

PRESENT & EVALUATE

How does our use of propaganda reveal what Orwell wants the reader to understand about power and control?



Standards: E1.4(F) • E1.4(G) • E1.4(H) •
E1.8(A) • E1.8(C) • E1.8(G) • E1.7(F)



TEKS & ELPS

Texas Essential Knowledge and Skills	English Language Proficiency Standards
<p><u>E1.4(F)</u> make inferences and use evidence to support understanding.</p> <p><u>E1.4(G)</u> evaluate details read to determine key ideas.</p> <p><u>E1.5(C)</u> use text evidence and original commentary to support a comprehensive response.</p> <p><u>E1.8(A)</u> analyze the author’s purpose, audience, and message within a text</p> <p><u>E1.8(D)</u> analyze how the author's use of language achieves specific purposes</p> <p><u>E1.8(G)</u> 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</p> <p><u>E1.7(E)</u> analyze characteristics and structural elements of argumentative texts</p> <p><u>E1.9(B)</u> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situation</p>	<p>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</p>

Lesson & Language Objectives

- **Lesson Objective:** I will synthesize my understanding of propaganda as a rhetorical device by evaluating my peers' poster designs using the unit's analytical framework – identifying the technique, the controlled belief, the hidden truth, and the connection to Orwell's message about power – then participate in a structured discussion connecting the project to the novel's broader themes and to the real world. E1.1(A), E1.1(D), E1.4(E), E1.4(F), E1.4(G), E1.4(H), E1.5(C), E1.5(F), E1.5(G), E1.5(H), E1.5(I), E1.5(J), E1.6(A), E1.7(C), E1.7(F), E1.8(A), E1.8(C), E1.8(G), E1.11(A), E1.11(I)
- **Language Objective:** I will use the evaluative stems "This poster effectively/ineffectively controls the belief that..." and "This poster reveals that Orwell wants the reader to understand..." in written gallery walk notes and in whole-class synthesis discussion, moving between evidence from the poster and evidence from the novel.

Gallery Walk + Peer Evaluation Protocol

For EACH poster you view, complete the following in your notebook.

1

What technique is used?

Name the propaganda technique specifically — not just propaganda.

2

What belief is being controlled?

Complete the stem: This poster shapes the belief that _____.

3

What truth is hidden?

What would the animals see if they could think past the message?

4

Is it effective?

Does the technique work for this audience? Use specific evidence from the poster.

5

Connection to the novel?

How does this connect to how Napoleon or Squealer maintains power? Name a specific moment.

6

What does Orwell want the reader to understand?

What does this poster reveal about how power works — not just in Animal Farm, but in the real world?

Unit Synthesis — The Big Picture.

“All animals are equal, but some animals are more equal than others.”

— George Orwell, *Animal Farm*.

FINAL DISCUSSION QUESTIONS:

1

How did creating your OWN poster change how you read Squealer’s speeches in the novel?
What did you understand about propaganda after making it that you did not understand before?

2

What makes propaganda effective — and what makes people resistant to it?
Connect your answer to both the novel and the real world. Use specific examples from each.

3

Where do you see propaganda techniques being used TODAY — in media, advertising, or politics?
Name a specific example. Identify the technique, the controlled belief, and the hidden truth.



Unit Complete.

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
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VOCABULARY

E1.2(A) Technical Vocabulary	E1.2(B) Denotation + Connotation
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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
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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
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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
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AUTHOR'S CRAFT

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
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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
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English I • Unit 6: Propaganda, Power & Control • 46 Standards • 7 Strands

★ TIME CAPSULE MOMENT



*You are writing a letter to a student who will read **Animal Farm** next year. They think it is old, boring, and about farm animals. They are already planning not to care.*

1 Tell them what propaganda **ACTUALLY** does to people — not the definition. Why does it matter right now in their life?

2 Tell them what Squealer taught you — not the plot. What did Orwell show you about how power works through him?

3 Tell them why this novel is **NOT** about farm animals. What is it actually about — and why should they care?

You may **NOT** use the words:
interesting • important • good —
Find more precise language.

