**Who’s to Blame for Animal Farm?**

*English, Summer Session 2*

**Summer Session In-Class Essay Overview:**

For the second session of English, students will be engaging in multiple units that culminate with an in-class writing assignment. For each unit, students will produce a writing assignment that will be completed in class, submitted online, receive peer review, and then choose one final paper to revise, strengthen and submit at the end of the session.

**Essay Requirements:**

* Must focus on analysis of the situation at hand, highlighting events that lead to the final outcome
* Must use evidence from the provided sources/articles in your response
* Must use a thoughtful paragraph structure with clear topic sentences to form a well-connected argument
* Must use a strong thesis that establishes a logical argument
* Must use integrated quotations and balance solid evidence with thorough commentary

**ASSIGNMENT 1II: CRITICAL ANALYSIS ESSAY**

On Friday, July 20th, students will write a five paragraph, in-class essay that analyzes the usage of rhetoric in *Animal Farm.* Students should use the reader and the notes written in their reader in order to find the evidence needed for their essay.

**Prompt: Major’s Dream Becomes the Farm’s Nightmare**

Major gives a speech in the first chapter of *Animal Farm* that leads to an animal rebellion. He shares a vision of an ideal world: a farm for animals run by animals. He shares a list of rules that seem easy to adhere to:

“And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal.”

Think about how this initial speech sets the rest of the novel in motion, and what result it leads to.

**Choice A: Napoleon’s Tyranny**

By the end of the novel, Napoleon has achieved a full, tyrannical control over the farm. How did Napoleon manage to take totalitarian control of Animal Farm? How did he, through his accomplices, use rhetoric in order to manipulate the other animals? Use evidence from the novel to show how Napoleon achieves his totalitarian control.

**Choice B: The Animals’ Complacency**

Look back at the speech given by Major at the beginning of the novel. How did Major use ethos, pathos and logos in order to incite the animals to rebellion? Should the animals have rebelled, or should they have allowed the humans to stay in control? Was Napoleon’s rule bound to happen, or was there a moment where things could have ended up more positively for the animals on the farm? Use evidence from the novel to show how the animals sealed their own fate.

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| --- | --- |
| Rising Sophomore | Short Response EssayEnglish :: Summer Session :: Stoll |
|  *Your essay should have included the following components; any missing components have been bolded*  |
| **Form:** | **Content:** |
| * Persuades with evidence that builds on thesis
 | * A strong, direct main argument (thesis) that fully answers the prompt
 |
| * **Attempts at least 2 integrated quotations**
 | * **4 pieces of evidence used**
 |
| * Application of MLA format
 | * Commentary effectively **balances evidence and reasoning**
 |
| **Score for CONTENT: \_\_**  | **Score for FORM: \_\_** |
| ***NOTES:***  |

|  |  |
| --- | --- |
| Rising Junior | Short Response EssayEnglish :: Summer Session :: Stoll |
|  *Your essay should have included the following components; any missing components have been bolded*  |
| **Form:** | **Content:** |
| * Persuades with evidence that builds on thesis and **offers counter argument**
 | * A strong, direct main argument (thesis) that fully answers the prompt
 |
| * **At least 2 effectively integrated quotations**
 | * **4 pieces of evidence used**
 |
| * Application of MLA format
 | * Commentary effectively **balances evidence and reasoning**
 |
| **Score for CONTENT: \_\_**  | **Score for FORM: \_\_** |
| ***NOTES:***  |

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| Rising Senior | Short Response EssayEnglish :: Summer Session :: Stoll |
|  *Your essay should have included the following components; any missing components have been bolded*  |
| **Form:** | **Content:** |
| * Persuades with evidence that builds on thesis and **offers counter argument**
 | * A strong, direct main argument (thesis) that fully answers the prompt
 |
| * **A blend of both integrated quotations and paraphrasing with transitions**
 | * **6 pieces of evidence used**
 |
| * Application of MLA format
 | * Commentary effectively **balances evidence and reasoning**
 |
| **Score for CONTENT: \_\_**  | **Score for FORM: \_\_** |
| ***NOTES:***  |

Outline

Introduction Paragraph:

Hook:
Transition:
Explanation:
Thesis:

 **Evidence – Examples - Details**

Conclusion: *Present a new, relevant idea that you have not explored*
 *Restate the thesis in a new way*
 *Discuss any additional evidence or commentary you could not find a place for in the essay*

*\*Rising Seniors only\**
Body Paragraph 3
Reason #3 / Source 3 / Counter Arg.
Topic Sentence:

Body Paragraph 2
Reason #2 / Source 2
Topic Sentence:

Body Paragraph 1
Reason #1 / Source 1
Topic Sentence: