

This is an engaging and entertaining formative assessment. With a little preparation and careful instructions, students can rotate through several novel based activities with simply a “rotate” from the teacher every 9-10 minutes.

Using stations with older students creates interest and adds engagement to any lesson. A student that was previously listless will sit up and take notice when asked to work as a team to accomplish several tasks in a timely manner. The stations are fast moving and usually produce a product. Upper level students enjoy the fast pace and high interest of station work. This activity takes a little planning, but when in process the educational component becomes a student driven learning experience.

Learning stations require a little preparation. Read the station instructions for the necessary supplies: markers, construction paper, computer paper, scissors, glue sticks, laptop or Smartboard, tape. Each one varies. If a station requires extra items I will note it with an asterisk at the bottom of the page.

Before beginning a session of stations I ask the students to leave any personal items on the outside edges of the room. I tell them that they will rotate in a clockwise direction when I give the call to switch. Walk around to each station and give a brief synopsis of what will go on. Let students know that anything they make should be taken with them to the next station. They should straighten up their current station before moving on. This learning structure really lets the teachers become the facilitator and the student becomes the creator. It's that 80% vs. 20% relationship that we all strive for.

I hope you enjoy this set of stations and that you come back and visit my TPT to give some feedback. If you would like me to create stations for a specific novel or short story---just let me know (post on my question board). Click the green star in the right corner to follow me and you will be sent a notice when I post new learning stations.

I have included a ticket out the door assessment for your students. I know you and your students will really enjoy this innovative teaching style. So here we go--Ready—set—Rotate!

*I have included two additional projects that require more time: Electric Allegory and A Social Experiment.

Moo Map

Sketch a detailed map of the farm on the large sheets of construction paper on the table. Your team is responsible for one map—so you must work together. I suggest dividing up the assignment: have one or two draw, one or two looking up details in the text. Please include 10 landmarks from the novel in your map of the setting. Five of the



landmarks should include direct quotations from the text that mention or describe this part of the setting. The direct quotations may be written on post-it-notes if you wish. Please include an internal citation (author's last name and page number). If time allows, add characters to the parts of the map where they would be found.



Timeline

Create a timeline of the major events in the novel. Record your events on the printer paper on the table. You may need to tape several pieces together horizontally. Compare your timeline with the events of the Russian Revolution. Discuss the similarities between the two. I have included several links for you to compare your list with.

http://www.lib.utexas.edu/maps/atlas_middle_east/iran_timeline.jpg

http://relay-of-revolutions.wikispaces.com/file/view/yipsum_part_ii_timeline_col.gif/172271473/1199x931/yipsum_part_ii_timeline_col.gif

Create Character Cards

Select one of the characters in the novel to record on one of the character cards on the table. Each person in your team must select a different character. You may use markers or magazine cut-outs for your visual. Details from the text must include internal citations (author's last name and page number).



Character Card

Title of text _____

Character _____

Visual



Direct characterization

Indirect characterization

Tragic flaw

Primary conflict (internal or external) explain

If you need extra space put an asterisk (*) at the end of the line and add the rest to the back page.

Digital Doozy

Explore the PowerPoint of the Russian Revolution. Add names and images from the novel that correspond with the political figures in the Russian Revolution. Check out the first one (I completed it for you).



*a computer or Smart board is needed here

Animal Farm: A Social Experiment

This is a summative project for students that are near the end of the novel or that have completed it.

Divide the class in to 2 large groups (three at the most). This is one of the few times that having a large group is more beneficial for the outcome. Let each team decide on an animal name for their team, for example: “The Pigs”.

Before you begin this project, you should assemble some supplies. Each team will need the following: a yard stick, a handful of rubber bands, a handful of paper clips, stapler, glue stick, 13 sheets of computer paper, a set of markers, 5 sheets of any color construction paper, 2 pair of scissors, yarn or string, handful of straws, roll of masking tape, 2 large pieces of cardboard. (if you wish you may substitute two large cardboard boxes for the cardboard)

Students will be instructed that they may also use up to three items that they find around the classroom in addition to these supplies.

Announce this to the class: Each team will have 30 minutes to build a windmill. The only rules are that the windmill must stand four feet tall and the blades of the windmill must turn (at least a little). The first team to accomplish this task will win a prize (see prize coupons at the end of the packet).

