

Character Based Literacy Program

Independent Study Lesson Plan

Animal Farm, Introduction



Summary

George Orwell's classic novel, *Animal Farm*, is a fairy tale with a message: Life under communism is not all that it's cracked up to be. Written in the early 1940s, Orwell originally had trouble selling the novel due to the popularity of the Soviet Union as an ally in World War II. In hindsight, Orwell's damning portrayal of Stalinist Russia in the guise of an English farm is a stunningly accurate portrayal of life under the communist system.

The novel is a story of Manor Farm, and its drunken master Jones. In frustration at the poor care they receive, the animals rebel against Jones and expel him from the farm. Led by the clever pigs, the animals decide to set up their own collective, where "all animals are equal." Slowly, the pigs take more and more control, until they are worse than their former master.

Content Warnings

While there is little to offend in the novel, it is an extremely challenging read. The vocabulary is dense, and published with the original British spellings. As such, any word wall words that are spelled differently are noted in the lesson plan with the American spelling in parenthesis.

Map

For this novel, we suggest making a map of Animal Farm, and tracing its development throughout the novel.

Community Connection

You live in a world governed by many different philosophies. Often, we forget that less than 50% of the world's countries are governed by democracies, and almost no one has a government like our own. Take the opportunity to learn about different government philosophies. Every day, a new governmental term is suggested, along with eight questions you can research to learn about our world.

English Learner Connections/Support

With its colorful cast of animals, this novel lends itself to art. While you may not understand the depth of language, you will be able to relate to propaganda images, so you can research propaganda, especially from Stalinist Russia.

Film Resources

There are several versions of *Animal Farm* that have been released as animated films. The best version is probably the 1955 film starring Gordon Heath. More recent versions have been criticized as being less critical of communism, and more fun than tragic. Several, including the Gordon Heath version, are available on Amazon.

Final Writing Assignment

The final writing project is to write an explanatory essay in which you will research a current topic (**education, workers' rights, justice, or thinking things through**) and describe why you support it. How do these qualities display integrity? Your arguments should be logical in their approach, but also appeal to the reader's emotions. Also, daily revision practices will help prepare you to create a longer writing project.

Character Based Literacy Program
Independent Study Lesson Plan
***Animal Farm*, Week 1**



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is the political origin of Old Major's speech?

What is a mangel-wurzel?

Who were the major players in the Russian Revolution?

Why do the animals make the farmhouse a museum?

How is the flag of Animal Farm similar to that of the Soviet Union?

Word Wall Here are vocabulary words to add to the Word Wall.

comrades (27)	abolished (29)	labour (29)	rebellion (30)	tyranny (30)
majority (31)	tremendous (31)	uproar (31)	tidings (32)	toil (33)
principles (36)	achieved (37)	devoted (37)	expelled (39)	possessions (39)
ration (40)	resolution (41)	unanimous (41)	commandments (42)	benefit (43)
admiration (46)	leisure (46)	intentions (47)	debated (48)	production (49)

READ

Read Read the selection.

Read 25-49

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Begin a map of the Manor Farm. Continue to add to it throughout the week. Include some sites of the great Rebellion, the gate that says “Animal Farm,” the location of the Seven Commandments, and the harness-room where the pigs have their headquarters.

T-Chart

Create a T-Chart comparing the beliefs and qualities of Marxism to the beliefs and qualities of Old Major’s theory of Animalism.

Seven Commandments/Ten Commandments T-Chart

If appropriate for you, you might consider making a comparison chart between the animals’ Seven Commandments, and the Bible’s Ten Commandments.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Cartoon

Draw a cartoon strip illustrating the crimes committed against the animals by Mr. Jones and his workers. In each, show an injustice, and label it with a caption. Use headings and graphics in order to aid comprehension of your cartoon.

Write a Stanza

Review the song, *Beasts of England*. Notice that the rhythm of the lines: 8 syllables, 7 syllables, 8 syllables, 7 syllables, and the rhyme scheme: A,B,C,B. Write an additional stanza of your own, using the existing rhythm and rhyme scheme. You can insert your stanza anywhere in the poem. You might choose to describe the revolution, or additional joys the animals will experience when they are free. Try to use devices such as metaphor, simile and analogy to manage the complexity of the topic. It’s up to you!

Open Mind Portrait

Review the animal descriptions on pages 35 -37. Choose one (Snowball, Napoleon, Squealer, Mollie, Moses, Boxer, or Clover) and create an OMP for that animal. Draw her or him in such a way as to fit the author’s description, and also to demonstrate an understanding of that character’s personality. Use speech bubbles and thought bubbles to indicate the things he or she might say or think. Use headings and graphics if applicable.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to him, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait:

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to him or her, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing:

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Seven Commandments Poster

Review the 7 Commandments on Page 43. All of these commandments will have been broken by the end of the novel. Create a poster of the Seven Commandments.

- Leave blanks where the numbers should be.
- Add a space after each commandment.

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- Skip a line after each commandment.

As you continue to read over the following weeks, your job is to keep track of the order in which the commandments are broken, and also to track who broke the commandment by placing her or his name in the space you left next to the commandment. Finally, your job is to amend each changed commandment as it is changed in the novel in the space provided by the skipped lines.

Story Sketch

Based on the description on page 48, create an illustration of the Animal Farm flag. Be sure to use the appropriate colors. You might draw just the flag itself, or draw it on the flagpole, with the animals surrounding it! Incorporate headings and graphics to aid comprehension.

Discussion

Key Questions (p. 25-31)

1. Who owns the farm?
2. How does Mr. Jones treat the animals?
3. In *Animal Farm*, which characters represent the bourgeoisie?
4. Which characters represent the proletariat?
5. How does the author introduce the characters to the reader?
6. From the author's description, do you think Boxer is a character of integrity?
7. What does the author imply about Mollie's character traits?
8. What injustices does Old Major point out to his audience?
9. Do you agree with Old Major that men are the enemies of animals?
10. How do you think the animals will react to Old Major's speech?

Key Questions (p. 31-34)

1. Why does Major use of words like "we," "us," "our," and "comrades" in his speech?
2. What other persuasive techniques can you identify in Old Major's speech?
3. According to Major, what are the worst habits of Man?
4. Do you agree with Major about Man's "bad habits?"
5. Do you think that the animals will be able to treat each other as brothers? Why or why not?
6. How does the author characterize the cat? Is she an animal to be trusted?
7. Can you think of a song that inspires people the way *Beasts of England* inspires the animals? You can use literary or informational texts to support research.
8. What is the ultimate goal of Old Major's speech?
9. Do you think Old Major expects the animals of Manor Farm to revolt?
10. What is Mr. Jones' first reaction to the unusual noise?
11. Do you think Mr. Jones is a bad man? Why or why not?

Key Questions (p. 35-59)

1. Who are Snowball and Napoleon?

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2. What historical figures do Snowball and Napoleon represent?
3. Why is Squealer's persuasive talent so important to Snowball and Napoleon?
4. Which pig do you predict will be more dominant – Snowball or Napoleon? Why? What clues do you have?
5. What do Moses and his teaching of Sugarcandy Mountain represent?
6. Why would the animals see the Sugarcandy Mountain stories as a threat to Animalism?
7. Which historical figure is Mr. Jones modeled after?
8. What are the similarities between Mr. Jones and his historical counterpart?
9. What sets off the Rebellion?
10. What do you think the animals will do now that they have control of the farm?

Key Questions (p. 39-44)

1. How did the animals react to their newfound freedom?
2. What kind of leaders do you think Snowball and Napoleon will be?
3. Why do you think the animals chose to preserve the farmhouse as a museum?
4. What is an example of how Orwell uses humor to make his story more interesting?
5. How many commandments are there?
6. Do the animals' Commandments share any similarities with any other commandments or set of rules you can think of?
7. Which will be the first to be broken?
8. What goal do the animals set for themselves? Are they showing integrity in their actions and choices?
9. What do you think happened to the cow's milk?

