

Complete Unit.

Animal Farm PBL: Propaganda, Power & Control.

STANDARDS ADDRESSED ACROSS THIS UNIT — 46 Standards • 7 Strands

ORAL LANGUAGE

E1.1(A)

Discourse +
Listening

E1.1(B)

Complex
Instructions

E1.1(C)

Presentation

E1.1(D)

Collaborative
Discussion

E1.2(A)

Technical
Vocabulary

E1.2(B)

Denotation +
Connotation

COMPREHENSION

E1.4(A)

Purpose for
Reading

E1.4(B)

Generate
Questions

E1.4(E)

Text-to-World
Connections

E1.4(F)

Inference +
Evidence

E1.4(G)

Key
Ideas

E1.4(H)

Synthesis
Across Texts

E1.4(I)

Monitor
Comprehension

RESPONSE

E1.5(B)

Written
Response

E1.5(C)

Evidence +
Commentary

E1.5(D)

Paraphrase +
Summarize

E1.5(E)

Notetaking +
Annotation

E1.5(F)

Academic
Vocabulary

E1.5(G)

Explicit +
Implicit Meaning

E1.5(H)

Register +
Voice

E1.5(I)

Reflect +
Adjust

E1.5(J)

Defend +
Challenge

LITERARY ELEMENTS + GENRE

E1.6(A)

Theme +
Characterization

E1.6(B)

Complex
Characters

E1.7(A)

World
Literature

E1.7(C)

Satire +
Dramatic Irony

E1.7(E)

Argument
Structure

E1.7(F)

Multimodal
Texts

E1.8(A)

Author's
Purpose

E1.8(C)

Print + Graphic
Features

E1.8(D)

Language
for Effect

E1.8(E)

Literary
Devices — Irony

E1.8(F)

Diction +
Syntax

E1.8(G)

Rhetorical
Devices

COMPOSITION + INQUIRY

E1.9(A)

Planning

E1.9(B)(i)

Organizing
Structure

E1.9(B)(ii)

Depth +
Commentary

E1.9(C)

Revision

E1.9(E)

Publishing

E1.10(B)

Informational
Writing

E1.10(C)

Argumentative
Writing

E1.11(A)

Inquiry
Questions

E1.11(C)

Develop +
Revise Plan

E1.11(G)(i)

Bias +
Omission

E1.11(G)(ii)

Faulty
Reasoning

E1.11(I)

Multimodal
Delivery

AUTHOR'S CRAFT



TEKS & ELPS

Texas Essential Knowledge and Skills	English Language Proficiency Standards
<p>E1.8(A) – They're not just identifying purpose, they're explaining <i>why Orwell put propaganda in the novel and what it reveals</i></p> <p>E1.8(D) – They're analyzing how <i>Squealer's specific word choices</i> achieve the effect of control</p> <p>E1.8(G) – They're evaluating propaganda as a <i>rhetorical device Orwell constructed intentionally</i>, not just a historical phenomenon</p>	<p>Speaking:</p> <p>2(B) – Speak using content-area vocabulary (propaganda, assertion, bandwagon, audience, purpose) during formal and informal classroom interactions</p> <p>2(E) – Narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity – this is exactly what the Think-Pair-Share and Table Talk demand</p> <p>2(F) – Restate, ask questions about, or respond to information during formal and informal interactions</p> <p>Reading:</p> <p>3(D) – Use context to construct meaning of figurative language and words with multiple meanings – Squealer's speeches are loaded with this</p> <p>3(F) – Derive meaning from content-area texts using visual, contextual, and linguistic supports</p> <p>3(G) – Demonstrate reading comprehension by retelling, paraphrasing, summarizing, and responding to questions</p> <p>Writing:</p> <p>4(F) – Write to explain, respond, or justify with supporting details and evidence for a specific purpose and audience – this is the SCR response card directly</p>

