**Unit III: The Rhetoric of Control**

*Summer Session 2017*

**Overview:**

For our second project of Summer Session, students will create a response to the ways in which authorities can manipulate and threaten the right of citizens. Students will think critically about the pitfalls of rebellion and the warning signs of totalitarianism.

**Driving Questions:**

* How can rhetoric be used and abused in order to control people?
* What does it look like when a government manipulates and oppresses its people?
* How can people be more aware of the warnings signs of totalitarianism?

**PART 1: *ANIMAL FARM* CRITICAL ANALYSIS ESSAY**

For Friday, July 21st, students will write a four or 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.Students will use feedback, both from the teacher and from their peers, from their previous essays in order to focus on ways to improve their writing for this final 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.

|  |  |
| --- | --- |
| Grade 9/10 Student | Rhetorical Analysis Essay  English :: Summer Session :: Stoll |
| *Your essay should have included the following components; any missing components have been bolded* | |
| **Form:** | **Content:** |
| * **Develops and connects main argument using at least 2 body paragraphs** | * A strong, direct main argument (thesis) that fully answers the prompt |
| * **Effectively integrates quotations** | * 2 pieces of evidence used per paragraph |
| * Precise usage of grammar/punctuation | * **Commentary that connects to the initial ideas of Old Major’s speech** |
| **Score for CONTENT: \_\_** | **Score for FORM: \_\_** |
| ***NOTES:*** | |

|  |  |
| --- | --- |
| Grade 11 Student | Rhetorical Analysis Essay  English :: Summer Session :: Stoll |
| *Your essay should have included the following components; any missing components have been bolded* | |
| **Form:** | **Content:** |
| * **Develops and connects main argument using at least 2 body paragraphs** | * A strong, direct main argument (thesis) that fully answers the prompt |
| * **Includes integrated quotations that offer effective transitions between evidence** | * 2 pieces of evidence used per paragraph |
| * Precise usage of grammar/punctuation | * **Analysis of the rhetoric used by pigs throughout the novel** |
| **Score for CONTENT: \_\_** | **Score for FORM: \_\_** |
| ***NOTES:*** | |