Key Questions (p. 45-49)

1. What is the initial result of the animals work?
2. If Boxer's motto is "I will work harder," what is yours?
3. How do you think Boxer will be rewarded for his consistent hard work?
4. What do you think Old Benjamin means when he says, "Donkeys live a long time? None of you has ever seen a dead donkey" (47?)
5. How do the animals make decisions about the farm?
6. Why do you think Snowball's committees are unsuccessful?
7. Do you think that the idea of each animal working according to his capacity is a fair philosophy?
8. Is there anyone on Animal Farm who isn't pulling her or his own weight?
9. Why do you think Orwell includes the character of the cat in the novel? Do you think her attitude is typical or atypical of a person in a communist society?
10. What are the benefits of Animalism?
11. Can you see any drawbacks to Animalism?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 28

“Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery; this is the plain truth” (p. 28).

Writing Prompt

Old Major speaks of the injustice that animals have to deal with in their everyday lives. All of them are immediately inspired by the truth in his words. However, his words are very formal.

Pretend you are an animal who heard Old Major’s speech. In your own words, explain it to a friend of yours who wasn’t present. **Write a 1-2 paragraph informational letter explaining why you have joined the cause and why you think your friend should, too. Select significant and relevant facts and use a formal tone throughout the letter to contribute to a sense of cohesion and wholeness. When you have completed your assignment, be sure to reread your work in order to revise, edit and strengthen the quality of your writing.**

Key Paragraph, p. 31

“I have little more to say. I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal” (p. 31).

Writing Prompt

In his speech, Old Major clearly states the evils of Man. He does not believe that human beings can be good, compassionate, or friendly to animals in any way. He lists the vices of mankind, but points out none of their virtues. Is it fair to label all of one species – or group – as evil, without taking into account the other side?

You are a human being who has witnessed Old Major’s speech. You’ve hidden in the barn, and now feel you must speak to defend Man. **Write a paragraph in which you explain to the animals that some human beings are the friends of animals. Use an anecdote to tell of how you or someone you know has helped animals in the past, and, while addressing the animals, use a tone that is both informative and appropriate. It is your job to explain to the animals that some good people do exist, people with integrity. Convey your ideas clearly; use formal speech and precise language to convey a unified whole.**

Key Paragraph, p. 37-38

“Now, as it turned out, the Rebellion was achieved much earlier and more easily than anyone had expected. In past years Mr. Jones, although a hard master, had been a capable farmer, but of late he had fallen on evil days. He had become much disheartened after losing money in a lawsuit, and had taken to drinking more than was good for him. For whole days at a time he would lounge in his Windsor chair in the kitchen, reading the newspapers, drinking, and occasionally feeding Moses on crusts of bread soaked in beer. His men were idle and dishonest, the fields were full of weeds, the buildings wanted roofing, the hedges were neglected, and the animals were underfed” (p. 38).

Writing Prompt

The animals of Manor Farm have many reasons to be dissatisfied with life under Jones. The farm has deteriorated, and Jones seems to no longer care about the welfare of the animals on his farm. Do the animals have any option other than Rebellion?

Pretend you are one of the animals on the farm. **Write a letter proposing a peaceful resolution to the animals’ problems. Be sure to list your grievances, and explain what you would like to change on Manor Farm. Explain to Jones why it would be in his best interest to negotiate with the animals, and offer some kind of compromise in exchange for better working conditions. Use devices such as metaphor, simile, and/or analogy to manage the complexity of the topics you are discussing. Maintain a formal tone throughout your writing. When you have completed your assignment, reread your writing in order to revise, edit and ultimately strengthen the coherence of your work.**

Key Paragraph, p. 40

“In a very little while the animals had destroyed everything that reminded them of Mr. Jones. Napoleon then led them back to the store-shed and served out a double ration of corn to everybody, with two biscuits for each dog. Then they sang *Beasts of England* from end to end seven times running, and after that they settled down for the night and slept as they had never slept before” (p. 40).

Writing Prompt

Imagine what would happen if a group of animals took over a farm in your community. What would people think? How would neighbors respond? Would there be a reaction from the local authorities? It is in the interest of the animals to try to get the community on their side against Jones.

Pretend you are Snowball. Imagine that after having expelled Jones, you have been contacted by a reporter. **Write a brief explanatory paragraph to answer the following question: Why did you and the other animals expel your masters? Write a strong opinion sentence and back it up with facts and evidence provided thus far. You might mention that Jones ignored the request you wrote yesterday for a peaceful resolution. Conclude by restating your opinion. Use devices such as simile, metaphor, and analogy to create cohesion and unified wholeness. Reread your work when you have completed the assignment to revise, edit and strengthen the clarity of your work.**

Key Paragraph, p. 49

“...Snowball also busied himself with organising the other animals into what he called Animal Committees. He was indefatigable at this. He formed the Egg Production Committee for the hens, the Clean Tails League for the cows, the Wild Comrades’ Re-education Committee (the object of this was to tame the rats and rabbits), the Whiter Wool Movement for the sheep, and various others, beside instituting classes in reading and writing. On the whole, these projects were a failure. The attempt to tame the wild creatures, for instance, broke down almost immediately. They continued to behave very much as before and when treated with generosity, simply took advantage of it. The cat joined the Re-education Committee and was very active in it for some days. She was seen one day sitting on a roof and talking to some sparrows who were just out of her reach. She was telling them that all animals were now comrades and that any sparrow who chose could come and perch on her paw; but the sparrows kept their distance” (p. 49).

Writing Prompt

Snowball’s style of leadership is to encourage animals to actively participate in committees to improve Animal Farm. He is popular and has many ideas, but for some reason, many of them are unsuccessful. Is there a better way to encourage the animals to be politically active?

Pretend you are one of the animals on Animal Farm who has an idea for a committee. **Write a memorandum (brief note or announcement) to Snowball proposing the new committee. Explain your idea, the name of the new committee, and why you with it will be a successful venture. Remember: you need Snowball’s and the pigs’ help to pull it off, so be sure to sell your idea persuasively! Use devices such as simile, metaphor and analogy to be as creative, coherent, and persuasive as possible. Bring your finished work to class and switch with a peer, who will revise and edit your work.**

Close Close by extending today’s lesson to life and the world.

Community Connection

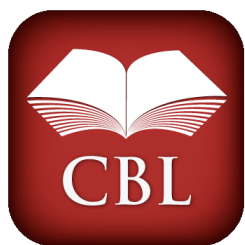
Animal Farm is a criticism of communism as practiced by the Soviet Union. Communism is only one school of thought of the many that influence modern governments. During this novel, take the opportunity to study and familiarize yourself with a variety of political theories and ideologies.

You may draw information from literary or informational texts to support analysis, reflection, and research. You may draw information from literary or informational texts to support analysis, reflection, and research. With each, ask the following questions:

1. Under this philosophy, who is in power?
2. Who makes decisions about the everyday lives of citizens?
3. Who can vote?
4. Who can own property?
5. Does this ideology have a slogan or motto?

6. What is an example of a country run under this philosophy?
7. What is your opinion of this ideology?
8. How would you summarize this idea in one sentence?

Terms for this week: **socialism, communism, democracy, fascism, totalitarianism**

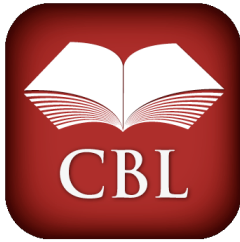


Name _____
Date _____

Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Thesis Statement: One clean, clear, concise, precise statement.

Evidence A fact, statistic, result of research or result of data gathering that supports your thesis. Evidence is evident: more than one person can observe it.	Anecdote A story or short account of a humorous or interesting incident that supports your thesis. The story might or might not be true, but it must be interesting and make your point.	Quotation Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.
Commonly Accepted Belief Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth, or may just pass as truth: history, geography, culture, religion, economics, politics, or commonly accepted beliefs.	Expert Opinion An opinion from someone or some group that supports your thesis, and is from someone who would know a lot about it and be believable. This means he, she or they have the knowledge, training, or experience to have credibility in the area of your thesis.	Law A statement from code, law or an opinion from case law that supports your thesis. It must be directly relevant and from a legislature or court with jurisdiction in the area where it applied. [both the region and the topic].
Appeal to Logic A statement or question that makes sense, or follows from previous information to support your thesis. It must follow the rules of logic and not be a logical fallacy.	Appeal to Emotion A statement or question that provokes one or more emotions and results in the reader or listener being more receptive to your thesis.	Agreements A statement that constitutes agreement between persons or within a larger group, professional association, or other body, and supports your thesis.



