Overview: Your final assignment for *Animal Farm* will be completed in two parts. For Part I, you will be constructing an analysis of a message that Orwell has left with us at the conclusion of *Animal Farm*. Within Part I, there are two Sections. Each Section requires a minimum of two (2) paragraphs (one paragraph is 5+ sentences).

**Pre-Work:** Identify an overall message that you took away from *Animal Farm*.

In the space below, list some of the major concepts that we have discussed throughout *Animal Farm*. Once you have listed these concepts, circle one that will be the focus of your analysis.

For your selected concept, provide a brief explanation– and ask yourself “What about x?” What does it mean? Turn it into a message or a lesson, as we discussed previously, and frame your explanation from there.

At the beginning of your analysis, you will write your selected concept along with the finalized explanation from above.

**Section One: How does George Orwell convey this lesson within *Animal Farm***?

In this section, you will need to include evidence from the text that will support your claim. This means you will be using direct quotations that point to moments within the text where this message is displayed, as well as direct quotations that add to the overall understanding of your analysis.

There is not a minimum requirement for direct quotations, but keep in mind that the inclusion of carefully selected and thoughtful quotations is essential in both showing and supporting your thinking.

**Section Two: Do you agree with Orwell that there is a need for this message?**

Use current day evidence to support this claim, and include that evidence here. This can be any credible resource (similar to the types of resources you compiled for your Artifact Research).

You **must** include direct quotations from this source, as well as include it in a Works Cited page. You will be using this resource to support your claim, but you will also need to provide your own justification, as well.

**Formatting**: MLA Format: 12 point font in Times New Roman, appropriate header (including first and last name + class period + due date). Include Works Cited (cite *Animal Farm* and Resource). Staple Resource to the back of Analysis and Works Cited.

Due Date for PART I: Monday, February 29

*Proper MLA citation, spelling, punctuation, and grammar throughout the analysis is expected as a part of Formatting.*
<table>
<thead>
<tr>
<th>Content/Writing</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly and fully developed writing throughout analysis. Sentences are both fluid and engaging. Ideas included provide deep insight into <em>Animal Farm</em>, and are followed by thorough and thoughtful explanation.</td>
<td>Writing throughout the analysis is clear. Sentences read well with varied length and structure. Ideas connecting back to the text are present, and are followed by developed explanation. It is easy to understand what this paper is saying.</td>
<td>The writing throughout the analysis could use little more development, as it is somewhat choppy with disconnected thinking. Sentences would benefit greatly by varying in length. It is difficult at times to understand the purpose behind the intention behind the analysis.</td>
<td>The writing in this analysis is not very well developed. The structure and fluidity of sentences is almost distracting. One idea might be present, but there is little to no explanation to follow, and therefore it is very difficult to understand the writing.</td>
<td></td>
</tr>
</tbody>
</table>

| Use of Evidence | Evidence included from the text and research is included seamlessly. This evidence is rich and includes a focused and thorough explanation. | The inclusion of evidence from the text is present. The selected evidence is beneficial to the paper overall, and is followed by a somewhat helpful explanation. | The use of evidence is sparse throughout the analysis. When it is included, it just sits without explanation. Or, if the explanation is present, it has little or nothing to do with the evidence. | There is little to no evidence included in the analysis. When evidence is included, it is not helpful to the overall purpose of the analysis. If there is an explanation present, it is not helpful or clear. |

| Research | Research included not only completely supports the claim, but adds to the overall depth of the paper. It is evident that the chosen source was considered carefully for its connection and benefit to the text. | Research was included in the analysis, and for the most part, supports the claim. The selection of research was thoughtful, and relates back to the text. There is a basic explanation of the research. | The research component is either not as strong as the other writing, or the research struggles to relate back to the claim. The research needs more overall explanation. | There is little to no research provided, and/or there is little to no explanation. Whatever research may be present does not support the claim, or the explanation strays from the intent of the text. |

| Formatting | Analysis follows all formatting expectations, including punctuation and spelling. In-text citations are included and correct, framed well by original thinking. Works Cited page is included and correct. | Analysis follows all formatting expectations, with a few exceptions. In-text citations are included, but need to be more seamlessly incorporated with original thinking. Works Cited page is included and correct – there may be a few minor mistakes. | Analysis almost follows formatting expectations – check spelling, punctuation, and other expectations. In-text citations, when present, sit within the text without explanation or introduction. Works Cited is not correct. | Analysis does not follow formatting expectations closely whatsoever. In-text citations are barely present, if at all. Works Cited is not correct, or is missing. |

*Proper MLA citation, spelling, punctuation, and grammar throughout the analysis is expected as a part of Formatting.*