm,* Chapter X	Reveal What does a deeper exploration of the dramatic conclusion reveal in *Animal Farm*?	Examine Why are introductions and conclusions important? Experiment How do simple sentences work in an argument?	▪ Describe a theme revealed in the final chapter of *Animal Farm* (RL.7.2, W.7.10). ▪ Write simple sentences to clearly and concisely state a claim or conclude an idea (L.7.1.b).
29 ✔SS	*Animal Farm*	Distill What is the essential meaning of *Animal Farm*?		▪ Engage in a collaborative conversation about *Animal Farm* and the power of language, drawing on evidence, posing questions, responding to others, and using formal English as appropriate (SL.7.1, SL.7.6). ▪ Describe a theme on language and power that Orwell conveys in *Animal Farm*, and provide a textual example of how he develops this idea (RL.7.2). ▪ Develop an understanding of the suffix *–ian* through example and study of the word *Orwellian*, and then apply this understanding to define other new words (L.7.4.b).

Focusing Question 3: How and why is language dangerous?				
30 ✔ **FQT**	*Animal Farm*	Know How does *Animal Farm* build my knowledge of the dangerous power of language?	Execute How do I use a strong claim, clear reasons, and relevant evidence in an argument paragraph? Execute How do I effectively and purposefully vary sentences in a written argument?	▪ Write an argument paragraph for your teacher and classmates about the most important theme about the power of language that Orwell develops in *Animal Farm*, supporting the claim with clear reasons and relevant evidence (RL.7.1, RL.7.2, W.7.1, W.7.4, W.7.9.a, L.7.1.b, L.7.3.a). ▪ Vary sentence structures to emphasize important ideas and signal differing relationships in a written argument (L.7.1.b).

Focusing Question 4: How and why does language influence thought and action?				
LESSON	**TEXT(S)**	**CONTENT FRAMING QUESTION**	**CRAFT QUESTION(S)**	**LEARNING GOALS**
31	Review of *Animal Farm,* George Soule Review of *Animal Farm,* Michael Berry Review of *Animal Farm,* Bapalapa2, student reviewer	Reveal What does a deeper exploration of book reviews reveal?	Experiment How do introductions work?	▪ Compare and contrast multiple authors' reviews of *Animal Farm*, analyzing differing interpretations and evidence (RI.7.9). ▪ Draft an introduction paragraph using the HIC structure (W.7.1.a). ▪ Develop a deeper understanding of and accurately use the term *satire* (L.7.6).

Focusing Question 4: How and why does language influence thought and action?				
32 ✔ **NR**	"Why You Should Read *Animal Farm*"	Reveal What does a deeper exploration of the argument in a book review reveal?		• Trace and evaluate an *Animal Farm* review's argument, assessing whether the author's reasoning is sound and the evidence is relevant and sufficient to support the claims (RI.7.1, RI.7.4, RI.7.8 W.7.10, L.7.4.a). • Analyze a book review website to identify its purpose and audience. • Integrate understanding of the roots *lit* and *litera* to define and use words (L.7.4.b).
33	*Animal Farm*	Know How do the book reviews build my knowledge of how and why language influences thought and action?	Experiment How does organizing and concluding an argument work? Excel How do I improve my book review?	• Publish a book review arguing that an audience should or should not read *Animal Farm* (W.7.1, W.7.4, W.7.6).
34 ✔ **EOM** ✔ **VOC**	All Module Texts	Know How do these texts build my knowledge of how and why language influences thought and action?	Execute How do I use claims, reasons, and relevant evidence in an argument essay plan?	• Plan an argument essay about language and power, identifying relevant evidence (W.7.5). • Demonstrate understanding of grade-level vocabulary and how to use affixes and roots as clues to the meanings of words or phrases (L.7.4.b, L.7.6).
35 ✔ **EOM**	All Module Texts	Know How do these texts build my knowledge of how language influences thought and action?	Execute How do I use the elements of an effective argument in an argument essay?	• Develop an argument essay about language and power, supporting claims with logical reasoning and relevant evidence (RL.7.1, RI.7.1, W.7.1, W.7.4). • Delineate a partner's argument about language and power, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3).

Focusing Question 4: How and why does language influence thought and action?				
36	All Module Texts	Know How do these texts build my knowledge of how language influences thought and action?	Excel How do I improve my argument essay? Excel How do I improve my argument to show command of English grammar, language, conventions, vocabulary, and style?	• Provide and receive feedback to revise EOM Task essays and meet criteria for success (W.7.5). • Demonstrate an understanding of how to use precise and concise language, purposeful varied sentence structures, and a style appropriate for argument writing (L.7.1.b, L.7.3.a, L.7.6, W.7.4, W.7.5).
37 ✔SS	All Module Texts	Know How do these texts build my knowledge of the power of language?		• Engage in a collaborative conversation about language and power, drawing on evidence, posing questions, responding to others, and using formal English as appropriate (SL.7.1, SL.7.6). • Review and deepen understanding of words, phrases, and morphemes learned throughout the module (L.7.6).