Name _____
Date _____

Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Thesis Statement:

Evidence	Anecdote	Quotation
Commonly Accepted Belief	Expert Opinion	Law
Appeal to Logic	Appeal to Emotion	Agreements

Character Based Literacy Program

Independent Study Lesson Plan

Animal Farm, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What percentage of the Russian population could read in 1917?

What is the significance of October?

What were the differences between Trotsky and Stalin?

Why do the animals file past the skull of Old Major?

What happened to Leon Trotsky?

Word Wall Here are vocabulary words to add to the Word Wall.

literate (49)	decorate (50)	maxim (50)	manipulation (51)	welfare (52)
perpetually (55)	vague (55)	distorted (56)	ambush (57)	conferred (59)
disputes (62)	declared (64)	faction (65)	plentiful (65)	uttering (65)
peculiar (67)	assemble (68)	menacing (69)	protested (69)	loyalty (70)
influence (71)	sacrifice (73)	frequently (74)	sufficient (74)	efficient (75)

READ

Read Read the selection.

Read 49-77

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why

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- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Add to your map of Animal Farm. Be sure to label the apple orchards, the loft where Napoleon is educating the puppies, where the Battle of the Cowshed took place, the hill on which Snowball proposes to build a windmill, Old Major's disinterested skull, the quarry, and the windmill.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Seven Commandments Poster

Examine the Seven Commandments. Have any been broken thus far? If so, write the name of the animal that broke the Commandment next to it on your poster.

Cartoon

Refer to the key paragraph on page 62. Create a cartoon showing Squealer persuading the other animals that the pigs must have the milk and apples. Use thought bubbles to show what the animals are thinking. Use speech bubbles to show what Squealer is saying. In your cartoon, use headings, graphics, and multimedia when helpful to aid comprehension.

Open Mind Portrait

Create an OMP of both Boxer and Snowball with the "dead" human beneath them. Use thought bubbles and speech bubbles to show what each is thinking and saying. Incorporate graphics, headings and multimedia to aid comprehension.

Campaign Poster

Review Snowball's and Napoleon's slogans on page 65. Choose one, and use it to create a campaign poster. Remember: you are trying to persuade all of the animals to vote for the idea you support. Make your poster visually engaging and convincing; incorporate graphics, multimedia and headings when appropriate.

Venn Diagram

Create a Venn Diagram comparing Napoleon and Snowball. How do their leadership styles compare?

Editing Checklist

Create a list of 5-10 criteria that you think a descriptive, effective and coherent paragraph should have. How should it be organized? What words or phrases should be used? Which ones should be avoided?

Cartoon

Draw a cartoon strip that illustrates the technical procedure required to build the windmill. In each panel, you should show a different step of the windmill building process. Utilize headings, graphics and multimedia to aid comprehension of your comic strip.

Discussion

Key Questions (p. 49-53)

1. Why is literacy important?
2. Which animals have an advantage over the others?
3. How might the pigs use the fact that many animals cannot read to their advantage?
4. Are all the animals equal?
5. Why do you think Napoleon is so interested in educating the young dogs?
6. How does Squealer justify giving all the milk and apples to the pigs?
7. What would be the fair way to distribute the milk and the apples?
8. How might he use his superior skills at arguing to his advantage?
9. How does Squealer use the fear of Jones to manipulate the other animals?
10. What trend do you see emerging on the farm?
11. Are the animals living up to the tenets of Animalism?

Key Questions (p. 54-60)

1. What is the local human population's initial response to the rebellion?
2. What point is Orwell trying to make by naming the neighboring farms "Foxwood" and "Pinchfield"?
3. Is spreading rumors an effective way of controlling a population? Why or why not?
4. Why do the farmers ban the singing of *Beasts of England*?
5. What strategy did Snowball use to win the Battle of the Cowshed?
6. Who was injured or killed in the battle?
7. Why do you think Boxer is so upset?
8. What do you think Mollie will do next?
9. Did Snowball deserve to be named an "Animal Hero, First Class"?
10. Were there any animals other than Snowball and the dead sheep who should have been recognized as heroes?

Key Questions (p. 61-66)

1. Why does Mollie choose to leave Animal Farm?
2. Why do you think the other animals ignore Mollie's defection?
3. How has the governance of Animal Farm changed since the Rebellion?
4. Who do you agree with: Napoleon or Snowball?

5. How does Napoleon manipulate the animals?
6. How does Snowball manipulate the animals?
7. Which technique of manipulation/persuasion is more effective: Napoleon's or Snowball's?
8. Why do you think Benjamin refuses to take a side?
9. How do you think the farm would best be defended?

Key Questions (p. 66-71)

1. Why does Napoleon feel threatened by Snowball?
2. What do you think is Napoleon's real goal?
3. Why does Napoleon need the dogs?
4. Is Napoleon holding up the tenets of Animalism?
5. Why do you think Napoleon has the animals file past the skull of Old Major?
6. What does Old Major represent to Animal Farm?
7. What do you think life will be like now that Snowball is gone?
8. Which of the Seven Commandments have now been broken?
9. What would you say to Squealer in defense of Snowball?

Key Questions (p. 71-77)

1. If Napoleon was going to build the windmill anyway, why did he get rid of Snowball?
2. Is the windmill worth the sacrifices the animals will have to make?
3. Do the animals have any say in things anymore?
4. What is the procedure for building the windmill?
5. What do you think will happen to Boxer if he continues working at this pace?
6. Why is Napoleon's decision to trade with humans so shocking?
7. Is Napoleon acting in the best interest of the animals?
8. What do you think will happen to the animals who object to Napoleon's plans?
9. How does Squealer convince the animals that they were mistaken?
10. At this point, which farm would you want to live on, Manor Farm or Animal Farm?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 52

"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organization of this farm depend on us. Day and night we are watching over your welfare. It is for *your* sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from

side to side and whisking his tail, “surely there is no one among you who wants to see Jonas come back?” (p. 52).

Writing Prompt

The pigs have been found out! Somehow, Squealer manages to convince his fellow animals that the pigs are not selfish, but are acting in everyone’s best interest. Could you be as persuasive as Squealer?

Pretend you have been caught eating your little brother’s or sister’s candy. **Write a paragraph that appeals to the reader’s emotions (similar to the one above) to convince her or him not to tell on you. Appeal to emotion by using devices such as simile, metaphor, and analogy. Use words or phrases that would be appropriate and helpful to explain why you are trying to help and that you ate the candy to help the family. You may find it helpful to research other persuasive US texts (such as the Declaration of Independence) to find inspiration. Use words and language that the founding fathers used in order to convey your message.**

Key Passage, p. 59

“‘No sentimentality, comrade!’ cried Snowball, from whose wounds the blood was still dripping. ‘War is war. The only good human being is a dead one.’

‘I have no wish to take life, not even human life,’ repeated Boxer, and his eyes were full of tears” (p. 59).

Writing Prompt

During the Battle of the Cowshed, Boxer temporarily believes he killed one of the men who attacked. Boxer, a gentle soul, is sad over the death, but Snowball disagrees.

Pretend you are Boxer. **In a paragraph, describe why you believe it is wrong to take a human life. Be creative with your response; utilize devices such as simile, metaphor and analogy to explain why you believe killing is an injustice. Is Animal Farm better off if no men died in the attack? When you have finished writing your paragraph, put it aside and revisit in in an hour – edit and revise your work.**

Key Paragraph, p. 65

“The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. Stone would have to be carried and built up into walls, then the sails would have to be made and after that there would be need for dynamos and cables. (How these were to be procured, Snowball did not say.) But he maintained that it could all be done in a year. And thereafter, he declared, so much labour would be saved that the animals would only need to work three days a week. Napoleon, on the other hand, argued that the great need of the moment was to increase food production, and that if they wasted time on the windmill they would all starve to death. The animals formed themselves into two factions under the slogan, ‘Vote for snowball and the three-day week’ and ‘Vote for Napoleon and the full manger.’ Benjamin was the only animal who did not side with either faction. He refused to believe either that food would become more plentiful or that the windmill would save work.