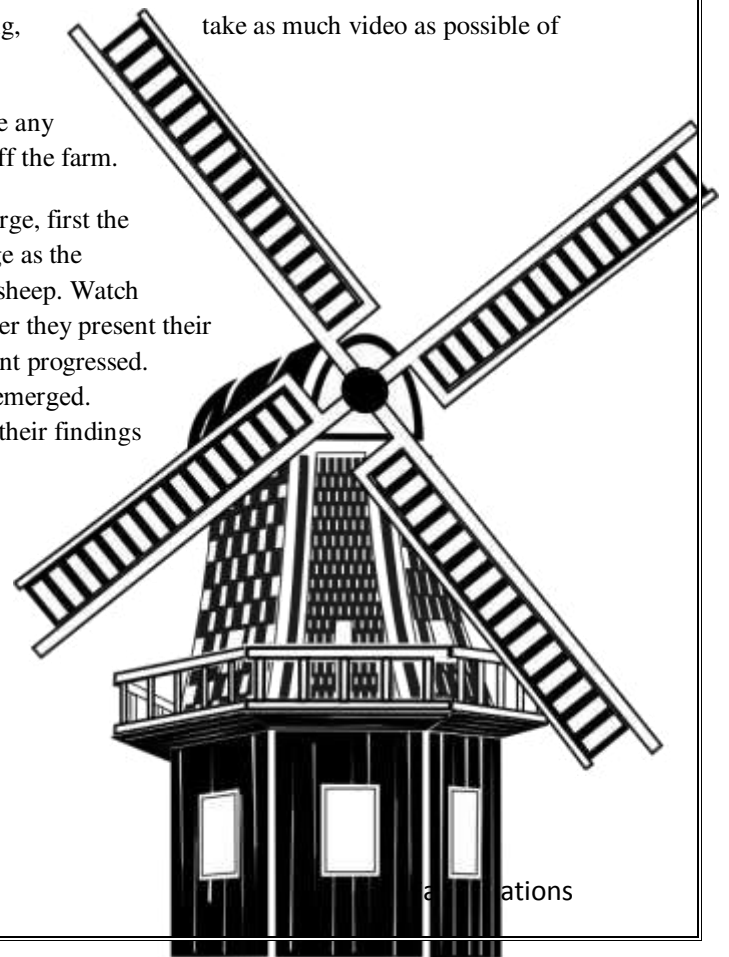
If you have a flip camera or a digital camera with a video setting, the groups working together.

take as much video as possible of

If the students come to you for help, you are not allowed to give any help. Tell them you are the farmer and you have been thrown off the farm.

It's almost magical how the parts of the team will begin to emerge, first the leaders and then the followers. Some of the students will emerge as the workhorses—and a few might try to wander aimlessly like the sheep. Watch carefully, take a few notes, so that you can add commentary after they present their findings. Let them discuss who did what and how the experiment progressed. Then offer the idea to the teams that different character type's emerged. (leaders, followers, workhorses, creators). Teams should share their findings with the class.

*this is a longer project that will take a
an entire class period.

