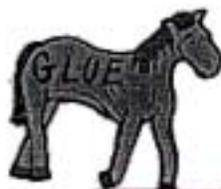


“What A *REVOL*Ting Development!!!”

(or)

PORKY'S REVENGE



*Whatever goes upon 2 legs is an enemy.
Whatever goes upon 4 legs, or has wings, is a friend.
No animal shall wear clothes.
No animal shall sleep in a bed.
No animal shall drink alcohol.
No animal shall kill any other animal.
All animals are equal.*

An integrated, interdisciplinary unit exploring the ideas of politics, production, and propaganda in George Orwell's Animal Farm.



Academy of Finance



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Unit Title:
"What a REVOLTING Development!!!
or
Porky's Revenge

OVERVIEW

I. CONTENT:

The Students of the Belleview High School Business and Finance Academy will understand that the principles of Business Structures and Forms of Government are directly related to the world of Finance. They will compare and contrast the structure of business with structures of government. They will understand positive and negative characteristics of leadership. Students will also demonstrate knowledge of the influences of propaganda used in political and commercial arenas.

II. PROCESS: (How are the thinking skills developed?)

In this unit students will develop thinking skills by producing opportunities to

- * analyze and synthesize information
- * engage in activities that promote divergent thinking
- * work individually, in small groups, and in large groups
- * employ research skills
- * form creative associations of ideas across discipline lines
- * create various products that lead to an in-depth appreciation of the relevance of the topic to the Contemporary scene.

III. PRODUCT: (What will kids do/know as a result of this unit?)

At the completion of this unit students will:

- Understand the effects of positive and negative leadership styles.
- Discover similarities and differences between political and business management structures.
- Analyze the novel “Animal Farm” and discuss how the themes of literature relate to their futures as they relate to the “real world” of Business and Finance.
- Understand how media can influence society in positive and negative ways.
- Create an advertisement using principles of propaganda to sell the Academy concept to educators and potential student members of the Academy of Business and Finance.

Unit Overview: Alignment with State/District Pupil Performance Outcomes

GOAL 1: English Standards covered--

Reading Standard 1: The student uses the reading process effectively. LAA.1.4.1, LAA.1.4.2, and LAA.1.4.4.

Reading Standard 2: The student constructs meaning from a wide range of texts. LAA 2.4.4 and LAA 2.4.8.

Writing Standard 1: The student uses writing processes effectively. LAB.1.4.1, LAB.1.4.2, and LAB.1.4.3.

Writing Standard 2: The Student writes to communicate ideas and information effectively. LAB.2.4.1, LAB.2.4.4, LAB.2.4.3 and LAB.2.4.4

Listening, Viewing, and Speaking Standard 1: The student uses listening strategies effectively. LAC.1.4.1, LAC.1.4.3, and LAC.1.4.4.

Listening Viewing, and Speaking Standard 2: The student understands the power of language. LAD.2.4.4 and LAD.2.4.4.

Literature Standard 1: The student understands the common features of a variety of literary forms. LAE1.4.3.

Literature Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. LAE.2.4.1, .2, .3, .4, .5, .6, and .7.

GOAL 2: American Government Standards covered—

SS.C.1.4:

1. Understands the nature of political authority and the nature of the relationship between government and civil society in limited governments and unlimited governments.
2. Understands the ideas that led to the creation of limited government in the United States.
3. Understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances.
4. Understands the role of special interest groups, political parties, the media, public opinion and majority / minority conflicts on the development of public policy and the political process.

SS.C.2.4:

1. Develops and defines his or her own political beliefs and tendencies.
2. Understands the distinction between citizens and non-citizens and the process by which to become citizen.
3. Understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law checks and balances, an independent judiciary, and a vigilant citizenry.

GOAL 3: Algebra I Standards covered --

MAA1.4.1 Associates verbal names, written word names, and standard numerals with integers, rational numbers, Irrational numbers, real numbers, and complex numbers.

MAA1.4.2 understands the relative size of integers, rational numbers, irrational numbers, and real numbers.

MAA1.4.3 understands concrete and symbolic representations of real and complex numbers in real-world situations.

MAA1.4.4 Understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms.

MAA3.4.1 Understands and explains the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.

MAE 1.4.1 Interprets data that has been collected organized and displayed in charts, tables, and plots.

MAD 1.4.1 Describes, analyzes, and generalizes relationships, patterns, and functions using words, symbols, variables, tables, and graphs.

MAD 2.4...2 Represents real-world problem situations using finite graphs, matrixes, sequences, series, and recursive relationships.

GOAL 4: Business/Finance Standards covered –

07.0 Compare the differences between the various economic systems.

12.0 Demonstrate an understanding of the different types of business organizations.

05.0 Practice quality performance in the learning environment and workplace.

08.01 Explain the characteristics of America’s market economy.

20.0 Identify terminology unique to finance and finance related industries. (ALL)

GOAL 5: Economics Standards covered –

SS. D. 1. 4:

1. Understands how many financial and non-financial factors motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
2. Understands credit history and the positive and negative impacts that credit can have on an individual’s financial life.

SS. D.2. 4:

1. Understands how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

2. Understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
3. Understands basic terms and indicators associated with levels of economic activity, the money supply of the country, and the well being of individuals, business, regions and the nation.

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

1. **PARADOXES**: The words of Napoleon and his ideal farm often contradicted the reality to his leadership and life on the farm. Compare and contrast his ideal with the animals' reality. Create a diagram that shows that comparison as well as the ideal of communism versus its reality.
2. **ATTRIBUTES**: We speak often about the qualities of a successful leader. Analyze the positive and negative leadership qualities of Old Major, Napoleon, and Snowball. Name their attributes and analyze which one would be the most successful leader. Create a campaign for election for one of these characters and focus on his positive attributes. Your campaign should include a press release, speech, posters, brochures, and any other media you feel would get your candidate elected.
3. **ANALOGIES**: How was the creation of the windmill like Russia's initial five year plan? Create and produce a windmill that, unlike Russia's plan, will work.
4. **DISCREPANCIES**: A lack of rest and relaxation, and too much hard work led to Boxer's illness and eventual shipment to the glue factory. Create a set of transparencies detailing the process of turning a horse into glue.
5. **PROVOCATIVE QUESTIONS**: How might the novel have been different if Snowball had stayed and Napoleon was forced to leave the farm? Draw a series of commemorative postage stamps depicting the major animals on the farm.
6. **EXAMPLES OF CHANGE**: The Seven Commandments rapidly changed as they were written on the barnyard wall. Create a scale model of the barn, complete with the Seven Commandments (at any stage)
7. **EXAMPLES OF HABIT**: Domestic conditions on the farm are causing the other animals to turn on the pigs. Create the following scenario: Napoleon holds an open-forum discussion in the barnyard. As a role play in the classroom, students compose questions/concerns about the conditions around the farm. It is Napoleon's job to convince them to remain faithful to his ideals.
8. **ORGANIZED RANDOM SEARCH**: Communism was the form of government on the farm. Using communist ideals as your model redesign the administration at your school. In a labeled diagram, show government in your school for the next ten years.
9. **SKILLS OF SEARCH**: It has been over fifty years since Animal Farm was written. Since then, we have seen the fall of communism in Russia. What are things like on the farm in the new millennium (assuming the animals are still in charge)? Produce a newspaper reporting on current conditions on the Animal Farm.
10. **TOLERANCE FOR AMBIGUITY**: A major debate in literature and other media is "who has the right to control what should be allowed." Knowing the CIA altered the ending of the novel in the 1955 cartoon version to make the communists look worse, write editorial essays from two people in 1955 who take opposite sides of the censorship issue.
11. **INTUITIVE EXPRESSION**: It seems as though, as the novel goes on, songs play a major role on Animal Farm. Write a song of your own (as if you were another animal on the farm) and compare it with "Beasts of England." Prepare to perform it for your classmates.