Lesson & Language Objectives

OVERALL PROJECT-BASED LEARNING	TODAY'S LESSON OBJECTIVE	LANGUAGE OBJECTIVE
<p>I will design an original propaganda poster from the perspective of Animal Farm leadership, using two propaganda techniques to intentionally control a specific belief and hide a specific truth – then write a four-paragraph analysis connecting my design choices to Orwell's message about how power uses propaganda to maintain control, identifying where I see that same move made in the novel and what Orwell wants the reader to understand that the animals themselves cannot.</p>	<p>I will analyze how George Orwell uses propaganda techniques to develop his message about power and control in <i>Animal Farm</i>, using textual evidence and commentary to explain the author's purpose and the effect of his language choices on the reader. E1.8A/D/G</p>	<p>I will use the sentence stem "This technique is designed to [effect] because..." to orally explain and write about the purpose of a propaganda device, citing specific evidence from <i>Animal Farm</i> to justify their interpretation. 2B/E/F; 3 D/F/G; 4F</p>

WHAT IS PROPAGANDA?



OVERARCHING QUESTION:

HOW DO MESSAGES
INFLUENCE WHAT
PEOPLE **BELIEVE**—
EVEN WHEN THEY ARE
NOT TRUE?



MESSAGES



INFLUENCE



BELIEFS



POWER

WARM-UP: BELIEF SYSTEM



★
“What makes people believe something?”

PARTNER A

Some things that make people believe something are _____.

PARTNER B

Some things that make people believe something are _____.



Listen for what your partner says that you did **NOT** write.



Think about:

- **Ads** you have seen
- **News** you have heard
- **Social media** posts



Push yourself to consider:

- Why do people **accept** ideas?
- Does **truth** always matter?
- What role does **emotion** play?

PROPAGANDA: DEFINITION



Information designed to **influence beliefs**, often by **shaping emotions**, **simplifying ideas**, or **repeating messages**.



Not Always False

Propaganda can use true facts—it's about the **intent** and **framing**, not just accuracy.



Always Purposeful

Every element is chosen deliberately to shape what the audience **believes** or **does**.

PROPAGANDA



SLOGAN

A word or phrase used to express a characteristic position, stand, or goal to be achieved.



PROPAGANDA

Information, usually biased or misleading, used to promote or publicize a particular cause or point of view.

FOR PROPAGANDA TO QUALIFY, IT MUST MEET ALL FOUR CRITERIA:

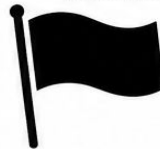
1 PERSUASIVE
FUNCTION



2 TARGET
AUDIENCE



3 REPRESENTS A
SPECIFIC GROUP'S
AGENDA



4 USES FAULTY
REASONING OR
EMOTIONAL APPEALS



★ PROPAGANDA TECHNIQUES ★

TEKS: E1.8(G) – Rhetorical/propaganda devices



Record definitions as we go. You will choose **TWO** for your poster project.

ASSERTION



Definition: A statement presented as a fact without evidence or proof.

BANDWAGON



Definition: Encourages people to believe something because “everyone else does.”

CARD STACKING



Definition: Presents information that supports one side while leaving out information that does not.

GLITTERING GENERALITIES



Definition: Use vague, positive words that sound good but lack clear meaning.

NAME CALLING



Definition: Attacks a person or group by using negative labels instead of addressing ideas.

PINPOINTING THE ENEMY



Definition: Blames a specific person or group for problems to distract from the real issue.

PLAIN FOLK



Definition: Presents leaders as ordinary, “just like us” people to seem trustworthy and relatable.

TESTIMONIAL



Definition: Uses a respected or trusted person to endorse an idea or project.

PSEUDOSCIENCE



Definition: Uses false or misleading scientific-sounding claims to justify an idea.



TABLE TALK



★
Read the following advertising message:

“

“Everyone in your neighborhood is already using CleanMax.
Don’t be the only family left behind. CleanMax
— the **scientifically proven** choice!”

”

1. Identify **TWO** propaganda techniques used.

① _____

② _____

2. Explain the impact each technique has on the audience.

① This ad uses _____
to _____
because _____.

② This ad uses _____
to _____
because _____.

PROPAGANDA IN ANIMAL FARM



What **belief** is being controlled?



What **truth** is being hidden?



Why did **Orwell** put this here — and what does he want the reader to understand that the animals cannot?



SQUEALER'S SPEECH (CH. 3-5)



HOW DOES ORWELL USE SQUEALER'S PROPAGANDA TO REVEAL HIS MESSAGE ABOUT **POWER** AND **CONTROL**?



