

"Harrison Bergeron"

by Kurt Vonnegut Unit

This unit focuses on the dystopian short story, "Harrison Bergeron" by Kurt Vonnegut. It includes a differentiated vocabulary activity, TEA PARTY pre-reading strategy, guided reading activity and writing response that focuses on the theme of Equality, an optional story map, and an activity that goes with the short film "2081" that is based on "Harrison Bergeron". Rubrics, self/peer assessments, bookmarks and teacher models are also included in this unit.

Great Common Core aligned activity that will challenge students in 7th grade and beyond!



Created by
Stephanie Harpole
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The Creative Classroom

High-quality, classroom-tested educational resources that meet the needs of 21st Century learners!

The following items are included in this product:

- * Two Smartboard Presentations
- * Vocabulary Survival Guide/Formative Assessment
- * Differentiated Vocabulary Activity using Context Clues
- * Tea Party Pre-reading Strategy Cards and Instructions
- * Guided Reading Worksheet and Extended Writing Activity
- * "Harrison Bergeron" Story Map (Optional Activity)
- * "Harrison Bergeron" Bookmarks
- * Self/Peer Assessments for Extended Writing
- * 2081 Viewing Guide and Extended Writing
- * Writing Rubrics
- * Teacher Models (Uses "Animal Farm" by George Orwell)

If you have any questions or problems with downloading this file, please contact me at mrsharpole@gmail.com

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"Harrison Bergeron" Vocabulary Context Clues



Learning Objective:

I will be able to use context

clues to identify new

vocabulary word's meaning/

definition in a story.

Today's Agenda:

1. Warm-up Question
2. Context Clues Review
3. "Harrison Bergeron"

Vocabulary Activity

4. Early finishers will use new vocabulary words to create original sentences.

Warm-Up Question:

Why is it important to define
new vocabulary words
BEFORE reading a new story?

How can using context clues
help you to identify the
meaning of those new
vocabulary words?

"Harrison Bergeron"
Vocabulary Activity:

You will be using context clues
to identify your new
vocabulary words from the
story, but **BEFORE** you begin
working independently let's
REVIEW!!!

Practice Question #1:

Chief Sherman Jackson, a prominent citizen in Gonzales, is well-known for being very involved in our community.

What type of context clue is being used in this sentence?

What does the word prominent mean?

- A. Unknown**
- B. Lovable**
- C. Well-known**
- D. Official**

Practice Question #2:

Unlike Stacy who was a perfect angel, her twin brothers terrorized the new babysitter.

What type of context clue is being used in this sentence?

What does the word terrorized mean?

- A. Well Behaved
- B. Surprised
- C. Angried
- D. Misbehaved

Practice Question #3:

LeBron James is thought of as a renegade basketball player, who betrayed the Cleveland Cavaliers, because he left for Miami.

What type of context clue is being used in this sentence?

What does the word renegade mean?

- A. Leader**
- B. Loner**
- C. Traitor**
- D. Hero**

Independent Practice...Now it's your turn!

You will now work independently
to define your new vocabulary
words from "Harrison Bergeron".
Use the Survival Guide as
resource while you are working!



“Harrison Bergeron” Vocabulary Survival Guide

Name: _____ Date: _____ Class: _____

Learning Objective: I will be able to use context clues to identify new vocabulary word’s meaning/definition in a story.

Warm-up Question: Why is it important to define new vocabulary words before reading a new story? How can using context clues help you to identify the meaning of those new vocabulary words?

“Harrison Bergeron” Vocabulary Survival Guide

Name: _____ Date: _____ Class: _____

Learning Objective: I will be able to use context clues to identify new vocabulary word’s meaning/definition in a story.

Warm-up Question: Why is it important to define new vocabulary words before reading a new story? How can using context clues help you to identify the meaning of those new vocabulary words?

Practice Question #1: Chief Sherman Jackson, a prominent citizen in Gonzales, is well-known for being very involved in our community.

What type of context clue is being used in this sentence?

What does the word **prominent** mean?

Practice Question #2: Unlike Stacy who was a perfect angel, her twin brothers terrorized the new babysitter.