12. **ADJUSTMENT TO DEVELOPMENT:** Utilizing any genre or mode of demonstration, create a different scenario for the pigs wherein they learn from their mistakes (after the destruction of the initial windmill). Develop several options or possibilities.

13. **STUDY CREATIVE PEOPLE AND PROCESS:** Consider Karl Marx (Old Major), Joseph Stalin (Napoleon), and Leon Trotsky (Snowball). Using a Venn diagram, show what ideals they have in common.

14. **EVALUATE SITUATIONS:** George Orwell was a great writer of his time, and his works continue to be taught to this day. What qualities make his writing so important and valuable? What did (and do) people learn by reading his works?

15. **CREATIVE READING SKILL:** As you read *Animal Farm*, create a list of questions you have. Re-read the novel and refine your questions. Separate the questions into two categories: those with definite answers and those without. Create a riddle (or riddles) which you read to the class using the questions without answers.

16. **CREATIVE LISTENING SKILL:** Propaganda is when ideas, rumors, and information is spread for the purpose of helping (or harming) an institution, government, or idea. Read several pieces of propaganda from Stalin's reign in Russia. Then develop an ad campaign that uses these techniques of propaganda.

17. **CREATIVE WRITING SKILL:** After reading the novel, re-write a pivotal moment (chapter) in the story through the eyes of another character. Ex: You are the barn; write from the barn's perspective.

18. **VISUALIZATION SKILL:** Paintings of country scenes were popular during the time of this novel (a still are today). Paint (or draw) an individual or a series of works based on farm life around *Animal Farm*.

CRITICAL THINKING SKILLS - ACADEMIC ANALYZING HUMAN ACTIVITIES! (AHA!)

STATE STANDARD #SS.D.1.4.1, AND SS.D.1.4.2

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit?

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]

(Textbook or Database: Eco text and Business text)

KNOWLEDGE

Anticipatory Set: Project slide of Karl Marx and read excerpt from Communist Manifesto.

Students will: Identify beliefs of Marx and basics of communist theories. These will be listed in student journals.

COMPREHENSION:

Students will compare "isms" within the book, *Animal Farm*. Take notes on the isms: Communism, Socialism, and Marxism.

APPLICATION:

Anticipatory Set: Clip from *Animal Farm*: Speech at Meeting when Napoleon tells how leadership will change from debate format to decision by pig committee format.

Students will: Work in pairs.

Class/team product: Pretend you are one of the dissatisfied animals and write a letter of petition to be presented to Napoleon and the Pig Committee.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Participate in a modern study of communism around the world.

SCHOOL-TO-CAREER/TECH PREP LINK: Compare Business structures to government structures. (EX: President = CEO)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set:

Video clip: Documentary footage covering the fall of Communism.

Students will: Work in groups of eight.

Class/team/individual product: Create comparative political timelines of: Russian History and the Animal Farm.

INDIVIDUAL JOURNAL ASSIGNMENT:

Free-write for homework: “Would Karl Marx be pleased with modern communism around the world?”

HOMELINK:

Ask an adult about the courses they took in high school about Democracy and Communism. Ask them, “Based on the curriculum of these courses, what was your opinion of Communism?”

STATE STANDARD #SS.D.2.4.2

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential in this unit?

2. **TRANSPORTATION** (Textbook or Database ECO TEXT)

KNOWLEDGE

Anticipatory Set: Provide a simple breakfast for the students: Ham, eggs, and milk.

Students will: Discuss where their breakfast came from. Describe the steps that brought the food to the table.

COMPREHENSION:

Students work in pairs to produce two-column notes. The left (big idea) column will include knowledge from above about transporting goods. The right (details) column will include details from the story about transporting goods: Farmers picking up goods, pigeons transporting ideas, and Boxer hauling materials for the construction of the windmill.

APPLICATION:

Anticipatory Set: Students take off one shoe and do the nursery rhyme on their own foot. “This little piggy went to market...” Break down the meaning **of the rhyme line-by-line.**

Students will: work in teams of four

Class/team product: Rewrite “This little piggy” to match the novel, Animal Farm.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: International trade: Discussion of imported veggies and how that affects agrarian economy of central Florida. Discussion of foreign labor and how that affects the employment rates in the USA.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Word problems estimating distance, time, etc. of transporting goods to market. Equations and graphs of profits made in business.

SCHOOL-TO-CAREER/TECH PREP LINK: Lesson on how businesses transport, price, market, and advertise goods and services. (from knowledge of marketing mix)

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: Transporting Ideas. Play clip from Animal Farm of pigeons flying to other farms and teaching them the song “Beasts of England” Have students sing “Beasts of England”

Students will: (in groups of six)

Class/team/individual product: Write a song positively advertising our academy and perform it to the class. Vote on best or decide to consolidate best ideas from each to use in academy recruitment in the spring.

INDIVIDUAL JOURNAL ASSIGNMENT:

Peer evaluations of songs using FCAT (6-line) short response boxes and rubric. After evaluating songs of peers, students will then amend their song and give a self evaluation in journal.

HOMELINK:

Students will list all farm products they find in their refrigerator and complete matrix on how that good was transported, marketed, and advertised.

STATE STANDARD#

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?

3. COMMUNICATIONS

(Textbook or Database American History Text, Business text and Literature text)

KNOWLEDGE:

Anticipatory Set:

Show Napoleon’s speech when he took leadership of Animal Farm and then

Show Squeaker’s conversation with the animals after the meeting.

Students will:

List types of propaganda. (Public speaking, TV, media, songs, etc)

Define charisma.