Windmill or no windmill, he said, life would go on as it had always gone on – that is, badly” (p. 65).

Writing Prompt

Both Napoleon and Snowball make excellent points about the windmill project. Snowball believes that it will improve the lives of the animals; Napoleon thinks that the project will make life worse for everyone. What do you think?

Choose a side and take a stance on the issue. **As an animal, write a short article for the *Animal Farm Times* that explains why everyone should vote for your candidate’s plan. Be sure to include relevant and helpful transitions linking your ideas together. Use either evidence or a Commonly Accepted Belief in your persuasive paragraph or look to the ‘self-evident truths’ that Thomas Jefferson introduced in the Declaration of Independence for inspiration. Other literary, historical and informational texts can be helpful to aid research.**

Key Paragraph, p. 70

“‘Bravery is not enough,’ said Squealer. ‘Loyalty and obedience are more important. And as to the Battle of the Cowshed, I believe the time will come when we shall find that Snowball’s part in it was much exaggerated. Discipline, comrades, iron discipline! That is the watchword for today. One false step, and our enemies would be upon us. Surely, comrades, you do not want Jones back?’” (p. 70).

Writing Prompt

We know Squealer is trying to sway the opinion of the animals. Even though they’ve all witnessed what Snowball has done for the animals, Squealer tries to convince them that Snowball was an evil influence. Luckily, you know better than to believe him.

Write a descriptive paragraph or two defending Snowball. Does Squealer’s speech display integrity? Why or why not? Use informational texts to help you strengthen your opinions. Use devices such as simile, metaphor and analogy to boost the creativity, coherence and drama of your paragraph

Key Paragraph, p. 76-77

“Once again the animals were conscious of a vague uneasiness. Never to have any dealings with human beings, never to engage in trade, never to make use of money – had not these been among the earliest resolutions passed at that first triumphant Meeting after Jones was expelled? All the animals remembered passing such resolutions: or at least they thought that they remembered it. The four young pigs who had protested when Napoleon abolished the Meetings raised their voices timidly, but they were promptly silenced by a tremendous growling from the dogs. Then, as usual, the sheep broke into ‘Four legs good, two legs bad!’ and the momentary awkwardness was smoothed over...” (p. 77).

Writing Prompt

Although Napoleon's actions seem contrary to Animalism, Squealer seems to believe that Napoleon is doing the right thing. Certainly he has found the solutions to some very real problems facing Animal Farm. Is it possible that he isn't so bad after all?

From Napoleon's point of view, write the introductory paragraph for an essay explaining why Animals are "good" and humans are "bad." First, list some opening statistics that can be gained through informational texts. Then provide an opinion statement containing at least three reasons supporting your opinion. Which group shows the most integrity? How? Why? Be creative and descriptive; use metaphor, simile and analogy to boost the strength of your stance. Refer to the editing checklist you created yesterday once you have finished your assignment to begin the revision process.

Close Close by extending today's lesson to life and the world.

Community Connection

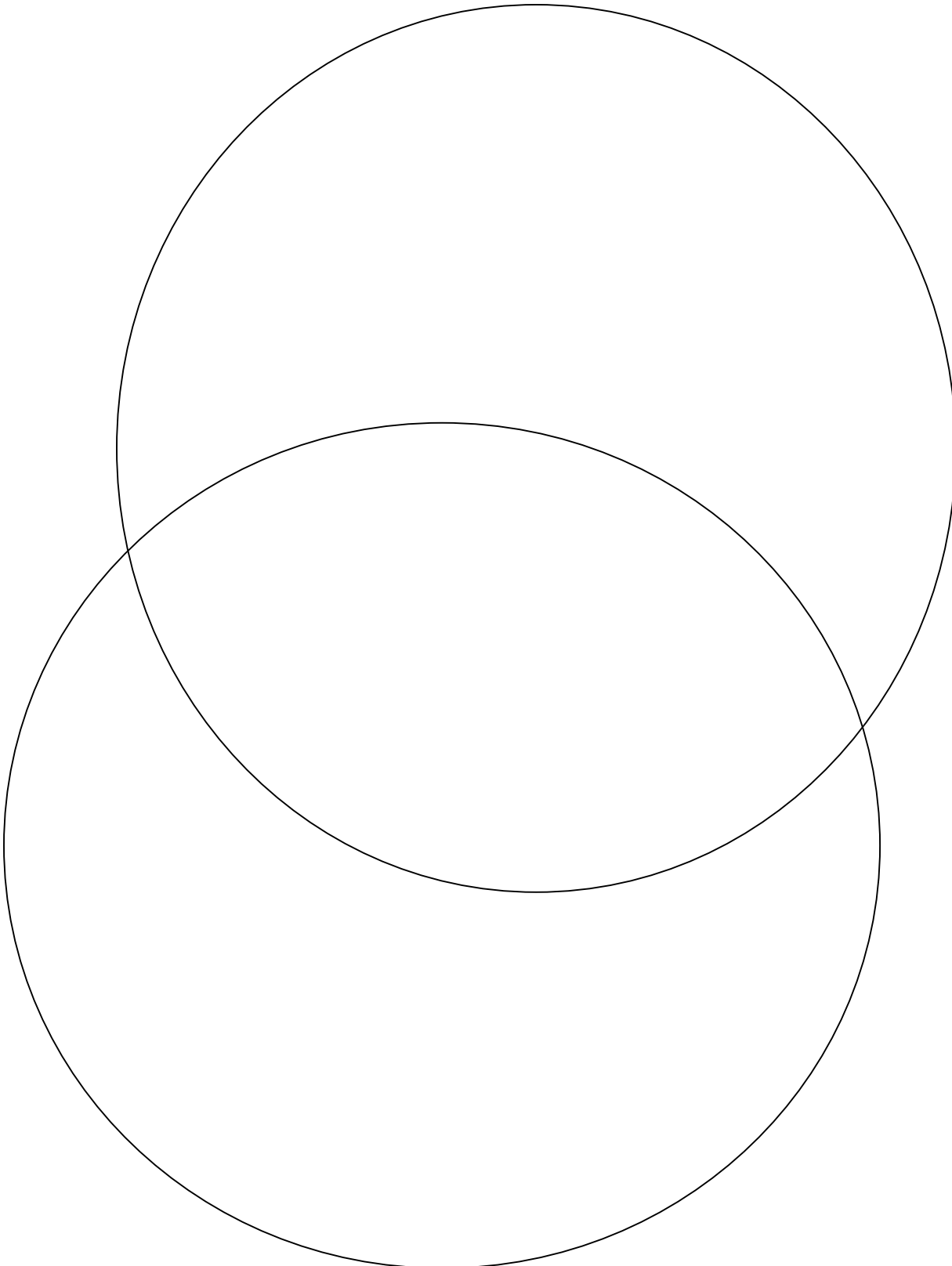
Animal Farm is a criticism of communism as practiced by the Soviet Union. Communism is only one school of thought of the many that influence modern governments. During this novel, take the opportunity to study and familiarize yourself with a variety of political theories and ideologies.

You may draw information from literary or informational texts to support analysis, reflection, and research. You may draw information from literary or informational texts to support analysis, reflection, and research. With each, ask the following questions:

1. Under this philosophy, who is in power?
2. Who makes decisions about the everyday lives of citizens?
3. Who can vote?
4. Who can own property?
5. Does this ideology have a slogan or motto?
6. What is an example of a country run under this philosophy?
7. What is your opinion of this ideology?
8. How would you summarize this idea in one sentence?

Terms for this week: **republican** (not the U.S. political party), **absolute monarchy**, **capitalist**, **dictatorship**, **theocracy**

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Animal Farm, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Why did Orwell call his novel *Animal Farm: A Fairy Story*?

What did Stalin do to make the Soviet Union appear prosperous?

What were the Great Purges?

What were collectivization and the Five Year Plans?