What type of context clue is being used in this sentence?

What does the word **terrorized** mean?

Practice Question #3: LeBron James is thought of as a renegade basketball player, who betrayed the Cleveland Cavaliers, because he left for Miami.

What type of context clue is being used in this sentence?

What does the word **renegade** mean?

Practice Question #1: Chief Sherman Jackson, a prominent citizen in Gonzales, is well-known for being very involved in our community.

What type of context clue is being used in this sentence?

What does the word **prominent** mean?

Practice Question #2: Unlike Stacy who was a perfect angel, her twin brothers terrorized the new babysitter.

What type of context clue is being used in this sentence?

What does the word **terrorized** mean?

Practice Question #3: LeBron James is thought of as a renegade basketball player, who betrayed the Cleveland Cavaliers, because he left for Miami.

What type of context clue is being used in this sentence?

What does the word **renegade** mean?

"Harrison Bergeron" by Kurt Vonnegut Vocabulary Activity

Name: _____ Date: _____ Class: _____

Learning Objective: I will be able to identify the meaning of the new vocabulary words from a story by using context clues.

Directions: Use the context clues in the sentences below to define your vocabulary words from "Harrison Bergeron".

1. A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background **calibrated** in feet and inches. He was exactly seven feet tall.

What does the word **calibrated** mean?

2. Ordinarily, there was a certain **symmetry**, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard

What does the word **symmetry** mean?

3. Screams and barking cries of **consternation** came from the television set.

What does the word **consternation** mean?

4. Ballerinas, technicians, musicians, and announcers **cowered** on their knees before him, expecting to die.

What does the word **cowered** mean?

5. Nobody had ever born heavier handicaps. He had outgrown **hindrances** faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses.

What does the word **hindrances** mean?

6. And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, **luminous**, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

What does the word **luminous** mean?

7. Harrison and his Empress merely listened to the music for a while-listened gravely, as though **synchronizing** their heartbeats with it.

What does the word **synchronize** mean?

8. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing **vigilance** of agents of the United States Handicapper General.

What does the word **vigilance** mean?

9. But he didn't get very far with it before another noise in his ear radio scattered his thoughts. George **winc**ed. So did two out of the eight ballerinas.

What does the word **wince** mean?

"Harrison Bergeron" by Kurt Vonnegut Vocabulary Activity

Name: _____ Date: _____ Class: _____

Learning Objective: I will be able to identify the meaning of the new vocabulary words from a story by using context clues.

Directions: Use the context clues in the sentences below to define your vocabulary words from "Harrison Bergeron".

1. A police photograph of Harrison Bergeron was flashed on the screen-upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background **calibrated** in feet and inches. He was exactly seven feet tall.

What does the word **calibrated** mean?

- A. To divide or label B. To plan or devise C. To determine value D. To make a point

Clues that helped you identify the correct meaning:

2. Ordinarily, there was a certain **symmetry**, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard.

What does the word **symmetry** mean?

- A. Imperfect B. Messy C. Neatness D. Quality

Clues that helped you identify the correct meaning:

3. Screams and barking cries of **consternation** came from the television set.

What does the word **consternation** mean?

- A. Composure B. Panic C. Joy D. Insanity

Clues that helped you identify the correct meaning:

4. Ballerinas, technicians, musicians, and announcers **cowered** on their knees before him, expecting to die.

What does the word **cowered** mean?

- A. To Crouch in Joy B. To Crouch in Worship C. To Crouch in Fear D. To Crouch in Sadness

Clues that helped you identify the correct meaning:

5. Nobody had ever born heavier handicaps. He had outgrown **hindrances** faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses.

What does the word **hindrances** mean?

- A. Handicaps B. Advantages C. Punishments D. Earphones

Clues that helped you identify the correct meaning:

6. And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, **luminous**, timeless melody. "Excuse me-" she said, and she began again, making her voice absolutely uncompetitive.

What does the word **luminous** mean?