List the strong points of Napoleon and Squeaker as speakers and leaders.

COMPREHENSION:

Discussion of the following questions:

- Do good speakers always make good leaders?
- Can a charismatic person rule over more qualified leaders? How? Why do people follow?

APPLICATION:

Anticipatory Set: Movie News Reel from WWII

Students will: Discuss newsreel & the message of the propaganda.

Class/team product: Show Uncle Sam then have students write in journal: “What is message & visual elements that get points across?”

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Display and discuss Nazi Germany Holocaust propaganda

MATHEMATICS/SCIENCE LINK: Statistics based on opinion polls.

SCHOOL-TO-CAREER/TECH PREP LINK: Take a look at Propaganda in advertising. Is all advertising actually a form of propaganda? Students will pick one commercial from television and decide if these are propaganda.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory set: Show “American President” clips of Sydney’s flag burning controversy.

Students will: Write Propaganda (next school day)

Class/team/individual product: Students will produce a magazine containing the propaganda produced by students in the individual journal assignments.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will select a different article, and then rewrite the article as propaganda, changing language, emphasis, and altering content to reflect the interests of an individual trying to manipulate opinion.

HOMELINK:

Students will ask an adult to help find some kind of cultural, economic, or political propaganda in a magazine or newspaper. Bring the newspaper or magazine to class and be prepared to explain what you think the message is.

STATE STANDARD #SS.C.1.4.1, SS.C.1.4.3, SS.C.1.4.4, SS.C.2.4.1, SS.C.2.4.2, SS.C.2.4.3

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

4. **PROTECTING AND CONSERVING** (Textbook or Database: Government text, media sources.)

KNOWLEDGE:

Film clip: Napoleon and dogs chasing Snowball out of farm.

Students will: Discuss types of enforcement: police, military, government agencies.

Describe types of enforcement in Animal Farm: dogs

Describe types of enforcement from countries around the world.

COMPREHENSION:

Students will compare the book Animal Farm with the real-world.

Infer: Napoleon is to Stalin as Snowball is to Trotsky.

APPLICATION:

Anticipatory Set: Pink Floyd Song: “Dogs”

Students will:

Compare exile of Snowball with exile in political histories.

Compare punishment of chickens with capital punishment.

MULTICULTURAL and MATH LINK: Statistically examine minorities on death row.

SCHOOL-TO-CAREER/TECH PREP LINK: Guest speakers from military to present information about their responsibilities as enforcers in the US Military. Then compare the US military to Russia and Animal Farm.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: Show film clip from Animal Farm where chickens are punished.

Student will: Discuss Punishment in book follow up with punishment in today’s society.

Class/team/individual product: Bring up Timothy McVeigh and encourage debate on the ethical dilemma of Capital Punishment.

INDIVIDUAL JOURNAL ASSIGNMENT:

Ten minute free-write after the debate:

“How do you feel about capital punishment? Please write persuasively.

HOMELINK:

Interview three adults and ask them, “How do you feel about capital punishment?” Ask them to tell you why.

STATE STANDARD # SS.C.1.4.2, SS.C.1.4.4, SS.C.2.4.3, SS.C.2.4.4, SS.C.2.4.5, SS.C.2.4.6

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit?

5. **PROVIDING EDUCATION** (Textbook or Database: history text, government text, science text)

KNOWLEDGE:

Anticipatory Set: Video clip from “Red Dawn” Patrick Swayze’s character visits father in a reeducation camp.

Students will: Discuss similarities of re-education camps in Red Dawn and reeducation of animals on Animal Farm in the new theory of “animalism.”

COMPREHENSION:

Think-Pair-Share examples of re-education in the novel animal farm. Go even further to ask them to brainstorm examples of re-education in world history.

APPLICATION:

Anticipatory Set: Pink Floyd: “Another Brick in the Wall”

Class/team product: In groups, students will produce a parody of the song to reflect the theme of re-education in Animal Farm.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Investigate the re-education that happens in America when foreigners want to become naturalized citizens.

SCIENCE LINK: “You can’t teach old dog new tricks.” Save your efforts for the young: a scientific study of meta-cognitive development and re-education of mature beings.

SCHOOL-TO-CAREER/TECH PREP LINK: Students will take a look at professional development that is offered by employers to their employees and why?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Bugs Bunny and Elmer Fudd Cartoon: Elmer thinks he is a rabbit and is re-educated in hospital with brainwashing. “I am Elmer Fudd, millionaire. I own a mansion and a yacht.”

Class/team/individual: Write a persuasive journal entry justifying the use of re-education in certain situations.

HOMELINK:

Assess internet sources to find out more about naturalization and the types of information someone must learn to pass the citizenship test.

ESSENTIAL QUESTIONS: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit?

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY** (math text, drafting cd rom)
“BUILDING A WINDMILL”

KNOWLEDGE

Anticipatory Set: Clip from Animal Farm movie with windmill construction.

Students will:

List reasons windmill was needed (power, milling food, pumping water, etc)

Define mathematical terms that will use in the study of a windmill.

COMPREHENSION:

Class participation: Work problems on board or in large groups.

Give example problems using circumference, area, radius, diameter, etc.

APPLICATION:

Anticipatory Set: Movie clip: Airplane, “Roger, Roger; what’s your vector, Victor?”

Class/team product: Work and peer check problems on examples of area, perimeter, ratios, rate of speed, graphs of functions, and introduce them to vectors. Excellent FCAT problems. (Ex. The energy in wind is proportional to the cube of the wind-speed. If the wind is blowing at 5 mph, what is the amount of energy produced? How much energy is produced at 10mph? How much at 15 mph? 20? State in words how the energy increases as the wind increases. How much energy do you estimate would be produced at 50 mph? Stronger wind means a lot more power or energy increases exponentially as the wind increases. Graph the data on a co-ordinate grid with axis labeled. Most windmills have a way of shutting down when the wind reaches 5 mph so that the generator will not burn out. What is the maximum amount of energy produced at this point?)

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: A study of Don Quixote and his windmill dragons.

SCIENCE LINK: A study of windmills and their effect on the environment.

SCHOOL-TO-CAREER/TECH PREP LINK: Discussion of Windmill leading up to tools and technology relating to careers. Students will then take a look at tools of the trade for specific careers within the field of Business and Finance.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Song: “Windmills of Your Mind” by Dusty Springfield.

Students will: In career lab, working in pairs:

Class/team product: Use CAD or other programs to draft and construct scale model of a windmill.

INDIVIDUAL JOURNAL ASSIGNMENT:

Keeping records of progress in designing and building windmill. Then using those notes to assist groups having trouble or defend your grade.

HOMELINK:

Ask an adult to look at you drafts and help you collect materials you will need to construct your windmill.

