

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

E1.4(F) make inferences and use evidence to support understanding.

E1.4(G) evaluate details read to determine key ideas.

E1.5(C) use text evidence and original commentary to support a comprehensive response.

E1.8(A) analyze the author's purpose, audience, and message within a text

E1.8(D) analyze how the author's use of language achieves specific purposes

E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments

E1.7(E) analyze characteristics and structural elements of argumentative texts

E1.9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situation

English Language Proficiency Standards

ELPS: 2(B) – Content-area vocabulary in context · 2(E) – Explain and evaluate orally with specificity · 4(F) – Write to explain with evidence · 4(F) – Derive meaning using linguistic supports

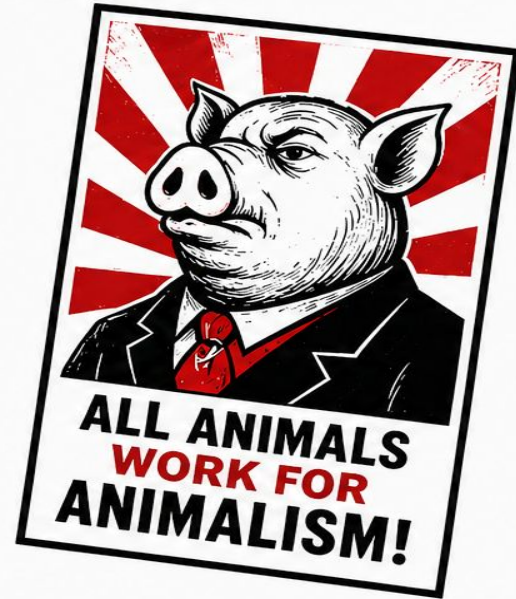
Lesson & Language Objectives

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 target a specific audience and control a specific belief – then write a structured analysis connecting design choices to Orwell's themes of power and control.</p>	<p>I will apply my understanding of propaganda as a rhetorical device by designing an original poster that intentionally controls a specific belief and hides a specific truth – then analyze my own design choices in writing, connecting them to Orwell's message about how power uses propaganda to maintain control. <u>E1.8(A)</u> · <u>E1.8(G)</u> · <u>E1.7(E)</u></p>	<p>I will use the planning stems "What belief am I controlling?" and "What truth am I hiding?" orally during planning approval, and will use the sentence frames "I chose [technique] because my audience responds to [fear/hope/loyalty]" and "My poster reveals that those in power..." in my written analysis. 2(B) 2(E) 4(F)</p>

★ PROJECT LAUNCH ★



HOW CAN WE USE
PROPAGANDA
TO INFLUENCE
AN AUDIENCE—
AND WHAT DOES IT
REVEAL ABOUT **POWER?**



WE WILL **DESIGN**
A POSTER THAT
CONTROLS A
SPECIFIC BELIEF.



WE WILL **JUSTIFY**
EVERY CHOICE USING
THE LANGUAGE OF
PURPOSE AND AUDIENCE.



WE WILL **CONNECT**
OUR DESIGN TO
ORWELL'S MESSAGE
ABOUT **POWER.**



WE WILL **QUESTION**
WHAT PROPAGANDA
REVEALS ABOUT
HOW **POWER WORKS.**



AIM: Today you build — but you must justify every choice.



★ WORK SESSION ★

CHECKPOINTS EVERY 20 MINUTES

0–20 MIN



PLANNING & APPROVAL

Teacher checks your planning sheet before you receive materials. You must explain: your message, your audience, and your techniques.

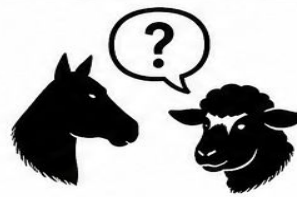
20–50 MIN



POSTER CREATION

Modified Whip Around at 35 min — verbally explain ONE choice you made and WHY it serves your propaganda purpose.

50–75 MIN



ARTWORK & REFINEMENT

Peer check: Can your partner identify your technique and target audience WITHOUT you telling them?

75–90 MIN



BEGIN WRITTEN ANALYSIS







Draft opening sentence of each paragraph on your planning sheet.



RUBRIC OVERVIEW



★
KNOW HOW YOU WILL BE GRADED

CRITERIA	POINTS	EXCELLENT (4)	GOOD (3)	FAIR (2)	NEEDS WORK (1)
 PROPAGANDA DEVICES	20 POINTS	Two devices, clearly identifiable + skillfully integrated	Two devices, less integrated	One device or two unclearly	None or incorrect
 AUDIENCE	15 POINTS	Clearly defined + targeted; enhances effectiveness	Targeted but less clear	Somewhat targeted	No clear audience
 PURPOSE	15 POINTS	Powerful, clear message for Animalism	Message present but less strong	Weak or unclear purpose	Purpose not conveyed
 SLOGAN	15 POINTS	Catchy, relevant, enhances message	Relevant but less catchy	Present but weak	Missing or ineffective
 ARTWORK	15 POINTS	Original, colorful, strongly supports purpose	Original + colorful, weaker tie	Present but lacking	Missing or irrelevant
 ANALYSIS	20 POINTS	All four elements with specificity: device + purpose, slogan, artwork, and connection to Orwell's message about power.	All four elements addressed but lacks depth or specificity in at least one area.	Only two or three elements addressed. Analytical language missing or inconsistent.	Fewer than two elements. No analytical language or textual connection.

TOTAL:

100 POINTS



USE THIS RUBRIC TO GUIDE YOUR WORK BEFORE YOU CREATE.



QUALITY. PURPOSE. POWER.