What was the Molotov-Ribbentrop Pact?

Word Wall Here are vocabulary words to add to the Word Wall.

arranged (77)	dignity (79)	cryptic (81)	despair (81)	mournfully (81)
triumph (84)	reduced (85)	emerge (86)	procure (86)	decreed (88)
vanity (89)	critical (90)	traitor (91)	confess (92)	slaughtered (93)
treachery (93)	huddled (94)	prevent (95)	composed (96)	express (93)
conditions (99)	alarmed (101)	plot (101)	task (101)	contemplated (103)

READ

Read Read the selection.

Read p. 77-103

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Add to your map of Animal Farm. Include where the deadly meeting took place in addition to the neighboring farms, Pinchfield and Foxwood, at the edges of your map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Seven Commandments Poster

Examine the Seven Commandments. The Fourth Commandments was certainly amended today. Write the name of the animal that broke the Commandment next to it on your poster. Use graphics, headings and multimedia, when appropriate, to aid comprehension.

Wanted Poster

Snowball is now a wanted pig. Create a wanted poster for him. Be sure to include a good picture of the criminal, as well as a list of his offenses against Animal Farm. Include the amount of the reward, and instructions on how to claim it. Headings, multimedia and graphics can be used to aid comprehension.

Character Interaction Chart

Complete a character interaction chart analyzing the relationships between Napoleon, Squealer, and the rest of the animals. How does each see the other individual or group?

Acrostic Poem

Create an Acrostic poem using the word Animalism.

- Let the first lines begin with the idealism behind Animalism.
- As you get to the second “a,” let the focus of your lines turn to the horrors of animalism.
- Use creative and artistic lettering. You may even wish to change the font to signify the change in direction the farm has taken.
- Incorporate devices such as simile, metaphor and analogy

Animal Farm Anthem

Now that *Beasts of England* has been banned, the animals need a new patriotic anthem. They don’t like the one that Minimus wrote; can you do a better job? Write a song about Animal Farm to sing when they raise the flag on Sunday mornings. Think about the national anthem of the United States; research the lyrics and tune. What literary devices are present in this anthem? How can you incorporate elements of the United States national anthem in your own anthem? Make sure the song is appropriately inspiring, and easy enough for all the animals to learn.

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Integrity Chart

Make a chart that illustrates which characters have integrity and which do not. For at least two characters in each column, list an example of her or his integrity or lack thereof. Remember, integrity requires wholeness. Which characters have lives that are *whole, entire, undivided, sound, coherent and principled*? Who is *moved to do difficult and new things, not just easy and accustomed things*?

Add a Stanza

Review the poem on pages 100 and 101. Note the rhythm and the rhyme scheme (6,6,12,6,6,6,6)(A,A,B,C,C,C,B). Add a fourth stanza that tells the truth about Napoleon.

Discussion

Key Questions (p. 77-83)

1. Is Napoleon breaking any rules by trading with Mr. Whymper?
2. Why do the animals take pride in seeing the two trade together?
3. What historical figures do Pilkington and Frederick represent?
4. Why does Napoleon alternately ally himself with both farmers?
5. How does Squealer excuse the pigs' move into the farmhouse?
6. Is there anything wrong with Napoleon taking over the farmhouse?
7. Do you think Snowball destroyed the windmill?
8. Is Snowball even still around?
9. If it wasn't Snowball, why do you think the windmill was destroyed?
10. What purpose does it serve to blame everything on Snowball?

Key Questions (p. 84-88)

1. Why is the winter so difficult for Animal Farm?
2. In the face of starvation, why is it important that the human beings not find out?
3. What steps does Napoleon take to solve the problem of food shortage?
4. Do you think it is fair to ask the hens to give up their eggs?
5. Could Napoleon have employed another strategy to deal with the hens?
6. Why does Napoleon have difficulty deciding who to sell the wood to?
7. Do you believe Snowball is sneaking into the farm at night?
8. Why does Napoleon make such a show of investigating Snowball?
9. What purpose does Snowball serve?
10. Do you think life on Animal Farm will get better or worse?

Key Questions (p. 89-93)

1. Why does the idea of Snowball's continuing treachery frighten the animals?
2. What does Napoleon allege about Snowball?
3. How does Squealer explain away Snowball's bravery at the Battle of the Cowshed?
4. Is Boxer an animal of integrity? How do you know?
5. How does Napoleon deal with his enemies?

6. What changes Napoleon's mind about attacking Boxer?
7. Why do the young pigs confess?
8. Do you think they really committed the crimes they confessed to?
9. Were the actions of all the animals worth a death sentence?
10. What was the vision for Animal Farm at the beginning of the novel?
11. How has the vision of Animalism changed?
12. What do you think the lesson is in this story?
13. How do you think the animals will respond to the executions?

Key Questions (p. 93-97)

1. How do the animals feel after the executions?
2. Were you shocked by Napoleon's murder of the animals?
3. How does Boxer react to the execution of the "traitors?"
4. How does Clover's reaction differ from Boxer's?
5. What was the original motivation of the Rebellion?
6. Why is Clover loyal to Napoleon, even though she doesn't approve of his actions?
7. Why does Napoleon change the Farm's song from *Beasts of England* to *Animal Farm*?
8. Do you think banning the song was a wise move on Napoleon's part?
9. Why is the new song less inspiring than the old one?

Key Questions (p. 98-103)

1. Are the animals better off than they were during Jones's time?
2. What motivates the animals to keep working?
3. Why does Napoleon stay isolated in the farmhouse?
4. Do you think the animals are still equal?
5. Why do the animals refer to Napoleon by title rather than name?
6. Is there truth in Minimus's poem?
7. Why do you think Napoleon is taking so long in deciding who to sell the lumber to?
8. What does Pilkington receive in exchange for trade with Animal Farm?
9. Why don't the pigs allow the animals to attack Pinchfield Farm and free Frederick's animals?
10. How many times do you think the pigs can change history before the animals catch on?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 78

"...Their relations with the human race were now not quite the same as they had been before. The human beings did not hate Animal Farm any less now that it was prospering; indeed, they hated it more than ever. Every human being held it as an article of faith that the farm would go bankrupt sooner or later, and, above all, that the windmill would be a failure. They would meet in the public-houses and prove to one

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another by means of diagrams that the windmill was bound to fall down, or that if it did stand up, then that it would never work. And yet, against their will, they had developed a certain respect for the efficiency with which the animals were managing their own affairs. One symptom of this was that they had begun to call Animal Farm by its proper name and ceased to pretend that it was called the Manor Farm. They had also dropped their championship of Jones, who had given up hope of getting his farm back and gone to live in another part of the country. Except through Whymper, there was as yet no contact between Animal Farm and the outside world, but there were constant rumours that Napoleon was about to enter into a definite business agreement either with Mr. Pilkington of Foxwood or with Mr. Frederick of Pinchfield – but never, it was noticed, with both simultaneously” (p. 78).

Writing Prompt

The human beings, while skeptical of Animal Farm, are beginning to respect Napoleon and his animals. They suspect that they may be able to benefit from trading with the animals, and are beginning to compete for the privilege.

Imagine that you are one of the neighboring farmers. **Write a 1-2 paragraph letter to the animals describing why you respect the farm. Remember, integrity requires wholeness. How is integrity at play here? Why has your opinion of the farm changed? Be as detailed as possible; utilize simile, metaphor and analogy to aid coherence. When you have completed your assignment, spend time editing and revising your finished product.**

Key Paragraph, p. 87

“...Napoleon acted swiftly and ruthlessly. He ordered the hens’ rations to be stopped, and decreed any animal giving so much as a grain of corn to a hen should be punished by death. The dogs saw to it that these orders were carried out. For five days the hens held out, then they capitulated and went back to their nesting boxes. Nine hens had died in the meantime...” (p. 87).

Writing Prompt

When the hens refuse to give up their eggs, they are potentially hurting the entire Farm. However, they believe that they are protecting their young and are well within their rights to act. Should they be required to sacrifice their eggs so that the other animals might benefit?