- A. Dull B. Energetic C. Bright D. Cold

Clues that helped you identify the correct meaning:

7. Harrison and his Empress merely listened to the music for a while-listened gravely, as though **synchronizing** their heartbeats with it.

What does the word **synchronize** mean?

- A. Matching B. Disorganizing C. Feeling D. Listening

Clues that helped you identify the correct meaning:

8. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing **vigilance** of agents of the United States Handicapper General.

What does the word **vigilance** mean?

- A. Endangerment B. Watchfulness C. Carelessness D. Thoughtfulness

Clues that helped you identify the correct meaning:

9. But he didn't get very far with it before another noise in his ear radio scattered his thoughts. George **wincing**. So did two out of the eight ballerinas.

What does the word **wince** mean?

- A. Cringed B. Smiled C. Fell D. Danced

Clues that helped you identify the correct meaning:

Today's Agenda

- Warm Up Question
- Learning Objective
- Tea Party: Making Predictions
- Read "Harrison Bergeron"
 - >During Reading Activity
- After Reading Extended Writing Activity

Warm-Up Question

Answer the following question in complete sentences on your worksheet:

"We hold these truths to be self-evident that all men are created equal..." (Declaration of Independence)
Are people truly created equal? Explain your answer.

Learning Objective

Today I will...
analyze the theme of a short story.

So that I can...
**have a deeper understanding of the text
I am reading.**

I'll know I've gotten it when...

Let's get up and have a
TEA PARTY....



Tea Party Prediction

Based upon the information you gathered during our Tea Party, I want you to predict what you think the story "Harrison Bergeron" will be about? Be sure to use evidence to support your position.

Write your response on the index card I have given you.

After Reading Extended Writing

Extended Writing Topic: In the short story "Harrison Bergeron" everyone is finally equal thanks to the efforts of the Handicapper General. Do you agree that everyone was truly equal in the short story? Use evidence from the short story and your real life life experience to support your response.

Your response should include the following criteria:

- A clear position on whether you agree/disagree that everyone was equal in "Harrison Bergeron".
- Evidence from the text is fully explained and not list-like.
- Concluding sentence that summarizes response and refers back to the question.
- Well organized sentences that use effective transition words.

A. Complete the PEEL pre-writing graphic organizer on the worksheet to organize your response.

B. Write your response to the writing prompt on looseleaf paper.

Today's Agenda

- Warm Up Question
- Learning Objective
- Intro to Graffiti Wall
- View "2081"
- Chalk Talk: Discuss "2081"
- After Viewing Extended Writing Activity

Warm-Up Question

Answer the two questions on the front page of your packet in complete sentences and use evidence to support your responses.



Learning Objective

Today I will...

compare and contrast a short story with a film.

So that I can...

draw conclusions about the non print version of "Harrison Bergeron".

I'll know I've gotten it when...

I have successfully completed my extended writing responses.

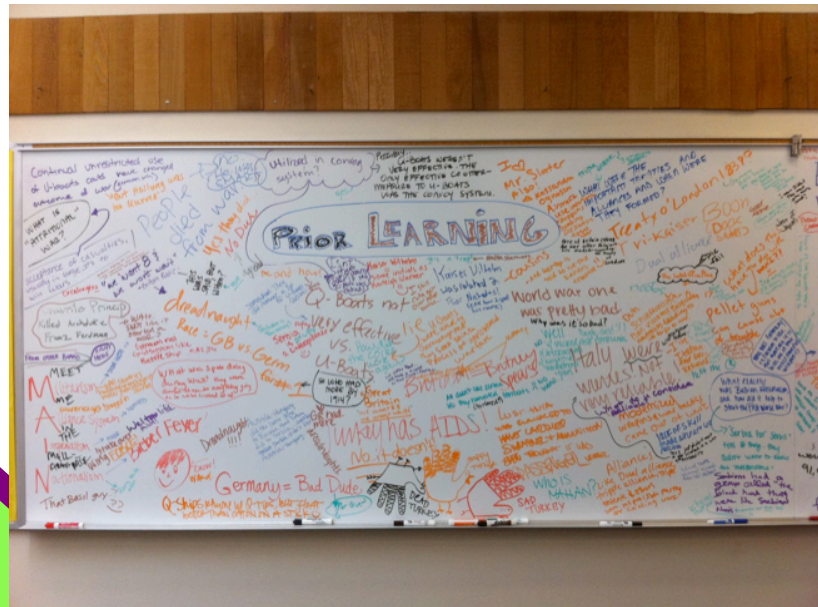
During Viewing: Use the guiding questions below to help you create a graffiti wall to record information on how "2081" is similar or different to "Harrison Bergeron".