“ The milk and apples... are necessary for the pigs' health. ”

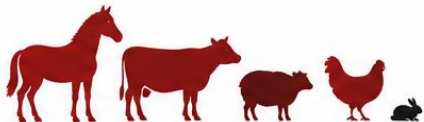
— Squealer, *Animal Farm*

THINK-PAIR-SHARE



1. WHAT BELIEF IS BEING CONTROLLED?

→ What does Squealer want the animals to accept as normal?



2. WHAT TRUTH IS BEING HIDDEN?

→ What is Squealer NOT saying?



3. WHY DID ORWELL WRITE THIS MOMENT?

→ What does he want the reader to understand that the animals cannot?



ANALYSIS FRAMEWORK — MOVING FROM ID TO INTERPRETATION



STEP 1 IDENTIFY

What propaganda technique is being used?

- ★ Name it using the correct term.

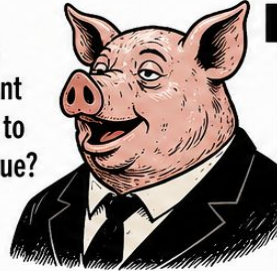


This is the entry point — not the destination.

STEP 2 INTERPRET

What belief is being controlled?

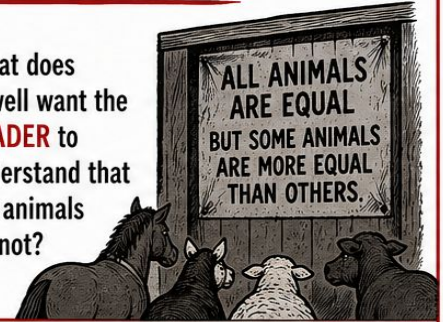
- ★ What does Squealer want the animals to accept as true?



STEP 3 REVEAL

What truth is being hidden?

- ★ What does Orwell want the **READER** to understand that the animals cannot?



This is Orwell's message — revealed to the reader.



CORRECTING WEAK THINKING – LANGUAGE MATTERS



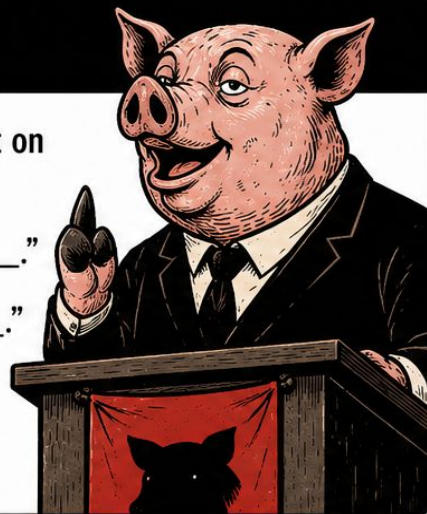
DO NOT SAY:

- ✗ “This is propaganda.”
- ✗ “Squealer uses bandwagon.”
- ✗ “This shapes the belief that ____.”
- ✗ “This hides the truth that ____.”



INSTEAD SAY:

- ✓ “Squealer uses [technique] to [effect on the animals] because [reason].”
- ✓ “This shapes the belief that ____ because ____.”
- ✓ “This hides the truth that ____ because ____.”
- ✓ “Orwell uses this technique to show readers that ____ because ____.”



PRACTICE: COMPLETE THESE STEMS USING EVIDENCE FROM *ANIMAL FARM*:

- 1 Squealer’s claim that pigs need the milk shapes the belief that _____.
- 2 This propaganda hides the truth that _____.
- 3 Orwell uses this technique to show readers that _____.

HOW DOES ORWELL USE PROPAGANDA IN ANIMAL FARM TO DEVELOP HIS MESSAGE ABOUT POWER AND CONTROL?



1



EVIDENCE

Select a specific quote or detail from the text.

2



TECHNIQUE

Name the propaganda technique and explain what it is designed to do to the audience.

3



BELIEF + TRUTH

Belief (controlled):
What belief does this control?

Truth (hidden):
What truth does it hide?

4



ORWELL'S PURPOSE

Why did Orwell write this moment?
What does he want the reader to understand about power that the animals themselves cannot see?