Do you agree with the hens’ decision? **Write a paragraph explaining why or why not. Use evidence from the text as well as devices such as metaphor, simile and analogy to express your opinions concisely. Are the hens displaying integrity? Remember, *integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.***

Key Paragraph, p. 93

“The three hens who had been the ringleaders in the attempted rebellion over the eggs now came forward and stated that Snowball had appeared to them in a dream and incited them to disobey Napoleon’s orders. They, too, were slaughtered. Then a goose

came forward and confessed to having secreted six ears of corn during the last year's harvest and eaten them in the night. Then a sheep confessed to having urinated in the drinking pool – urged to do this, so she said, by Snowball – and two other sheep confessed to having murdered an old ram, an especially devoted follower of Napoleon, by chasing him round and round a bonfire when he was suffering from a cough. They were all slain on the spot. And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones" (p. 93).

Writing Prompt

Several animals confess to crimes, always blaming Snowball in some way. What motivates them to do so is unclear, but it is possible that in their fear, they hoped blaming Snowball would protect them from harm.

Write an anonymous note to Napoleon urging him to show mercy to Snowball's "conspirators." Remind him of the original tenets of Animalism, and ask him to spare your friends from execution. Perhaps you should use a quote from the Seven Commandments, Declaration of Independence, or other significant American documents/addresses. Finally, appeal to emotion to convince him through the use of simile, metaphor, and/or analogy. When you have finished drafting your note, be sure to edit and revise your work.

Key Paragraph, p. 95-96

"...As Clover looked down the hillside her eyes filled with tears. If she could have spoken her thoughts, it would have been to say that this was not what they had aimed at when they had set themselves years ago to work for the overthrow of the human race. These scenes of terror and slaughter were not what they had looked forward to on that night when old Major first stirred them to rebellion. If she herself had had any picture of the future, it had been of a society of animals set free from hunger and the whip, all equal, each working according to his capacity, the strong protecting the weak, as she had protected the lost brood of ducklings with her foreleg on the night of Major's speech. Instead – she did not know why – they had come to a time when no one dared speak his mind, when fierce, growling dogs roamed everywhere, and when you had to watch your comrades torn to pieces after confessing to shocking crimes. There was no thought of rebellion or disobedience in her mind. She knew that, even as things were, they were far better off than they had been in the days of Jones, and that before all else it was needful to prevent the return of the human beings. Whatever happened she would remain faithful, work hard, carry out the orders that were given to her, and accept the leadership of Napoleon. But still, it was not for this that she and all the other animals had hoped and toiled. It was not for this that they had built the windmill and faced the bullets of Jones's gun. Such were her thoughts, though she lacked the words to express them" (p. 95-96).

Writing Prompt

The author, George Orwell, has written a cautionary tale. He warns against the potential pitfalls of communist revolution. He is also condemning the Soviet Union, and specifically Stalin's brutal policies.

Think about what Orwell is trying to caution the reader about in today's reading. **Write a paragraph describing what you think Orwell's main message is in this novel. Then back up your statement with examples from the novel and predictions of what you believe will happen on Animal Farm. Be logical in your argument, and include a concession. When you have completed your assignment, spend time revising and editing your finished product.**

Key Paragraph, p. 99-100

"Napoleon was now never spoken of simply as 'Napoleon.' He was always referred to in formal style as 'our Leader, Comrade Napoleon,' and the pigs liked to invent for him such titles as Father of All Animals, Terror of Mankind, Protector of the Sheep-fold, Ducklings' Friend, and the like. In his speeches, Squealer would talk with the tears rolling down his cheeks of Napoleon's wisdom, the goodness of his heart, and the deep love he bore to all animals everywhere, even and especially the unhappy animals who still lived in ignorance and slavery on other farms..." (p. 99-100).

Writing Prompt

Names are important indicators of one's identity, status, and relationship. Reflect on the different names given to Napoleon.

Write a paragraph in which you present your own name for this character. What do you think he should be called? Why is this an appropriate name for him? What does it tell you about his character? Be creative: utilize metaphor, simile, and analogy to strengthen your ideas. When you have completed the first draft of your paragraph, be sure to edit and revise it in order to make your ideas stronger and more coherent.

Close Close by extending today's lesson to life and the world.

Community Connection

Animal Farm is a criticism of communism as practiced by the Soviet Union. Communism is only one school of thought of the many that influence modern governments. During this novel, take the opportunity to study and familiarize yourself with a variety of political theories and ideologies.

You may draw information from literary or informational texts to support analysis, reflection, and research. You may draw information from literary or informational texts to support analysis, reflection, and research. With each, ask the following questions:

1. Under this philosophy, who is in power?
2. Who makes decisions about the everyday lives of citizens?
3. Who can vote?
4. Who can own property?
5. Does this ideology have a slogan or motto?
6. What is an example of a country run under this philosophy?
7. What is your opinion of this ideology?
8. How would you summarize this idea in one sentence?

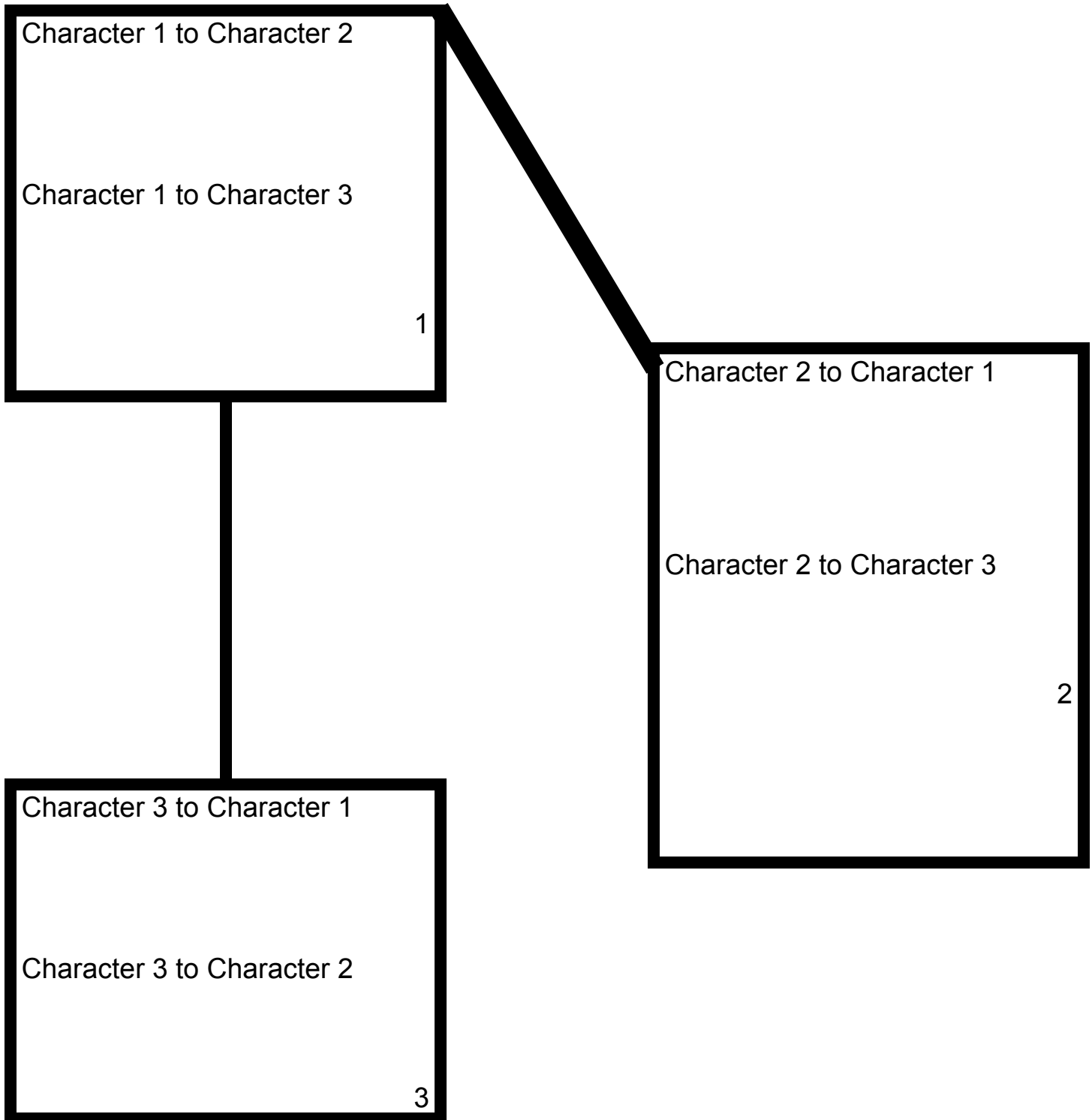
Terms for this week: **anarchism, oligarchy, libertarian, tribalism**

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5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

Animal Farm, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

What happened to the Soviet Union during World War II?