1. How do the events shown in the movie "2081" compare to the events in the short story "Harrison Bergeron".
2. How are the characters similar or different in the movie "2081" from the short story "Harrison Bergeron?"
3. What differences did you notice between the movie "2081" and the short story "Harrison Bergeron"?
4. Why do you think these changes were made?



Chalk Talk Activity

What were some changes that you noticed in "2081"?
How were they different from the short story?



Extended Writing Activities

After viewing: Use the information you collected on your graffiti wall and from the discussion with your partner to answer the following short answer questions below.

In order to receive full credit on your short answer responses, they must include the following criteria:

- > Responses must be on topic and have a clear central idea.
- > Evidence should be explained fully and not list-like.
- > Responses should use effective transitions.
- > Responses should include evidence from both texts.
- > Responses should be well organized and easy to read.

1. Do you think Kurt Vonnegut, the author of "Harrison Bergeron", would be pleased with the film "2081"? Why or why not? Use evidence from the texts to support your response.

2. Did you enjoy the short story "Harrison Bergeron" or the film "2081" more? Use evidence from both texts to support your response and explain why you liked one better than the other.

“HARRISON BERGERON”

AUTHOR

Kurt Vonnegut
1922-2007

PUBLISHED: 1961

GENRE: Science Fiction

PREMISE: This dystopian short story revolves around equality in 2081 in the United States.

MAIN CHARACTERS:

- **Harrison Bergeron**-Title character and main protagonist
- **George Bergeron**- Father of Harrison Bergeron
- **Hazel Bergeron**- Mother of Harrison Bergeron

SUPPORTING CHARACTERS:

- **Handicapper General**
- **Ballerina**
- **Musician**
- **News Announcer**

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- **News Announcer**

WORDS TO KNOW

- **Unceasing**- never ending
- **Vigilance**-watchfulness
- **Clammy**- cold and damp
- **Birdshot**-small metal pellets used for shooting birds
- **Ball peen hammer**- a hammer with a rounded head
- **Luminous**- brilliantly lit
- **Calibrated**- divided up by exact measurements
- **Hindrances**- something that impedes or stop progress
- **Consternation**- amazement or fear
- **Cowered**- crouched and trembled in fear

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“The year was 2081 and everyone was finally equal.”

“If I tried to get away with it...then other people'd get away with it-and pretty soon we'd be right back to the dark ages again.”

“...the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.”

“The television program was suddenly interrupted for a news bulletin.”

“But he didn't get very far with it before another noise in his ear radio scattered his thought ”

“She must have been extraordinarily beautiful, because the mask she wore was hideous.”

“Harrison’s scrap-iron handicaps crashed to the floor .”

“...and to the unceasing vigilance of agents of the United States Handicapper General.”

“Let the first woman who dares rise to her feet claim her mate and her throne!”

“If I were Diana Moon Glampers...I’d have chimes on Sunday-just chimes. Kind of in honor of religion.”

“‘You been crying’, he said to Hazel? ”

“‘I don’t mind it’, he said. ‘I don’t notice it anymore. It’s just a part of me.’”

“I am the Emperor!”

“There was the shriek of a door being torn from its hinges.”

“The minute people start cheating on laws, what do you think happens to society?”

“If I were Diana Moon Glampers...I'd have chimes on Sunday-just chimes. Kind of in honor of religion.”

“Harrison Bergeron...has just escaped from jail...”

“‘I don't mind it', he said. ‘I don't notice it anymore. It's just a part of me.’”

“HARRISON BERGERON” VOCABULARY FOLDABLE

Name: _____ Date: _____ Class: _____

Directions: Using either the green dictionary or dictionary.com on your phone, define the following words from “Harrison Bergeron” by Kurt Vonnegut. You will write the the definition on the inside of your foldable.

- Oppression
- Calibrated
- Consternation
- Cower
- Hindrance
- Luminous
- Synchronizing
- Vigilance
- Wince

SCORE: _____ /18

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SCORE: _____ /18

"Harrison Bergeron" by Kurt Vonnegut

Name: _____ Date: _____ Class: _____

Learning Target: I will analyze the theme of a short story.

Before Reading: Answer the following question in complete sentences and use evidence to justify your responses.

"We hold these truths to be self-evident, that all men are created equal..." (Declaration of Independence) Are people truly created equal? Explain your answer.

During Reading: While reading "Harrison Bergeron", we will be identifying the ways that the Handicapper General ensures that all people are equal.

Method or Device for Handicapping	Skill or Attribute Affected

After Reading: Revisit your response from your warm- up question. Now think back to what equality meant in “Harrison Bergeron”.

Extended Writing Topic: In the short story “Harrison Bergeron” everyone is finally equal thanks to the efforts of the Handicapper General. Do you agree that everyone was truly equal in the short story? Use evidence

Your response should include the following criteria:

- A clear position on whether you agree/disagree that everyone was equal in “Harrison Bergeron”.
- Evidence from the text is fully explained and not list-like.
- Concluding sentence that summarizes response and refers back to the question.
- Well organized sentences that use effective transition words.

from the short story and your real life life experience to support your response.

A. Use the PEEL Pre-writing strategy to help you organize your thoughts for your extended writing response.

Point (Inference):

Evidence:

Explanation:

Link back to the question (Summarize your response):

Harrison Bergeron: Extended Writing
Self and Peer Assessment

Name: _____

Writing Partner: _____

Learning Target: I can strengthen my writing with the help of clear criteria and guidance from a peer.

Directions: Use this reflection checklist to self assess your letter. If you have boxes unchecked that means you are missing a critical piece of your writing. After self assessing, you will trade papers with your writing partner and peer assess each others' letters.

SELF | PEER

		Writing Response Criteria
		Response has a clearly stated position that agrees or disagrees that everyone was equal in "Harrison Bergeron".
		Position is supported with evidence from the text.
		Evidence from the text is fully explained and not list-like.
		Concluding sentence summarizes response and/or refers back to the question.
		Additional Criteria for Writing
		Response is organized and easy to read
		Response contains effective transition words or phrases

If you cannot check off every box, then you are missing a critical piece of the writing composition.

Harrison Bergeron: Extended Writing
Self and Peer Assessment

Name: _____

Writing Partner: _____

Learning Target: I can strengthen my writing with the help of clear criteria and guidance from a peer.

Directions: Use this reflection checklist to self assess your letter. If you have boxes unchecked that means you are missing a critical piece of your writing. After self assessing, you will trade papers with your writing partner and peer assess each others' letters.

SELF | PEER

		Writing Response Criteria
		Response has a clearly stated position that agrees or disagrees that everyone was equal in "Harrison Bergeron".
		Position is supported with evidence from the text.
		Evidence from the text is fully explained and not list-like.
		Concluding sentence summarizes response and/or refers back to the question.
		Additional Criteria for Writing
		Response is organized and easy to read
		Response contains effective transition words or phrases

If you cannot check off every box, then you are missing a critical piece of the writing composition.

Directions: Use the T.A.G. Peer Assessment Strategy to give written high-quality academic feedback to your writing partner. You will use this to discuss your assessment with your partner.

T - Tell the writer one thing you liked about their writing

A - Ask the writer one question about their writing.

G - Give the writer one piece of advice to strengthen their writing.

Directions: Use the T.A.G. Peer Assessment Strategy to give written high-quality academic feedback to your writing partner. You will use this to discuss your assessment with your partner.

T - Tell the writer one thing you liked about their writing

A - Ask the writer one question about their writing.

G - Give the writer one piece of advice to strengthen their writing.