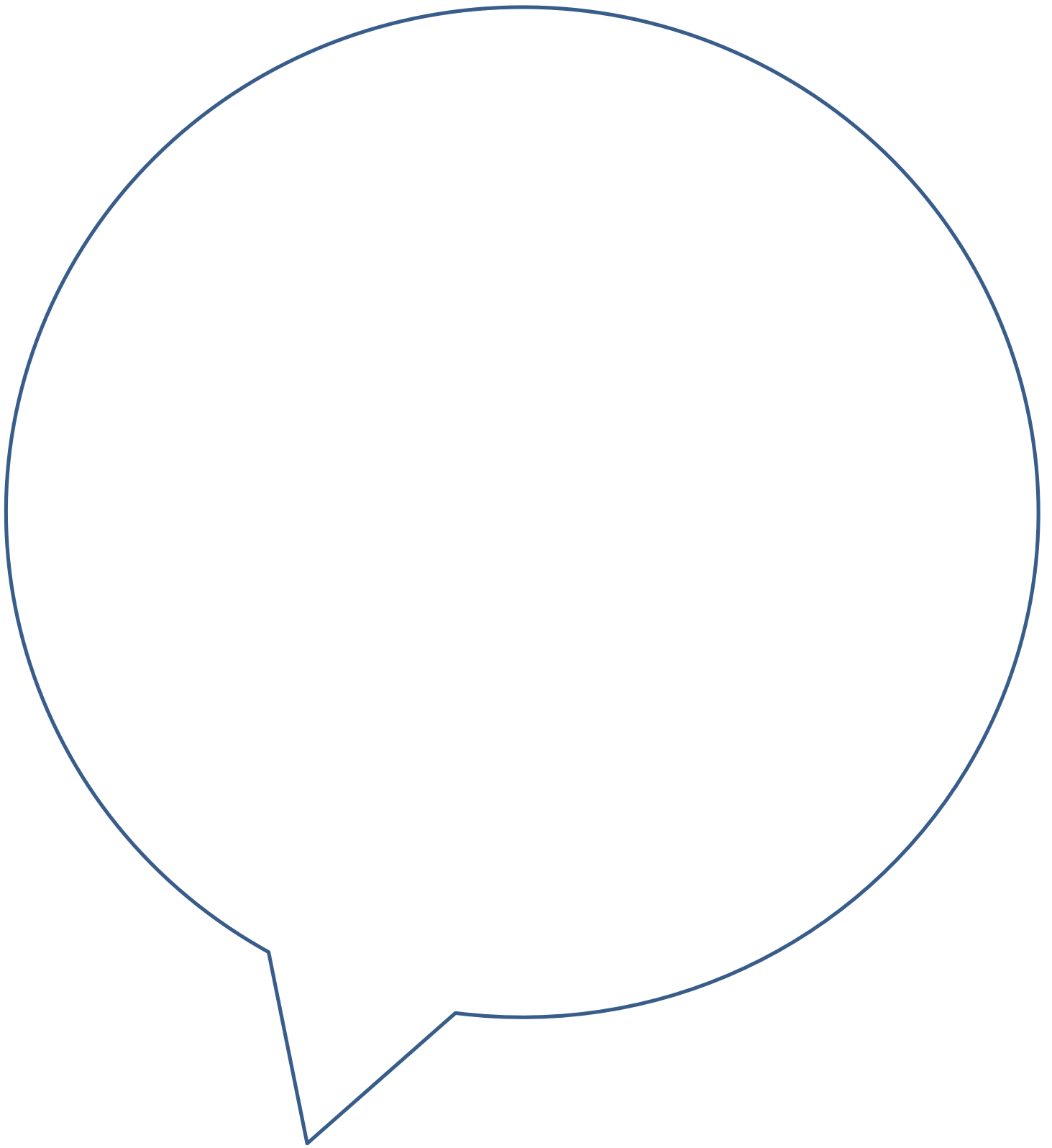


Farm Frieze

In architecture or sculpture a frieze is a panel or series of panels that depict an event with sculpture or decoration. We have the ability to use this medium to represent important scenes in the text.

Create a frieze of one pivotal scene in the novel. Your team should pose in a position that depicts the scene. Use the speech bubbles to create two quotes for two of the characters to hold in the frieze. If available, have your teacher or nearby student snap a picture of the frieze to present to the class later.





Political Pig

Create a political poster for one of the animals in the text. Include a visual and one of the characters direct quotations. Your poster should promote the leadership style of this character. What method of persuasion does this character use most? Please explain on the back of the political poster.

Methods of persuasion:

Hyperbole

Irony

Reason and logic

Rhetorical and logic

Repetition

Rhetorical question (not meant to be answered)

Simile

Tone

Anecdote

Alliteration

Adjectives

Attacks/praise

Cliché

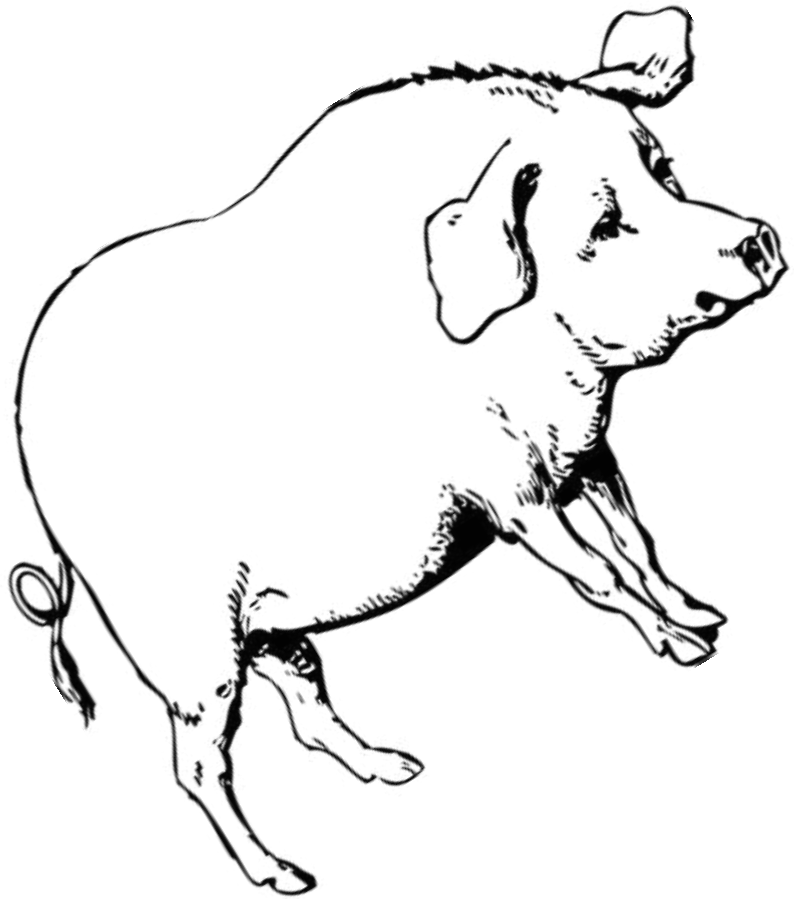
Bias (one sided opinion)