STATE STANDARD #business 48.14

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts?

7. **PROVIDING RECREATION**

Pigs in Animal Farm have all the fun and take up recreations similar to humans like drinking and playing cards. All of the other animals on the farm did all of the work with very little recreation.

KNOWLEDGE:

Anticipatory Set: Show video clip from Animal Farm with animals working hard.

Students will: Brainstorm as many farm games as they can come up with.

COMPREHENSION:

Students will predict how different it would have been for the animals if the horses had been in charge (or the sheep, cows, etc.)

APPLICATION:

Anticipatory Set: Play and sing theme song from Green Acres.

Students will: Work in teams

Class/team product: Create and demonstrate a new game that they come up with for around the Animal Farm.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Are games played the same around the world? What are the differences?

MATHEMATICS LINK: Various math games related to subject material.

SCHOOL-TO-CAREER/TECH PREP LINK: Students will investigate recreational activities, if any, that take place in the work force in a normal workday. Is it all work and no play? Use human resources to find examples of how companies are trying to incorporate some recreational activities to improve employee job performance.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Anticipatory Set: Play song “Working 9 to 5” by Dolly Parton.

Class/team/individual: Modify the daily life around Animal Farm to fit fun into the daily schedule. Come up with a daily and weekly agenda including chores and games.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about the feelings you had as you were doing your home link. Also record the types of chores and games your parent played as a child.

HOMELINK:

Go home and ask your parent “Is there anything I can do to help you around the house?” As you help, ask that person about the types of chores he/she did as a child. Ask him/her to tell you about the games he/she played as a child.

STATE STANDARD # SS.C.1.4.1, 1.4.2, 1.4.3, 1.4.4, SS.C.2.4

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

8. **ORGANIZING AND GOVERNING** (Textbook or Database: Government Text)

KNOWLEDGE:

Societies are governed by laws.

Anticipatory Set: Video clip from Animal Farm: Painting the Commandments on the barn wall.

Students will: Discuss question: “What is a law?”

COMPREHENSION:

Brainstorm on chalkboard and list all the laws that were listed in the video.

Students will think, pair, share about how those original laws changed in later chapters of the novel.

APPLICATION:

5 minute free write: “Is it fair for rulers to change laws as their impressions and attitudes change?”

Anticipatory Set: School House Rock, “I’m just a bill” Video

Students will: Outline chapter from American Government Text on Laws

Class/team product: Simulation of the passing of a bill. Practicing Robert’s Rules of Order, students will participate and creating, discussing, and voting on laws just as Congress would.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: How does our diverse culture in the United States make it hard to govern and rule by law. Discuss issues of majority rule with minority rights.

HUMANITIES LINK: Spend time discussing comparative laws throughout history. (For example: Hammurabi’s Code or the Senate in Rome.)

SCHOOL-TO-CAREER/TECH PREP LINK: Parliamentary Procedure and / or National Government involvement in business regulation.(EX: Airlines, monopolies, etc.)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: American President: Sydney Wade’s Environmental Lobby

Students will: Divide class into two equal teams.

Class/team/individual product: Each team member participates in different roles to research, prepare and generate a debate about the effects of lobbyists and interest groups on constitutional law. Are outside influences on politicians beneficial to the law making process?

INDIVIDUAL JOURNAL ASSIGNMENT:

Each student will answer questions in a rubric that will guide them in peer and self evaluations of the debate.

HOMELINK:

Clip newspaper and magazine articles that reflect the interests of lobbyist groups. Be prepared to defend or criticize the objectives of that group.

STATE STANDARD #LAB1.4.2 STUDENTS WILL BE ABLE TO: draft and revise writing that is focused, purposeful, and reflects insight into writing situation.

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** creates mastery learning of essential concepts in this unit?

9. **MORAL, ETHICAL, AND SPIRITUAL BEHAVIOR**

KNOWLEDGE:

Anticipatory Set: Clip from “Wall Street”

Students will: Discuss ethics of Wall Street trading and insider info.

COMPREHENSION:

Students will give examples of unethical behavior in business (not stock related)

APPLICATION:

Anticipatory Set: Show clip from Animal Farm of painting the original seven commandments on barn wall.

Class/team product:

Predict what unethical changes will be made throughout the book
(List in notebook for future reference.)

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Discussion of unethical business practices as related to gender and race. (Ex: sexual harassment)

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Stock Market simulations for mathematics.

SCHOOL-T0-CAREER/TECH PREP LINK: Research on laws governing business practices.

**Use clip from Movie “Billy Madison” with Adam Sandler. The scene where they are competing in brain bowl and they ask the question, “What are business ethics?”

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show clip from Animal Farm with the changed commandments written on wall of barn in paint.

Class/team/individual product: Write a five paragraph essay about how close their predictions were in application step and exactly what unethical changes occurred.

HOMELINK:

Ask an adult if he/she ever have been faced with an ethical dilemma at work. Let them tell you the story if they are willing.

STATE STANDARD #Language Arts Reading and Writing Standards

ESSENTIAL QUESTION: How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit?

10. **AESTHETIC NEEDS** (Novel Animal Farm and Literature text)

KNOWLEDGE:

Anticipatory Set: Scene from “Brave Little Toaster” when toaster is sent to the scrap heap.

Students will: Identify items / things in society that have become irrelevant / obsolete in the past several decades (record players, BETA, etc...)

Discuss how the Brave Little Toaster has become obsolete and ask students which Character in the novel has become obsolete.

COMPREHENSION:

Students will predict what types of things will become obsolete in the future. (DVD, CD, etc.)

APPLICATION:

Anticipatory Set: Reading on tape of story “With All Flags Flying”

Students will:

Discuss theme of “going out as an independent

(Old man chooses to go to a nursing home rather than become a burden to his family.)

Class/team product: Prepare a parallel of “Boxer” with the old man in “With All Flags Flying” (Differences= who made the choice and which of the was put out to pasture?)

MULTICULTURAL LINK: Generation Gaps and Aging Americans

MATHEMATICS LINK: Graphs and charts showing costs relating to caring for the increasing numbers of elderly American citizens.

SCHOOL-TO-CAREER/TECH PREP LINK: What is the business world’s responsibility in providing for the elderly in society?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Commercial (Gateway?) Guy goes down street with new version of a computer and sees a billboard advertising that very computer. Then he sees the sign painter changing the billboard to advertise the new updated version.

Class/team/individual product: Write a short story as if you were an obsolete item like the toaster or the computer on the car seat in the commercial. Tell of your adventures and how you might work your way back into your former owner’s heart.

INDIVIDUAL JOURNAL ASSIGNMENT:

You are boxer. This is your last day on the farm. Write a journal entry recording “your” last day and your trip to the glue factory.

HOMELINK:

Talk with an adult about what they intend to do upon growing older. (What are their retirement plans, health plans, etc...?)

STATE STANDARD # SS.C.1.4.3

ESSENTIAL QUESTION: How does the discipline/sub-discipline of government relate to mastery learning of Animal Farm?

11. AMERICAN GOVERNMENT (Textbook or database: American Government text)

KNOWLEDGE:

Anticipatory Set: School House Rock, “Three Ring Circus”

Student will: Discuss: Is this video propaganda? Is this an example of nationalism? Outline the three branches of American government and discuss democratic principles.

COMPREHENSION:

Students will create a chart illustrating the fairness of democracy through checks and balances.

APPLICATION:

Anticipatory Set: Show video clip from Animal Farm of early animal rituals and a later clip of the songs, parades, and other rituals.

Student will: Predict which forms of government each phase represents.

Class/team product:

Which form represents the purest form of equality and why?

Answer this question in a 12-line extended response FCAT box.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK: Relate the forms of government to economic systems.

SCHOOL-T0-CAREER/TECH PREP LINK: How does the structure of government directly relate to structure of business? EX: president = CEO

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Read the Battle of Cowshed scene where the gun represents violent overthrow of Mr. Jones.

Students will: Discuss Marx ideal of communism versus the reality of communism in practice.

Class/team/individual product: Create a Venn diagram comparing and contrasting the two.

INDIVIDUAL JOURNAL ASSIGNMENT:

Compare Democracy, Socialism, and Communism. Is US democracy the greatest form of government? Why or why not?

HOMELINK:

Look for and list with siblings or neighborhood friends the signs of nationalism around your neighborhood.

STATE STANDARD #s and “STUDENTS WILL BE ABLE TO”

MAA1.4.1: Associate verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.

MAA1.4.2: Understand the relative size of integers, rational, irrational, and real numbers.

MAA1.4.3: Understand concrete and symbolic representations of real and complex numbers in real-world situations.

MAA1.4.4: Understand that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithm.

MAA3.4.1: Understand and explain the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of math relate to mastery learning of Animal Farm?

12. **MATHEMATICS** (Textbook or Database: Math text)

KNOWLEDGE:

Anticipatory Set: Show first five minutes of “Pirates of Silicon Valley,” the scene where Bill Gates tells IBM he has the operating system DOS to the skating rink dance, and the last minute showing Steve Jobs and Bill Gates.

Students will: Discuss the theme within Animal Farm of the “Haves v/s Have Nots” and relate that to the United States today. Who would be on the “Haves” list.

Take note of the following facts as of 6/27/01:

Microsoft Stock: \$69.745

Bill Gates Stock in Microsoft: \$78.761600 billion

US Population: 284,520,165

Your personal contribution: \$276.823

List the data for the same given items for the date 2 days ago. Data can be obtained from website:

<http://www.webho.com/wealthclock>

COMPREHENSION:

Convert Bill Gate's stock value to decimal notation and then to scientific notation.

Explain how your personal contribution is obtained from the data given.

APPLICATION:

Anticipatory Set: Sing phrases from "Money: That's What I Want"

Class/team product: Use yesterday's newspaper to find Microsoft Stock value.

Calculate how much money Bill Gates has gained or lost from the previous day.

Write amount in decimal form, word form, and scientific notation.

SCHOOL-TO-CAREER/TECH PREP LINK: Students will use financial section of newspaper to become familiar with stock market.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Read about how "Chainsaw" Al Dunlap restructured Sunbeam and other companies at the expense of thousands of jobs with great reward for himself. Use the report from website:

<http://www.businesswire.com/webbox/bw.061598/723428.htm>

Class/team/individual product: work in groups...

"Chainsaw" Al Dunlap, after becoming the CEO of Scott Paper Company completed a restructuring of the company at the expense of 11,200 jobs. This resulted in a redistribution of the wealth of the company, much of which went to himself and his closest lieutenants.

Assuming the average income per job is \$25,000 a year, how much money did "Chainsaw" Al redistribute?

Write this amount in decimal form, word form, and scientific notation.

Discuss in groups how the actions of "Chainsaw" Al Dunlap parallel the actions of Napoleon in Animal Farm.

INDIVIDUAL JOURNAL ASSIGNMENT:

It has been claimed that in America the rich are getting richer and the poor are getting poorer. What attitudes do you think are prevalent in America that is contributing to this type of behavior? What evidences of this type of attitude have you seen on TV, in movies, in songs, or in everyday life?

HOMELINK:

Check tonight's paper for the closing value of Microsoft Stock. Calculate how much Bill Gates has earned or lost. Express this amount in decimal, scientific notation, and word form.

You have \$1000 to spend. Buy shares of 3 different stocks. Spend as close to the \$1000 as you can. Keep track of your gains and losses for one month. Record daily results in your journal.

STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of _____ relate to mastery learning of _____?

STATE STANDARD # Literature standards one and two

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Literature relate to mastery learning of Animal Farm?

14. READING OR LITERATURE

(Textbook or Database: Novel Animal Farm and literature text)

KNOWLEDGE:

Anticipatory Set: 1955 ending of cartoon version of Animal Farm

Students will: Discuss how ending of cartoon differs from book.

COMPREHENSION:

Defend CIA's involvement in altering story in '55 version of movie. What would have been their reasoning or motivation for the changes?

APPLICATION:

Anticipatory Set: Scene from "Footloose" where explanation is given as to why dancing and rock music has been banned.

Class/team product: Think back and relate in (compare and contrast paragraphs) the motivation of CIA with town councils decision in "Footloose." Does good motivation justify actions?

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Discussion of how CIA operative, who worked as a producer and talent agent, added in affluent African Americans into several films to counter Soviet criticism of American race problem.

SCHOOL-TO-CAREER/TECH PREP LINK: Students will take a look at the process of how decisions are made in the business world.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: TNT version ending with song "On Blueberry Hill"

Class/team/individual product:

Create two new endings to Animal Farm:

One should be based on their best hopes for the animals.

The other a negative one based on their worst fears.

INDIVIDUAL JOURNAL ASSIGNMENT:

Do this before HOTS product is produced. Infer meaning of new ending and write in journal your ideas as to this fact.

HOMELINK:

Go to TNT movie website and look at the differences between novel and film.

STATE STANDARD # sees literature standards

ESSENTIAL QUESTION: How does the discipline/sub-discipline of conflict resolution relate to mastery learning of Animal Farm?

15. LITERARY TERMS: CONFLICT AND CHARACTERIZATION

(Textbook or Database Literature text and novel, Animal Farm)

KNOWLEDGE:

Anticipatory Set: Show a random cartoon, Bugs Bunny, etc.

Students will: identify the protagonist, antagonist, elements of conflict in the cartoon.