"Harrison Bergeron" Extended Writing Teacher Model

Directions: Use this PEEL Strategy and short answer model to complete your extended writing activity. Remember for your writing to receive full credit, it must contain all the criteria listed on your worksheet.

Writing Topic: In the film "Animal Farm", the animals revolt against humans to form a society where everyone is equal. Are all the animals truly equal in the society? Use evidence from the film to support your position.

Point (Position on Equality in the Story):

Even though the animals revolted against the farmer to create a society where all animals are equal, I do not agree that all the animals are truly equal in the farm society in "Animal Farm".

Evidence:

1. The pigs run the society while the other animals work hard all day and are referred to as slaves throughout the text. (TC)
2. The other animals are not allowed to speak out against Napoleon and if they do they are threatened and sentenced to death. (TC)
3. "All animals are equal but some animals are more equal than others." (TC)

Explanation:

1. If the animals are all equal than ALL animals should be working and contributing. It is not right that the pigs get to live an easy life and are above the others.
2. If the animals speak out or go against Napoleon or the other pigs then they are threatened and eventually sentence to death. This is not a part of a society where all are treated equal.
3. This is the final rule change in the farm and definitely shows that all animals are not equal.

Link back to the question (Summarize your response):

For these reasons, I do not believe that the society in "Animal Farm" is one where all animals are treated equally.

"Harrison Bergeron" Extended Writing Teacher Model

Directions: Use this PEEL Strategy and short answer model to complete your extended writing activity. Remember for your writing to receive full credit, it must contain all the criteria listed on your worksheet.

Writing Topic: In the film "Animal Farm", the animals revolt against humans to form a society where everyone is equal. Are all the animals truly equal in the society? Use evidence from the film to support your position.

Point (Position on Equality in the Story):

Even though the animals revolted against the farmer to create a society where all animals are equal, I do not agree that all the animals are truly equal in the farm society in "Animal Farm".

Evidence:

1. The pigs run the society while the other animals work hard all day and are referred to as slaves throughout the text. (TC)
2. The other animals are not allowed to speak out against Napoleon and if they do they are threatened and sentenced to death. (TC)
3. "All animals are equal but some animals are more equal than others." (TC)

Explanation:

1. If the animals are all equal than ALL animals should be working and contributing. It is not right that the pigs get to live an easy life and are above the others.
2. If the animals speak out or go against Napoleon or the other pigs then they are threatened and eventually sentence to death. This is not a part of a society where all are treated equal.
3. This is the final rule change in the farm and definitely shows that all animals are not equal.

Link back to the question (Summarize your response):

For these reasons, I do not believe that the society in "Animal Farm" is one where all animals are treated equally.

"Harrison Bergeron"

Extended Writing Teacher Model

Your response should include the following criteria:

- A clear position on whether you agree/disagree that everyone was equal in "Harrison Bergeron".
- Evidence from the text is fully explained and not list-like.
- Concluding sentence that summarizes response and refers back to the question.
- Well organized sentences that use effective transition words.

Even though the animals revolted against the farmer to create a society where all animals are equal, I do not agree that all the animals are truly equal in the farm society in "Animal Farm". According to the text, the pigs run the society while the other animals work hard all day and are referred to as slaves throughout the text. If all the animals are equal than ALL animals should be working and contributing to society. It's not right that the pigs get to live an easy life and are above the others. In addition, the other animals are not allowed to speak out against Napoleon without the fear of being sentenced to death. This is not a sign of a society where all animals are treated equal. Furthermore, the final rule change in the story states that "All animals are equal but some animals are more equal than others." Without a doubt, this rule clearly shows that not all animals are equal in this society. For these reasons, I do not believe that the society in "Animal Farm" is one where all animals are treated equally.

"Harrison Bergeron"

Extended Writing Teacher Model

Your response should include the following criteria:

- A clear position on whether you agree/disagree that everyone was equal in "Harrison Bergeron".
- Evidence from the text is fully explained and not list-like.
- Concluding sentence that summarizes response and refers back to the question.
- Well organized sentences that use effective transition words.