Colorful language

Connotation of words

Emotional appeal (plays on people's emotions, hopes, desires)

Emotive language (powerful words like grisly-used in non-traditional ways)



Animal Farm Project

Electric Allegory/Artistic Allegory

Allegory: fable: a short moral story (often with animal characters)

- emblem: a visible symbol representing an abstract idea
- an expressive style that uses fictional characters and events to describe some subject by suggestive resemblances; an extended metaphor

- All projects must include a minimum of :

- ✓ 10 pictures or visual elements
- ✓ 10 comparisons between events in the novel and events in the Russian Revolution
- ✓ 10 direct quotations or references from the novel

Due Date _____

Electric Allegory options:

Photostory

Moviemaker

Movie on Teacher Tube

Stop action video
“cartoon or claymation”

Film on Animoto

A step beyond the simple
Powerpoint presentation

Artistic Allegory options:

Diorama

Children's book

Actions figures based on
the characters in the
novel

Amusement park based
on the novel

Topographical map....

Other ideas... _____

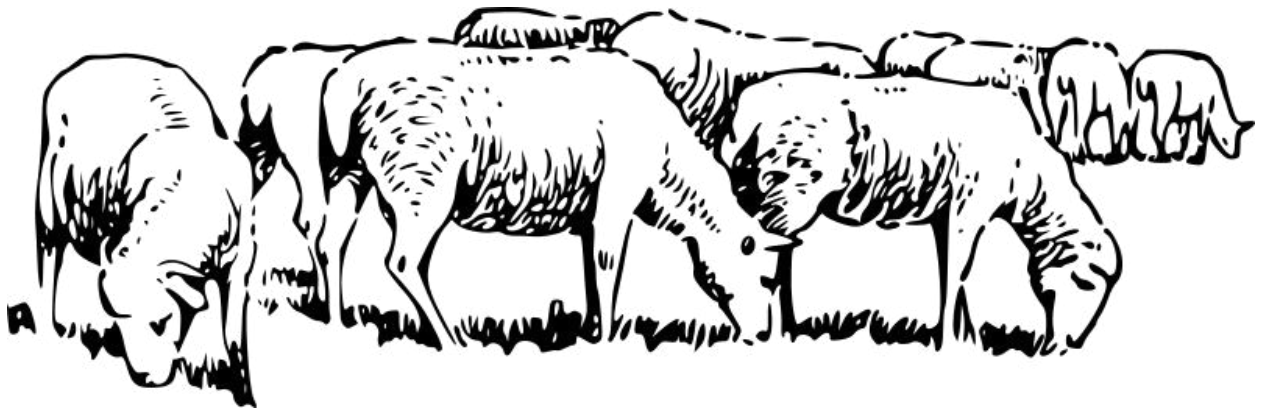
Essential Question

What makes a good leader?



Essential Question

Am I a leader or a follower?



Essential Question

How does the author use farm animals to parody the Russian Revolution?

Essential Question

How do political
leaders use various
methods of
persuasion to sway
the public?

<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>	<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>
<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>	<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>
<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>	<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the novel:</p> <p>Idea for a new station or improvement:</p>

Windmill Extra Credit Add 5 points to your assignment	Windmill Extra Credit Add 5 points to your assignment
Windmill Extra Credit Add 5 points to your assignment	Windmill Extra Credit Add 5 points to your assignment

RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



RL.9 Analyze how
an author draws on
and transforms
source material in a
specific work

RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically