



Lesson Guidance 2	
<b>Grade</b>	8
<b>Unit</b>	4
<b>Selected Text(s)</b>	Animal Farm <a href="#">Introduction to Communism</a> Optional Text: <a href="#">Life in a Totalitarian Country</a>
<b>Duration</b>	1-2 Days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

<b>Learning Goal(s)</b> <i>What should students understand about today's selected text?</i>  <i>Students will learn about the Russian Revolution, communism and totalitarianism in order to understand the allegorical nature of Orwell's novella.</i>	
<b>CCSS Alignment</b>	<p><b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>At the end of the article "An Introduction to Communism," the author states that there is "no such thing as pure communism." What evidence does he give to support his statement? Do you agree with him? Why or Why not? Be sure to support your answer with evidence.</p> <p>Students will complete their KWL chart to show their learning on the subject. Have students highlight one thing that stood out to them in their learning and discuss either with a partner or within the whole group.</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Karl Marx' &amp; Marxism: Capitalism/ Socialism/Communism             <ul style="list-style-type: none"> <li>◦  A Brief Introduction to Marxism</li> <li>◦  What is Marxism (Sociology)</li> </ul> </li> <li>• The causes of the Russian Revolution</li> </ul> <p><b>Vocabulary Words</b> (<i>words found in the text</i>)</p>



*Explicit Instruction (before reading)*

- **Comrades:** usually a fellow soldier or communist
- **Tyranny:** cruel and oppressive government rule
- **Totalitarianism:** a system of government that is centralized and dictatorial and requires complete subservience to the state

*Implicit Instruction (while reading)*

- **Authority:** the power or right to give orders, make decisions, and enforce obedience
- **Anarchy:** is a belief system that rejects governmental authority in favor of self-governing or community consensus
- **Bourgeois:** a person with social behavior and political views held to be influenced by private-property interest : capitalist
- **Bolsheviks:** the majority faction of the Russian Social Democratic Workers Party, which was renamed the Communist Party after seizing power in the October Revolution of 1917
- **Proletariat:** workers or working-class people

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

#### Quick Write/Discuss

Set a timer for approximately 5 minutes and ask students to respond to the following:

Is it possible to have a fully equitable and fair society? Why or Why not?

Once timer has gone off –

1. Divide the room in half, one part “Possible” the other “Impossible” and have students move to the appropriate side with their written response.
2. Set the timer again for 5 minutes and ask students to explain their choice to their peers.
3. After 5 minutes, ask each group to share out their rationales.

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
  - a. **Comrades:** usually a fellow soldier or communist
  - b. **Tyranny:** cruel and oppressive government rule
  - c. **Totalitarianism:** a system of government that is centralized and dictatorial and requires complete subservience to the state
2. Model how each word can be used in a sentence.
  - a. The **comrades** worked together to find out where the enemy was hiding.
  - b. The **tyrannical** dictator forced the citizens to do things that they did not want to do or they risked going to prison.
  - c. A **totalitarian** government will require everyone to do exactly as they dictate - or else!
3. Vocabulary slide deck [here](#).

4. Active practice:

- Would it be accurate to say that you do not want to live under a **tyrannical** government?
- How is it different to state that someone is a **comrade** as opposed to a friend?
- Would it be normal to abhor living in a **totalitarianism**?



## Content Knowledge:

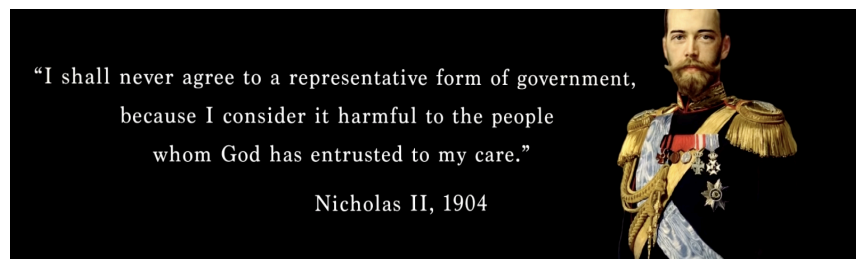
**Teacher Note:** This lesson focuses on establishing the context for Orwell's novel by providing background on the Russian revolution(s), Marxism and Communism. Students will build knowledge on the allegorical nature of Orwell's novel and his warnings about totalitarianism by engaging with a video and a few articles.

### Activity #1: The Russian Revolution

#### Shared Viewing (this can be done whole or in small groups)

Choose one of the following videos as an introduction to the Russian Revolution:

-  **The Revolution That Shaped Russia | National Geographic** : Approximately 4 minutes – this video provides an outline of the basic causes and eventual resolution of the conflict.
  - Suggested Activity: Have students create a timeline from the video that captures the significant events leading up to and throughout the revolution(s).
-  **1917: Russia's Two Revolutions**
  - Approximately 12 ½ minutes – this video provides a clear and detailed timeline of the revolution from its causes to its final resolution
  - Suggested Activity: As the class progresses through the video, provide opportunities for students to Turn and Talk about the various events and how the conflict evolves. The video also provides quotes from the major historical figures involved in the resolution. Encourage students to consider what each quote reveals about the central players during these turbulent times.
    - 1894: How might these hardships and the divide between the rich and the poor have been the precursor to revolt?
    - Stop and project [the quote](#) from Tzar Nicholas. What does this reveal about the



- Russian ruler? If you were a Russian citizen how would you perceive him?
- 1905: What is the significance of the first revolution and the creation of the Duma?
- 1914: How does the decision to enter World War I impact the Russian people? How might this contribute to the growing discontent and political instability?
- February 1917: Why are the protests in Petrograd a turning point for the monarchy?
  - Describe the “shared” power arrangement that exists after the Tzar’s abdication.
    - Prediction Question: Do you believe these two powers will be able to

- coexist and govern peaceably? Why or Why not? Be sure to consider the elements that make up each party as you discuss.
2. What do the Bolsheviks stand for? Why would they and their leader, Vladimir Lenin appeal to the working class of Russia?
- vi. October 1917 - December 1921 :
    1. What are the key aspects of the civil war? What leads to the Bolshevik success?
  - vii. 1922: What defines the new Soviet Socialist policies?

### Activity #2: Independent Reading - An Introduction to Communism

3. Students should read the complete commonlit article and answer the text dependent questions. Students should annotate and highlight key events/passages in the text that will enhance their answer to the following:
  - a. How does the author demonstrate that communism has been largely unsuccessful?
  - b. Challenge or Extension Activity:
    - i. Students can also read the commonlit article [Capitalism-commonlit.pdf](#) . Then respond to the following:
      1. In “An Introduction to Communism,” the author emphasizes the disadvantages of communism. Do you think there are disadvantages of its opposing political system, capitalism? If so, what are these disadvantages?

### Formative Assessment:

At the end of the article “An Introduction to Communism,” the author states that there is “no such thing as pure communism.” What evidence does he give to support his statement? Do you agree with him? Why or Why not? Be sure to support your answer with evidence.

## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence Protocol</a>
Writing	<a href="#">Pattan Writing Scope and Sequence</a> Suggested writing skills for this lesson:  Content <ol style="list-style-type: none"> <li>A. Connect ideas to a topic</li> <li>B. Write a series of related sentences and elaborate on ideas</li> </ol>



### Additional Supports

#### ELD Practices

Practices to promote Tier 1 access

#### SpEd Practice

Practices to promote Tier 1 access

#### MTSS Practices

Practices to promote Tier 1 access

#### **Enrichment Practices**

Practices to promote Tier 1 access