Even though the animals revolted against the farmer to create a society where all animals are equal, I do not agree that all the animals are truly equal in the farm society in "Animal Farm". According to the text, the pigs run the society while the other animals work hard all day and are referred to as slaves throughout the text. If all the animals are equal than ALL animals should be working and contributing to society. It's not right that the pigs get to live an easy life and are above the others. In addition, the other animals are not allowed to speak out against Napoleon without the fear of being sentenced to death. This is not a sign of a society where all animals are treated equal. Furthermore, the final rule change in the story states that "All animals are equal but some animals are more equal than others." Without a doubt, this rule clearly shows that not all animals are equal in this society. For these reasons, I do not believe that the society in "Animal Farm" is one where all animals are treated equally.

"Harrison Bergeron" Story Map

Name: _____ Date: _____ Class: _____

Introduction
(Beginning Information and Conflicts)

Rising Actions(Complications, Problems, Events)

Climax
(Turning Point/Big Event)

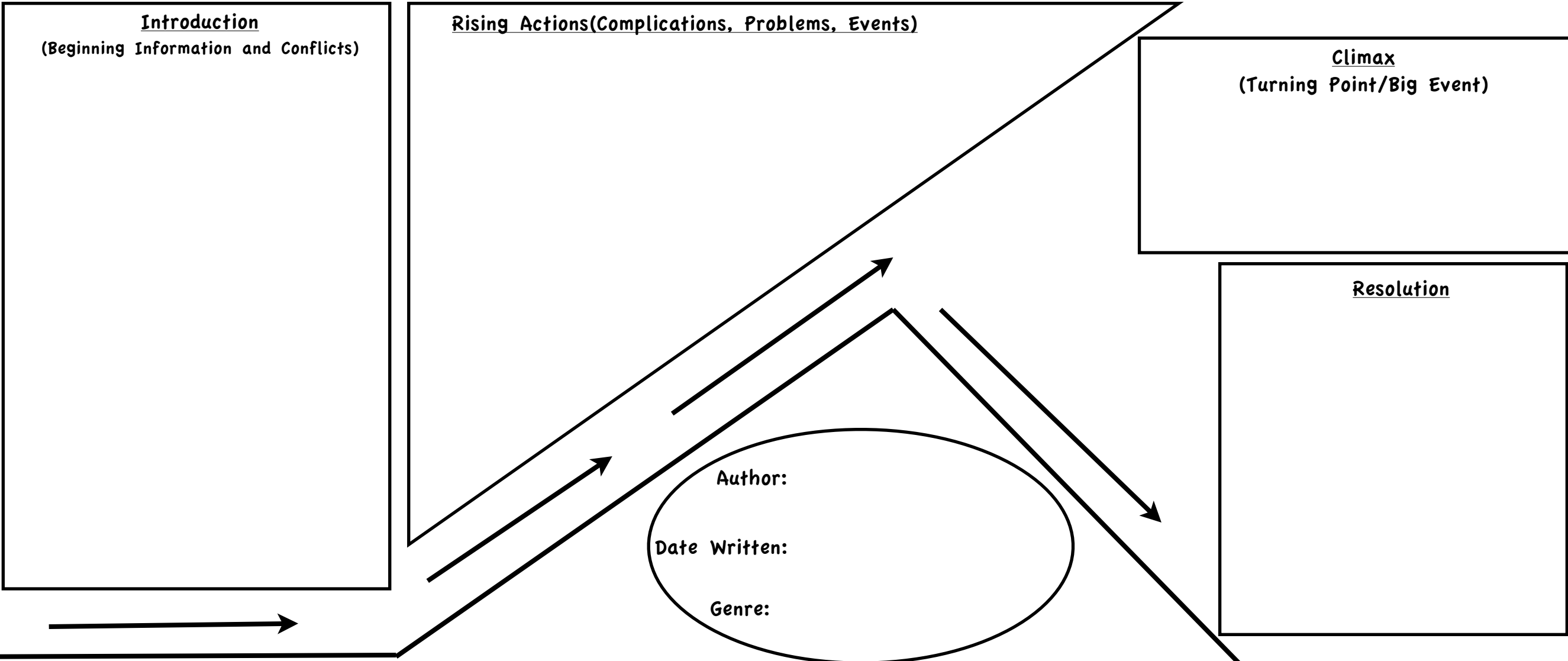
Resolution

Author:
Date Written:
Genre:

Characters
(How were they involved in the story? /Descriptions)

Settings
Time Period:
Place:

Theme (Central Idea of the Story)



"Harrison Bergeron" vs. "2081"

Name: _____ Date: _____ Class: _____

Learning Target: I can compare and contrast a written story with a film.