How did Stalin attempt to change history?

What happened to retirees in the Soviet Union?

What is euthanasia?

What is a “cult of personality?”

Word Wall Here are vocabulary words to add to the Word Wall.

primitive (103)	impending (104)	rigid (107)	ceased (108)	flung (108)
contemptible (108)	foundations (109)	solemn (109)	conduct (110)	procession (110)
ambition (114)	formulated (114)	contrary (115)	contract (117)	increases (118)
accumulated (120)	altered (120)	faltered (120)	astonished (122)	ignorant (124)
spite (124)	circulated (125)	graphic (125)	sole (125)	stout (127)

READ

Read Read the selection.

Read p. 103-128

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Add to your map of Animal Farm. Include where Napoleon will plant his barley, the spot where Boxer fell, his stall in the barn, the windmill, and the two new fields.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Seven Commandments Poster

Examine the Seven Commandments. Were there any new ones broken today? Write the name of the animal that broke the Commandment next to it on your poster. When appropriate, incorporate graphics, multimedia and headings to aid comprehension.

Invitation

Create an invitation or poster inviting everyone to attend the Grand Opening of Napoleon Windmill. Be sure there is a picture of the windmill on your work, a date and time for the event, and mention at least one fact or piece of information about the windmill. When appropriate, use headings, graphics and multimedia to aid comprehension.

Cube

Cube what happened during the Battle of the Windmill.

Campaign Poster

Create a campaign poster to elect Napoleon to the office of President. Include a visual and a campaign slogan. Include headings, graphics and multimedia to aid comprehension.

Open Mind Portrait

Create an Open Mind Portrait for Boxer as he is carted off in the wagon. What is he thinking now that he is leaving Animal Farm, possibly forever? Do you believe he is living with integrity?

Memorial Stone

Boxer, the Rebellion's most dedicated worker – is now gone. His body was buried elsewhere, but you will create a memorial at Animal Farm in his honor. Design a memorial to honor Boxer's memory. It can be a monument, a stone, or anything you would like. Be sure to include some text about Boxer's life and contribution to Animalism. Include headings, graphics and/or multimedia to aid comprehension.

Discussion

Key Questions (p. 103-108)

1. What happens to the morale of the animals when the windmill is finished?

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2. Why are the animals shocked by Napoleon's announcement that he will sell the wood to Frederick?
3. What is the problem with changing sides as Napoleon has?
4. How was Frederick able to cheat Frederick?
5. Are you surprised at Frederick's behavior?
6. Is Napoleon an effective leader? How do you know?
7. What would you do now, if you were Napoleon?
8. What happened to the windmill?
9. Is there anything the animals could have done to prevent what happened?
10. How will the destruction of the windmill affect the morale of the animals?
11. What would you advise the animals to do at this point?

Key Questions (p. 108-113)

1. How do the animals react to the destruction of the windmill?
2. How does Boxer's reaction to the events of the day differ from Squealer's reaction?
3. Where was Squealer during the battle?
4. What do you think will happen to Boxer when he is too old to work?
5. Why do the pigs drink the whiskey they find?
6. What is Napoleon's original reaction to the whiskey?
7. What is the meaning of Squealer's ladder accident outside the barn?
8. Which Commandment has now been altered?

Key Questions (p. 114-119)

1. When do you think Boxer will be able to retire?
2. Are the animals worse off under Napoleon than they were under Snowball?
3. Are the animals all equal? How do you know?
4. What do you think Napoleon will teach the young pigs in their school?
5. What does Orwell mean when he writes that hardships "were partly offset by the fact the life nowadays had a greater dignity than it had had before" (117?)
6. Why do people (and in this case animals) like public ceremonies and events?
7. What is the irony of the term "Spontaneous Demonstration?"
8. Is there another animal who might have made a better President than Napoleon?
9. Why is no one complaining or protesting that the pigs are better fed than the rest?

Key Questions (p. 119-124)

1. Why do the pigs tolerate Moses and his stories?
2. What does Boxer hope will happen now that he is sick?
3. What are Boxer's plans for retirement?
4. Who has actually come to pick up Boxer?
5. What happens to Boxer?
6. Why do you think Napoleon sent Boxer with a horse slaughterer?
7. Are you surprised by what has happened to Boxer?
8. Why don't the other animals revolt?

9. What does this say about their revolution?
10. How do you think Squealer will excuse the pigs' actions toward Boxer?

Key Questions (p. 124-128)

1. According to Squealer, what happened to Boxer?
2. Again, according to Squealer, what were Boxer's last words?
3. How does Squealer respond to the accusation that Boxer was sent to a horse slaughterer?
4. What do you think really happened to Boxer?
5. How do you think the pigs got the money to buy the case of whiskey?
6. What happened to Jones?
7. Do the animals ever retire?
8. What is life like on Animal Farm now that the years have passed? Is integrity intact?
9. Is the reality of life on Animal Farm what the animals expected when they first rebelled against Jones?
10. Would life have been any different if they hadn't expelled Snowball?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 106

"Napoleon called the animals together immediately and in a terrible voice pronounced the death sentence upon Frederick. When captured, he said, Frederick should be boiled alive. At the same time he warned them that after this treacherous deed the worst was to be expected. Frederick and his men might make their long-expected attack at any moment. Sentinels were placed at all the approaches to the farm. In addition, four pigeons were sent to Foxwood with a conciliatory message, which it was hoped might re-establish good relations with Pilkington" (p. 106).

Writing Prompt

Napoleon has played a dangerous game, allying himself alternately with Pilkington and Frederick. Now that Frederick has betrayed Animal Farm, Napoleon wishes to be friends with Pilkington again. How can he best achieve this?

Recall a time in which you have had to make a difficult decision and chose a side. **Describe the situation in 1-2 paragraphs. Incorporate devices such as simile, metaphor and analogy to be as coherent as possible. How were you showing integrity in your choice? What was the outcome? When you have finished a draft of the assignment, take time to revise and edit your work.**

Key Paragraph, p. 112-113

"But a few days later Muriel, reading over the Seven Commandments to herself, noticed that there was yet another of them which the animals had remembered wrong. They had thought the Fifth Commandment was "No animal shall drink alcohol," but

there were two words that they had forgotten. Actually the Commandment read: ‘No animal shall drink alcohol *to excess*’” (p. 112-113).

Writing Prompt

One of the original tenets of animalism was an abstention from using alcohol. Once the pigs try it, they change their minds, but recognize the importance of not drinking too much. Even in the human community, this is a controversial issue.

Explain what you believe the animals should do: either abstain or partake in alcohol. **Write 1-2 paragraphs about your opinions on the matter. Support your opinion with evidence from the text. Also, research the temperance movement that occurred in the early 20th century in the US. How are the animals faced with a similar situation? What choice would show the most integrity? When you have completed a draft of the assignment, make time to edit, revise and strengthen your work.**

Key Paragraph, p. 115

“Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter. Once again all rations were reduced, except those of the pigs and the dogs. A too rigid equality in rations, Squealer explained, would have been contrary to the principles of Animalism. In any case he had no difficulty in proving to the other animals that they were *not* in reality short of food, whatever the appearances might be. For the time being, certainly, it had been found necessary to make a readjustment of rations (Squealer always spoke of it as a “readjustment,” never as a “reduction”), but in comparison with the days of Jones, the improvement was enormous...” (p. 115).