05:00



ANIMAL FARM PROPAGANDA POSTER

PROJECT OVERVIEW



Design a propaganda poster from the perspective of Animal Farm leadership.
Your goal: convince the animals to work hard for Animalism.



PROPAGANDA DEVICES

Use **TWO** of the 9 techniques.

- ✓ Both must be clearly identifiable
- ✓ Both must be effectively integrated



TARGET AUDIENCE

Decide who you are targeting:

- ✓ All animals collectively?
- ✓ A specific group?

Make your choice clear in your poster.



PURPOSE

Strongly convince the animals to keep working hard for Animalism.

- ✓ Support the leadership
- ✓ Promote loyalty
- ✓ Reinforce the cause



SLOGAN

Use a slogan from the novel **OR** create your own that:

- ✓ Is catchy
- ✓ Fits your purpose
- ✓ Enhances your message



ORIGINAL ARTWORK

Create a colorful, original poster that:

- ✓ Visually supports your propaganda message
- ✓ Does not use cut-and-paste images



WRITTEN ANALYSIS

Write a 3-paragraph response explaining:

- ✓ Your device + purpose
- ✓ Why your slogan is effective
- ✓ How your artwork supports your message

PERSUADE ★ CONTROL THE BELIEF ★ HIDE THE TRUTH ★ SHAPE THE FARM



PLANNING FRAMEWORK

ANIMAL FARM PROPAGANDA PROJECT



COMPLETE THIS BEFORE TOUCHING YOUR POSTER.

If you cannot answer these questions clearly, your project will be weak.

Planning is the work.

1



WHAT BELIEF ARE YOU TRYING TO CONTROL?

(What do you want the animals to accept as true, even if it isn't?)

My answer: _____

2



WHAT TRUTH ARE YOU HIDING?

(What would the animals see if they questioned your message?)

My answer: _____

3



WHICH TWO TECHNIQUES WILL YOU USE?

(How will each technique help you hide the truth and control belief?)

Technique 1: _____ | Technique 2: _____

4



WHO IS YOUR AUDIENCE?

(All animals? A specific group? What do they fear or want?)

My audience: _____ | What they care about: _____

5



WHAT IS YOUR SLOGAN?

(Simple, memorable, emotional — tied to a belief you want them to hold.)

My slogan: _____

6



WHAT DOES YOUR POSTER REVEAL ABOUT HOW POWER WORKS — AND WHERE DO YOU SEE THIS SAME MOVE IN THE NOVEL?

(How does Orwell use this same technique or idea to control the animals — and us?)

My connection to Animal Farm: _____



ALL SIX QUESTIONS MUST BE COMPLETED BEFORE YOU CAN GET APPROVAL TO DESIGN.





AIM: Today you build — but you must justify every choice.



★ WORK SESSION ★

— CHECKPOINTS EVERY 20 MINUTES —

0–20 MIN



PLANNING & APPROVAL

Teacher checks your planning sheet before you receive materials. You must explain: your message, your audience, and your techniques.



20–50 MIN

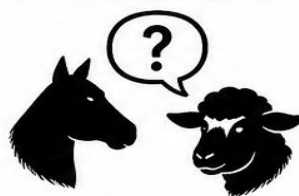


POSTER CREATION

Modified Whip Around at 35 min — verbally explain ONE choice you made and WHY it serves your propaganda purpose.



50–75 MIN



ARTWORK & REFINEMENT

Peer check: Can your partner identify your technique and target audience WITHOUT you telling them?



75–90 MIN



BEGIN WRITTEN ANALYSIS

Draft opening sentence of each paragraph on your planning sheet.



WRITTEN JUSTIFICATION



AIM: How does your poster use propaganda to influence the animals — and what does it reveal about how Orwell shows power maintaining control?

★ WRITTEN RESPONSE — FOUR PARAGRAPH STRUCTURE ★

1		<p>PROPAGANDA DEVICE AND INTENDED PURPOSE</p> <ul style="list-style-type: none"> Name the TWO propaganda techniques you used. Explain what each technique is designed to do to an audience. Why did you choose these techniques for your specific audience — and what belief does each one control? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2		<p>SLOGAN EFFECTIVENESS</p> <ul style="list-style-type: none"> State your slogan. Explain why you chose it and how it is effective for your target audience. What emotion or belief does it trigger — and how does it connect to the belief you are trying to control? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3		<p>ARTWORK AND PROPAGANDA PURPOSE</p> <ul style="list-style-type: none"> Explain how your artwork supports the poster's propaganda aim. How do your visual choices — color, image, layout — make the propaganda more effective for your specific audience? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4		<p>CONNECTION TO ORWELL'S MESSAGE ABOUT POWER</p> <ul style="list-style-type: none"> Connect your poster to the novel. What does your poster reveal about how those in power use propaganda to maintain control — and where do you see this same move made in <i>Animal Farm</i>? Name a specific moment and explain what Orwell wants the reader to understand that the animals themselves cannot see. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SENTENCE STEMS TO POST ALONGSIDE THIS SLIDE IF NEEDED:

If students are struggling to start, these stems correspond to each paragraph and can be written on the board next to the slide or distributed on an index card:

1 “In my propaganda poster, I used [technique] to [effect] because my audience responds to [fear/hope/loyalty]...”

2 “My slogan, ‘[slogan],’ is effective for my audience because it [triggers emotion/belief] by...”

3 “The artwork in my poster supports the propaganda purpose by [specific visual choice] which makes the message more effective because...”

4 “My poster reveals that those in power use propaganda to [connection to Orwell’s message] — which is visible in the novel when [specific moment and what Orwell wants the reader to understand]...”

★ STRONG JUSTIFICATION = CLEAR ANALYSIS + TEXTUAL EVIDENCE + DEEPER UNDERSTANDING