Before Viewing:

A. What are some ways that a story or novel can be similar or different to a film version of the same text?

B. What changes do you want to see in the short film "2081"? Why do you think it should be changed?

During Viewing: Use the guiding questions below to help you create a graffiti wall to record information on how “2081” is similar or different to “Harrison Bergeron”.

1. How do the events shown in the movie “2081” compare to the events in the short story “Harrison Bergeron”.
2. How are the characters similar or different in the movie “2081” from the short story “Harrison Bergeron?”
3. What differences did you notice between the movie “2081” and the short story “Harrison Bergeron”?
4. Why do you think these changes were made?



Content (Two Passages): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
Central Idea	<ul style="list-style-type: none"> Sharply focused central idea Shows a complete understanding of the task 	<ul style="list-style-type: none"> Clear central idea Shows a general understanding of the task 	<ul style="list-style-type: none"> Vague central idea Shows partial understanding of the task 	<ul style="list-style-type: none"> Unclear or absent central idea Shows a lack of understanding of the task
Use of the passage and Development	A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.			
	<ul style="list-style-type: none"> Includes ample, well-chosen evidence from the passages to support central idea Evidence and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	<ul style="list-style-type: none"> Includes sufficient and appropriate evidence from at least one of the passages to support central idea Evidence and ideas are developed adequately (may be uneven) Details are, for the most part relevant and accurate. 	<ul style="list-style-type: none"> Includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information Evidence and ideas are not developed adequately (like-list) Some information may be irrelevant or inaccurate. 	<ul style="list-style-type: none"> Includes minimal or no evidence from the passage(s) and / or the evidence shows a misunderstanding of the passage Minimal / no development Information is irrelevant, inaccurate, minimal, confusing.
Organization	<ul style="list-style-type: none"> Evidence of planning and logical order allows reader to move easily through the composition. Clear beginning, middle, and ending contribute sense of wholeness. Effective transitions 	<ul style="list-style-type: none"> Logical order allows reader to move through the composition. Has a beginning and an ending Transitions 	<ul style="list-style-type: none"> Attempt at organization Digressions, repetition Weak beginning and ending May lack transitions 	<ul style="list-style-type: none"> Random order No beginning or ending Difficult for the reader to move through the response

Style: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
Word Choice	<ul style="list-style-type: none"> Precise Effective Vivid words and phrases appropriate to the task 	<ul style="list-style-type: none"> Clear but less specific Includes some interesting words and phrases appropriate to the task 	<ul style="list-style-type: none"> Generic Limited Repetitive Overused 	<ul style="list-style-type: none"> Functional Simple (below grade level) May be inappropriate to the task
Sentence Fluency	<ul style="list-style-type: none"> Fluid, very easy to follow, because of variety in length, structure, and beginnings 	<ul style="list-style-type: none"> Generally varied in length and structure Most sentences have varied beginnings 	<ul style="list-style-type: none"> Little or no variety in length and structure Awkward sentences may affect the fluidity of the reading Same beginnings 	<ul style="list-style-type: none"> Simple sentences No variety Construction makes the response difficult to read
Voice (individual personality of the writing)	<ul style="list-style-type: none"> Compelling and engaging 	<ul style="list-style-type: none"> Clear, but may not be particularly compelling 	<ul style="list-style-type: none"> Weak and/or inconsistent voice 	<ul style="list-style-type: none"> No voice Response is too brief to provide an adequate example of style; minimal attempt

Content Score _____/4 points

Style Score _____/4 points

Total Score _____/8 points