Match cartoon characters to their nemesis:

Batman – Joker

Bugs Bunny – Elmer Fudd

COMPREHENSION:

Pre-reading: predicts which character in "Animal Farm" will be the protagonist (main character) and what conflicts will occur.

APPLICATION:

Anticipatory Set: Batman movie clip: Batman tries to foil Joker's plans to poison the city "Where does he get those toys?" – Jack Nicholson.

Students will: work in groups

Class/team product: Come up with a short story of their own where a conflict occurs and the protagonist is pitted against the antagonist.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Think about other cultures that look at America as an antagonist (those we have come into conflict with)

SCHOOL-TO-CAREER/TECH PREP LINK: Discuss conflict in the work place and how to solve disputes.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show scene from Animal Farm where Jones is expelled from the farm.

Class/team/individual product: Create a chart comparing the characters from Animal Farm listing their attributes in different columns. Summarize the conflict between the animals and Jones.

INDIVIDUAL JOURNAL ASSIGNMENT:

Think of your life as a story and you are the protagonist. Who is/are you antagonist(s) and what are some of your conflicts with him/her/them.

HOMELINK:

When watching TV, look for conflicts between characters.

STATE STANDARD # See Literature and Government Standards

ESSENTIAL QUESTION: How does the discipline/sub-discipline moral character of relate to mastery learning of Animal Farm?

16. CHARACTER EDUCATION (Textbook or Database Government and Literature texts)

KNOWLEDGE:

Anticipatory Set: Photos or slides of "portraits" of characters from Animal Farm

Students will: List and name all the characters.

COMPREHENSION:

Infer based on names and types of animals what each character's personality might be like. Save in journal and come back to later in lesson.

APPLICATION:

Anticipatory Set: "Character" clip from American President

Students will: Discuss: Is character important in politics?

Class/team product: Create campaign brochure with slogan relating to character and details that make the candidate seem to be of good moral character.

HUMANITIES LINK: "Character" analysis from other pieces of literature.

SCHOOL-TO-CAREER/TECH PREP LINK: Is character important in the business world?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Article and discussion about Bush daughters and article on Chelsea Clinton.

Students will: Describe the character of at least five animals from the book Animal Farm.

Were the inferences in your journals close?

Class/team/individual product: Write a comparison and contrasting essay about the Bush and Clinton girls. Discuss the importance of moral behavior even if you aren't the direct leader.

HOMELINK:

Parent guided internet research: Locate previous presidents and children and the moral dilemmas they were faced with. (EX: The Kennedy's, Nixon, etc.)

STATE STANDARD # SS.C.2.4.1: comparative governments

ESSENTIAL QUESTION: How does the discipline/sub-discipline of history relate to mastery learning of Animal Farm?

17. **Russian History / Stalin and Trotsky** (Textbook or Database World History Text)

KNOWLEDGE:

Anticipatory Set: Pink Floyd's: Pigs (Three Different Ones) Or "Comrade Napoleon" from book Animal Farm or both.

Students will: List pigs from novel and match them with their Russian counterpart.

COMPREHENSION:

In groups of three, Students will produce a Venn diagram comparing and contrasting the approaches to power of Napoleon and Snowball. (Words used, physical positioning, clothes, and other furnishings, ideology, principles and tactics)

APPLICATION:

Anticipatory Set: Video clip of Stalin's speech.

Class/team product: Create two-column notes with Big Ideas from book on left and details from history on right. Ex: Battle of the Cowshed, Civil War 1918-1920.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK: Culturally compare politicians from around the globe. EX: Stalin's uniform v/s Bush's Suit

SCHOOL-TO-CAREER/TECH PREP LINK: Students will take a look at the role that politicians play in the business world.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show speeches made by current politicians, political commercials, and "photo opportunities."

Class/team/individual product: Students will write and deliver a speech trying to persuade classmates to side with them in an ethical dilemma.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students write in detail the way politicians use methods of Snowball and Napoleon to compel our interest and compliance today.

HOMELINK:

Get an adult to help you choose clothes, jokes, and gestures to help you with you persuasive speech.

**MORAL/ETHICAL/SPIRITUAL
REASONING AND DILEMMAS**

TEN ETHICAL DILEMMAS (Must be set in context of unit, but must also relate to the lives of today's students)

ESSENTIAL QUESTION: How does the content of this unit reflect character education through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

DILEMMA: You have been living in poverty for years and suddenly you win the lottery. Since you won the lottery, you have had many requests for money from individuals that are in the same situation

that you were once in. Many of the people seeking your assistance have good reason for wanting your help. What do you do?

2. Transportation

DILEMMA: You are new to doing business in the International Marketplace. You want to enter a new market in an Asian country, but you have discovered to enter a new market in an Asian country a U. S. company would have to give gifts and lavishly entertain key business and political leaders. Gift giving etc., are practices contrary to the written policies of some U. S. companies. Establishing business in this Asian country could represent a 25% increase in your company sales. What would you do?

3. Communications

DILEMMA: You work for a large, well respected marketing firm. You have a spouse and two young children. You love this firm so much, because they have been strongly against advertising beer and tobacco products that target young audiences. Today you discovered that this company will change their advertising policies going against what you believe in. When you voiced your opinion, you were told that no one else could take this project because of a limited amount of help. You must market this product. What do you do?

4. Protecting and Conserving

DILEMMA: You are a state defense lawyer and you do not believe in capital punishment. You are appointed by the state to defend a murderer that most likely will be convicted and given the death penalty. What do you do?

5. Providing Education

DILEMMA: You have decided to continue your education in another country and did not take the time to learn their culture. Once there, you find out that students are forced into education related to respected career paths, whereas, in the U.S. students have the freedom to choose their own educational and career paths. What do you do?

6. Making and Using Tools and/or Technology

DILEMMA: You have been buying Nike shoes for years. You have always paid between \$80 - \$120 for Nike shoes. Today, you discovered in the news that Nike is made in another country by children as young as eight years old working for extremely long hours with low pay. Do I continue to purchase Nike after knowing these facts?

7. Providing Recreation

DILEMMA: You use to be a schoolteacher for twenty years before becoming a Florida politician. You have a wealth of knowledge about what goes on inside the classroom, while your counterparts have a very limited amount of knowledge. You are now in a position to limit the number of standardized tests given to student and give them more access to hands on experiences such as art, music, and recreation. Your counterparts are more concerned about the budget and you feel strongly about both issues. How do you vote?

8. Organizing and Governing

DILEMMA: You are the President of the United States and you have been asked to give clemency to a young woman in Texas. In exchange, you would receive money to fund your campaign. What do you do?