Writing Prompt

Squealer is a gifted speaker indeed. He is able to keep the animals from revolting by convincing them that their lives are better than they were under Jones. He even convinces them that “the improvement was enormous” (115.)

Was the improvement enormous? **Write 1-2 paragraphs either supporting or refuting this claim. What evidence do you have to show that the improvements are/are not enormous? When you have completed a draft of the assignment, take time to revise, edit and strengthen your writing.**

Key Paragraph, p. 123

“‘Fools! Fools!’ shouted Benjamin, prancing round them and stamping the earth with his small hoofs. ‘Fools! Do you not see what is written on the side of that van?’” (p. 123).

Writing Prompt

One of the seven original commandments of Animal Farm was “No animal shall kill any other animal. Of course the pigs have amended the commandment to read, “No animal shall kill any other animal *without cause*.” Napoleon and Squealer would likely argue that this was a case of euthanasia, or mercy killing. Others may see it as murder, pure and simple.

Research the case of Lenny and George in John Steinbeck's *Of Mice and Men*. Do you consider George's death murder? How is it similar to the death that has occurred in today's reading of *Animal Farm*?

In 1-2 paragraphs, respond to the topic of killing in these two foundational works of American literature. Be as concise as possible; include simile, metaphor and analogy to aid comprehension. When you have completed this assignment, make sure to revise and edit your work.

Key Paragraph, p. 127

"Years passed. The seasons came and went, the short animal lives fled by. A time came when there was no one who remembered the old days before the Rebellion, except Clover, Benjamin, Moses the raven, and a number of the pigs" (p. 127).

Writing Prompt

As the years fly by, young people are often unaware of their own parents' histories. Important events are forgotten, and people become ignorant. Certainly, many of the animals of *Animal Farm* know nothing of life before the revolution other than what Squealer may have told them.

Pretend you are Clover, and write a history of *Animal Farm* from your point of view. **Write 1-2 paragraphs in which you tell your life story, and explain all that you have witnessed in your life. Be as descriptive as possible and feel free to use devices such as simile, metaphor and analogy. When you have finished a draft, revise and edit your work to create a stronger assignment.**

Close Close by extending today's lesson to life and the world.

Community Connection

Animal Farm is a criticism of communism as practiced by the Soviet Union. Communism is only one school of thought of the many that influence modern governments. During this novel, take the opportunity to study and familiarize yourself with a variety of political theories and ideologies.

You may draw information from literary or informational texts to support analysis, reflection, and research. You may draw information from literary or informational texts to support analysis, reflection, and research. With each, ask the following questions:

1. Under this philosophy, who is in power?
2. Who makes decisions about the everyday lives of citizens?
3. Who can vote?
4. Who can own property?
5. Does this ideology have a slogan or motto?
6. What is an example of a country run under this philosophy?
7. What is your opinion of this ideology?
8. How would you summarize this idea in one sentence?

Terms for this week: **principality, autocracy, federalism, parliamentary, authoritarian**

11c12 Cubing an Action

When and Where		
Who		
Cause	Action	Effect
Evaluation		

Character Based Literacy Program

Independent Study Lesson Plan

Animal Farm, Week 5



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Integrity Requires Wholeness. Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What lifestyle did Stalin enjoy?

What was Orwell's opinion of communist Russia?

Word Wall Here are vocabulary words to add to the Word Wall.

enormous (129)	hardship (130)	professed (130)	awkwardly (132)	considerable (132)
equality (134)	dispelled (135)	prosperity (136)	subsist (136)	suppressed (137)

READ

Read Read the selection.

Read p. 129-136

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline.

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Finish your map of Animal Farm.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Seven Commandments Poster

Examine the Seven Commandments. Were there any new ones broken today? Write the name of the animal that broke the Commandment next to it on your poster. When appropriate, incorporate graphics, multimedia and headings to aid comprehension.

Plot Profile Chart

Complete a Plot Profile Chart for the novel. What were the ten most important events in the novel? Why do you believe they are important?

Scene Sketch

Draw a sketch of the pigs and men around the table during Napoleon's toast. Be sure to emphasize the similarity in their appearance. Utilize headings, graphics and multimedia to aid comprehension.

Discussion

Key Questions (p. 129-134)

1. What is the job of the pigs on the farm?
2. Is the animals' life any different than it was under Jones?
3. What is Benjamin's opinion of life under Animalism?
4. What factors make the animals proud of Animal Farm?
5. How does Squealer use the sheep to promote the pigs' agenda?
6. How is the new Commandment different from the original Seven?
7. What do the pigs mean by "some animals are more equal than others?"
8. What is symbolized by the actions of the pigs?
9. How do you think the novel will end?

Key Questions (p. 134-139)

1. What was so impressive about the farm to Napoleon's guests?
2. What are the things that Napoleon promises to change about the farm?
3. Do you think the farm needs a new name?
4. How is this farm different from the one the pigs chased Jones off?
5. How do the animals feel when they see the pigs with the men?
6. Why does Orwell compare the pigs to men?
7. Who is Orwell truly criticizing in the novel *Animal Farm*?
8. Do you think there will be another revolution?
9. What would be your advice to the new brand of revolutionary looking to overthrow the oppression of the ruling pig class?
10. How would you instill compassion in everyone?
11. How might you attempt to prevent class stratification over time?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 133

"For once Benjamin consented to break his rule, and he read out to her what was written on the wall. There was nothing there now except a single Commandment. It ran:

ALL ANIMALS ARE EQUAL

BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS

(p. 133).

Writing Prompt

From the pigs' point of view, Animalism is still in effect. The animals control their own farm, no man is in charge, and most animals (except the pigs and dogs) share the resources of the farm equally.

From the author's point of view, the pigs have violated the spirit of Animalism. They've broken all of the commandments, began walking on two legs, and even act like humans.

Do you believe that the pigs are acting outside the tenants of Animalism? **Write 1-2 explaining why or why not. Be as descriptive as possible. Draw on personal experience as well as evidence from the book to support your idea. When you have completed a draft of your assignment, revise and edit your work to strengthen your ideas.**

Key Paragraph, p. 135-136

"...They had been nervous about the effects upon their own animals, or even upon their human employees. But all such doubts were now dispelled. Today he and his friends had visited Animal Farm and inspected every inch of it with their own eyes, and what did they find? Not only the most up-to-date methods, but a discipline and an orderliness which should be an example to all farmers everywhere. He believed that he was right in saying that the lower animals on Animal Farm did more work and received less food than any animals in the county. Indeed, he and his fellow-visitors today had observed many features which they intended to introduce on their own farms immediately" (p. 135-136).

Writing Prompt

In *Animal Farm*, Orwell parallels the story of Russia's Communist revolution under Vladimir Lenin, through the expulsion and murder of Leon Trotsky, into the creation Totalitarian State under Joseph Stalin. In doing so, he warns the reader of the human tendency towards class stratification. He further warns the reader that the ruling class will use the power of language and propaganda to further manipulate the social order to their advantage. He points out pitfalls of the working class, such as ignorance, self-centeredness, and laziness. His message is not so much that this thirst for power could take place, but rather that it is taking place and must be combated. If ignorance, self-centeredness, greed and laziness are the pitfalls, then education, the protection of workers' rights, compassion for others, a commitment to justice, and a commitment to thinking things through before you act are ways of avoiding being taken advantage of.

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Your final writing project is to write an explanatory essay in which you describe your support of **education, workers' rights, justice, or thinking things through**. **How do these qualities display integrity?** Your arguments should be logical in their approach, but also appeal to the reader's emotions. You should reference incidents and quotations from the novel to support your opinion, as well as your own personal experiences. You should also appeal to commonly accepted beliefs. Include a concession, and avoid using arguments based on "unclear thinking." Include an introduction and a conclusion. Remember to place your best arguments at the beginning and end of your essay. During the process of writing this assignment, take time to revise, reflect and edit your work to strengthen the quality of your writing and organization of ideas.

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5. Does this ideology have a slogan or motto?
6. What is an example of a country run under this philosophy?
7. What is your opinion of this ideology?
8. How would you summarize this idea in one sentence?

Terms for this week: **feudalism, federation**

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10