

Lesson plan on Korea

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Objective:

Through analyzing parts of *Animal Farm* and *No One to Envy*, students will compare and contrast differences between communism and socialism as seen through a satirize fictional piece versus a non-fiction narrative. Also through analysis of both texts, students will also look how governments can use propaganda to influence and control the citizens of a country. This lesson would be a part of a unit that would last at least 6 weeks.

Audience:

This lesson is for 7th grade students, although this can be also acceptable for 8th graders and up. *Nothing to Envy* would be a novel to read for upper high school students due to some language and mature situations addressed in the novel.

Standards Addressed:

OHIO'S NEW LEARNING STANDARDS | English Language Arts

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

Informational Texts

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Resources Needed:

Nothing to Envy: Ordinary Lives in North Korea by Barbara Demick

Animal Farm by George Orwell

Activities:

- Prior assignments that needed to be completed prior to class discussion:
 1. Read and analyze *Animal Farm*
 2. *No One to Envy* reading assignments – Chapter 1, 3 and 4 – Give these assignments as independent reading where students would have two weeks to read these chapters and discussion would be about these reading selections during each week to check for understanding and questions.
 3. After reading and discussion of the selections is done. Independent assignment to be done prior to class discussion
 - Compare and contrast the two text by three different aspects

	<i>Animal Farm</i>	<i>No One to Envy</i>
How is propaganda used in the governments of the text to control the citizens?		
What are the aspects of communism present in the texts?		
What are the aspects of socialism present in the text?		

- Day of discussion:
 - Use think/pair/share method to facilitate classroom discussion.
 - Think(individual) – students have already completed this part by completing the above graphic organizer
 - Pair (partner or small group) – students would then get together and discuss their findings and compare and contrast their graphic organizer
 - Share – students will share out what they learned to the whole class
- Assessment:
 - Students will write a compare and contrast essay analyzing their findings using text evidence from both texts. Students will choose one of the concepts (propaganda, communism or socialism) for their essay.