9. Moral, Ethical, and Spiritual Behavior

DILEMMA: You work as a construction worker, which is a field dominated by males and each day you go to work, you get whistles and inappropriate comments from the guys that you work with. The guys feel that this is innocent behavior while you feel this is a form of sexual harassment. What do you do?

10. Aesthetic Needs

DILEMMA: You are a medical doctor and your primary patients are senior citizens. A few months ago a law was passed that gave doctors the right to assist patients with death. On Friday you were asked by one of your patients to assist her with death because she was in so much pain. What do you do?

**PRODUCTIVE THINKING SKILLS
DIVERGENT/CREATIVE THINKING**

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____:

- AHA #1. Ways a government can govern.
- AHA #2. Types of birds you can think of.
- AHA #3. Ways one can communicate.
- AHA #4. Ways to protect oneself.
- AHA #5. Things learned from cartoons.
- AHA #6. Shapes in a windmill.
- AHA #7. Ways you could describe a wealthy person.

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8. Constitutional laws as you can think of.
- AHA #9. Unethical business practices
- AHA #10. Obsolete items you can think of
- AHA #11. Propaganda devices
- AHA #12. Billionaires
- AHA #13. Ways to make money
- AHA #14. Books that have been turned into movies

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15. Resolve the story animal farm
- AHA #16. Earn a Girl Scout or Boy Scout honor badge
- AHA #17. Persuade your classmates to see your side of a story

2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)

A. HOW WOULD _____ LOOK TO A(N) _____?

- AHA #1. Karl Marx / communism today
- AHA #2. Thomas Jefferson / internet
- AHA #3. The Bible / today's churches
- AHA #4. A nightstick / the police force
- AHA #5. A concentration camp / the Jews
- AHA #6. The windmill / Don Quixote
- AHA #7. A saddle / a horse
- AHA #8. Ink / the constitution

B. WHAT WOULD _____ VIEW _____?

- AHA #9. Wrong / right
- AHA #10. Glue factory / a horse
- AHA #11. A gavel / a judge
- AHA #12. Haves / Robin Hood
- AHA #13. A business suit / a CEO
- AHA #14. An ending / the rest of the story
- AHA #15. A punch / person who threw it
- AHA #16. A flaw / its character
- AHA #17. Egyptians / government today

3. INVOLVEMENT MODEL (Personification/Inanimate object brought to life)

A. HOW WOULD YOU FEEL IF YOU WERE__?

- AHA #1. An economic system
- AHA #2. A windmill
- AHA #3. Propaganda
- AHA #4. A secret
- AHA #5. A game
- AHA #6. The wind
- AHA #7. A smile

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL)?

- AHA #8. A law or bill being passed
- AHA #9. A mountain
- AHA #10. A tear
- AHA #11. A law being broken
- AHA #12. Sugar cube
- AHA #13. Blue ribbon from Mollie's hair
- AHA #14. Summer breeze

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

- AHA #15. Sheep in Animal Farm
- AHA #16. Horse on a neighboring farm
- AHA #17. Farmer

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE YOU COULD _____. WHAT _____.

- | | | |
|---------|-----------------------------|---|
| AHA #1. | Live under communist rule | kind of life would you have |
| AHA #2. | Read people's minds | secrets would you look for |
| AHA #3. | Rule the world | would you do to gain acceptance |
| AHA #4. | Become a bodyguard | person would you protect |
| AHA #5. | Start over you education | things would you want to learn |
| AHA #6. | Be a hammer | things would you build |
| AHA #7. | Play all day | games would you play |
| AHA #8. | Write a new law | law would you write |
| AHA #9. | Not do anything "unethical" | things would you have to do differently |

B. YOU CAN HAVE THE POWER ... HOW WILL YOU USE IT?

- AHA #10. To bring back the dead
- AHA #11. Of the president of the USA
- AHA #12. Over all the money in the world
- AHA #13. To run a major corporation
- AHA #14. To rewrite any strong
- AHA #15. To resolve any conflict
- AHA #16. To change others' character flaws
- AHA #17. To speak to all the world's leaders and they will listen

5. FORCED ASSOCIATION MODEL (Use cultural literacy terms here)

A. HOW IS _____ LIKE _____?

- AHA #1. Communism / Marxism
- AHA #2. Distribution like transportation
- AHA #3. Propaganda like gossip
- AHA #4. The dog like the secret police
- AHA #5. Education like brainwashing
- AHA #6. Windmill like a dragon
- AHA #7. Recreation like work

- B. GET IDEAS FROM _____ TO IMPROVE _____.
- AHA #8. Constitution to improve the commandments in animal farm
 - AHA #9. Sexual harassment to improve ethics in work place
 - AHA #10. Medicine to improve understanding of elderly
 - AHA #11. Three ring circus to understand three branches of government
 - AHA #12. Food chain to understand class systems
 - AHA #13. Or government structure to understand basic structures of businesses
 - AHA #14. Shakespeare to understand plot

- C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.
- AHA #15. Fighting explain conflict to me
 - AHA #16. Personality explain character to me
 - AHA #17. Democracy explain other government structures to me.

6. REORGANIZATION MODEL

- A. WHAT WOULD HAPPEN IF _____ WERE TRUE?
- AHA #1. "Isms" did not exist
 - AHA #2. Transportation was never invented.
 - AHA #3. The only form of communication was sign language.
 - AHA #4. We had a military based society
 - AHA #5. There was no education
 - AHA #6. There was no wind in mill
 - AHA #7. Fun did not exist

- B. SUPPOSE _____ (HAPPENED)
WHAT WOULD BE THE CONSEQUENCES?
- AHA #8. There were no laws
 - AHA #9. You could do anything you wanted
 - AHA #10. Animals lived as humans
 - AHA #11. Animals governed humans
 - AHA #12. Money grew on trees
 - AHA #13. Everyone owned their own business
 - AHA #14. Plots did not exist

- C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?
- AHA #15. There were no conflicts
 - AHA #16. You could buy character
 - AHA #17. There were no differences in governments around the world.

CULTURAL LITERACY/SPELLING LIST

Names	Phrases	Dates	Ideas
Joseph Stalin	vector	1918-1920 Russian Civil War	heaven
Leon Trotsky	power elite	Aug. 1939 Non-aggression Pact	all for one and one for all
Karl Marx	naturalization	Pact violated in 1941	all work and no play
Napoleon Bonaparte	shortage	1943 Tehran Conference	dog is man's best friend
Moses	revenue	mid 1927 Stalin expels Trotsky	a good man is hard to find
Capitalist's neighbors	charisma		good fences make good
Communists	egotism		practice what you preach
Peasants	ostracism		nice guys finish last
Bolsheviks	hunger		no man can serve two masters
Politburo	obesity		back to the drawing board
Lenin	scapegoat		drive a nail into one's coffin
The Proletariat	working class		look out for number one
Roman Orthodox	poverty level		pass the buck

Roman Catholic	economics	red-letter day
Pravda	depression	three sheets to the wind
The Kremlin	distribution	
Churchill	capital offense	
England	capital punishment	
Secret Police		
Animal Farm		

RESOURCES

I. Bibliography – Teacher/Professional Books and Resources

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II. Bibliography – Student Books on loan from Media Center for classroom use

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2. American Museum of Natural History. The Illustrated History of Humankind. People of the Stone Age: Hunter-gatherers and early farmers. (volume 2). New York: Harper San Francisco a division of HarperCollins Publishers. 1993
3. Ayan, J. Aha! 10 Ways to Free Your Creative Spirit and Find Your Great Ideas. new York: Crown Trade paperbacks. 1997

III. Educational Films/Videos

1. Lenin and the Bolsheviks.
2. Newsreel of Martin Luther King Jr. "I have a dream..." speech.
3. Continuity and Change Textbook Video: The Russian Revolution.
4. World of Business

IV. Commercial Films/Videos

1. School House Rock! "Three Ring Government" 1999. American Broadcasting Companies, Inc.
2. The American President. 1995. Castle Rock Entertainment and Universal City Studios, Inc.
3. Primary Colors. 1998. Universal Home Video, Inc.
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5. Animal Farm (live action version)
6. The Brave Little Toaster.
7. The Birds
8. Babe
9. Babe, Pig in the City
10. Charlotte's Web

V. Literature/Language Arts (on reserve in Media Center)

Fiction

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3. "The Birds" by Daphne du Maurier from Kiss Me Again Stranger, 1952.
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6. Kantor, MacKinlay. Andersonville.
7. James, Henry. The Ambassadors.
8. Roth, Henry. Call It Sleep.
9. Von Staden, Wendelgard. Darkness Over The Valley.
10. Trevor, William. Fools of Fortune.
11. Solzhenitsyn, Aleksander. The Gulag Archipelago.
12. Fielding, Henry. The History of Tom Jones.
13. Schwarz, Bart Andre. The Last of the Just.
14. Malraux, Andre. Man's Fate.
15. Markandaya, Kamala. Nectar in a Sieve.
16. Hesse, Hermann. Steppenwolf.
17. Grass, Gunther. The Tin Drum.
18. Shaw, Irwin. The Young Lions.

Non-Fiction

1. Pind Floyd, Animals
2. The Rise and Fall of the Soviet Union by Michael Kort
3. Bell, E. T. Men of Mathematics. The Lives and Achievements of the Great mathematicians From Zeno to Poincare. New York: Simon and Schuster, Inc. 1965.
4. Beckmann, P. A History of Pi. New York: St. Martin's press. 1971
5. Bullock, A. 20th Century Genius: 250 Biographies of the People Who Shaped the Greatest Period in Human History. Exeter Books. 1981.
6. Cole, B., Gary, P., Martz, C., & Murray, P. Where Do I Stand? Challenges in the Social Studies. Pitman Learning, Inc. 1982.

7. Ford, C.W. We Can All Get Along. 50 Steps You Can Take To Help End Racism. Dell Publishing. 1994.
8. Hoffman, P. Archimedes' Revenge. The Joys and Perils of Mathematics. Fawcett Crest. 1988
9. Huff, D. How to Lie With Statistics. W. W. Norton & Co. Inc. 1982.
10. IngPen, R., & Wilkinson P. Encyclopedia of Events That Changed the World: Eighty Turning Points in History. Viking Studio Books. 1991.
11. Kennedy, P. The Rise and Fall of the Great Powers: Economic Change and Military Conflict From 1500 to 2000. Random House, Inc. 1987.
12. Pappas, T. The Joy of Mathematics: Discovering Mathematics all Around You. Wide World Publishing/Tetra. 1989.
13. Selz, P. Art in Our Times: A Pictorial History 1890-1980. Harry n. Abrams, Inc. 1981
14. Stein, R. C. Cornerstones of Freedom. The Story of the Underground Railroad. Chicago: Children's Press. 1981.
15. Takaki, R. A Different Mirror. A History of Multicultural America. Little, Brown and company. 1993.
16. Tahan, M. The Man Who Counted. A Collection of Mathematical Adventures. W. W. Norton & Company. 1993.
17. Niebuhr, Reinhold. The Nature and Destiny of Man.
18. Toynbee, Arnold J. A Study of History.
19. Popper, Karl. The Open Society and Its Enemies.
20. Fussell, Paul. The Great War and Modern Memory.

Poetry

1. "The Stalin Epigram" by Osip Mandelstam from Selected Poems 1973
2. "Crow Song" by Margaret Atwood from You Are Happy: Selected Poems. 1976

Music

1. Pink Floyd's album released January 23, 1977, ANIMALS
Pigs On The Wing
Dogs
Pigs (Three Different Ones)
Sheep
Old McDonald Had A Farm
The Old Grey Mare, She Aint What She Use to Be.
Baa, Baa Black Sheep
I Had a Little Rooster
2. Animal Farm. TNT movie soundtrack
 - a. Beasts of England
 - b. Comrade Napoleon
3. "Money (That's What I Want)" - Junior Walker/All Stars or Ronnie Milsap
4. "Rich Get Richer" - O'Jays
5. "Dogs" - Pink Floyd
6. "Another Brick in the Wall" - Pink Floyd
7. "Windmills of Your Mind" - Dusty Springfield
8. "On Blueberry Hill
9. "Working Nine To Five" - Dolly Parton
10. "Pigs" - Pink Floyd
11. "Money, Money, Money"

VI. Resource People/Mentors

1. Leslie Gibbons and Jon Williams of the Villages, FL
2. Connie Wise, Cotton States Insurance
3. Jim Yancey, Asst. Superintendent of Marion County Schools
4. Joan Stark, Marion County Coordinator for Vocational Instruction
5. Avery, Belleview Town Council

VII. Field Trips: Analyzing Business and Political Structures as well as individual leadership qualities.

1. Belleview Town Council Meeting
2. Marion County School Board Meeting
3. Citizens First Bank in the Villages, FL
4. Sun central Real-Estate
5. Belleview High School, Administration Building (bldg one)

Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

1. www.animalfarm.tripod.com
2. www.sdcoe.k12.ca.us/score/amfrm
3. www.mlk-online.net
4. www.peta-online.org
5. www.3.simpatico.ca
6. www.quuxuum.org
7. www.house.gov/democrats/research
8. <http://thecity.sfsu.edu>
9. www.mcdougallittell.com/lit/litcon/animalf/guide.htm
10. www.sparknotes.com/history/european/russianre/sum
11. <http://pinkfloydhyperbase.dk/albums/animals.htm>