

*Novel Series*



teacher resource



# **Animal Farm**

**George Orwell**

**Curriculum Unit**  
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# Introduction

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George Orwell published *Animal Farm* in 1945, just after World War I, clearly intending it as political allegory. This short and easy-to-read novel emphasizes that revolutions, usually begun with idealistic motives, tend to result in the creation of carbon copies of the previous regimes. The only thing that changes is the identity of the oppressors. On this level, the book is serious political commentary, appropriate for discussion in college classrooms and government offices.

On another level, this is a beast fable, an animal story with a host of believable farm characters, from venerable Old Major to hard-working Boxer to spoiled Mollie. Enjoyment of animal stories stretches back at least as far as Aesop; children love them, as is obvious in any tour of the children's section of a library; adults do, too, considering the popularity of *Watership Down* by Richard Adams, television characters like Mr. Ed, and box office attractions such as *Babe*.

The story is really very simple. Farmer Jones drinks too much and is a tyrant to most of his animals; his old boar has a dream of the animals becoming independent of human control and creating a utopia by running their own farm. A quick revolution occurs, ousting Jones, and the animals begin to work together to make Animal Farm a success. It quickly becomes apparent that not all of the animals are equal in intelligence or in work orientation. The pigs are clearly the superior brains, and they take charge, gradually submitting the others to as much control as was previously exerted by Farmer Jones. By the end of the book, looking through the window of the farmhouse, the animals find that it is nearly impossible to distinguish the pigs from the humans with whom they are playing cards.

This is a great book for seniors in high school, who are just about to become voting members of our society, and it works equally well in both English and social studies classes. It can just as easily be taught to younger high school students and is often a staple of ninth-grade English programs. Many teachers attest that they have great success with *Animal Farm* with seventh and eighth graders. All of these levels are perfectly capable of reading the story; only maturity levels limit the depth of analysis and synthesis the class can enjoy.

Younger readers can simply savor the work as the story of memorable characters like Snowball and Boxer, and they can understand the message that power can and often does corrupt people. More mature readers will recognize parallels in totalitarian regimes and dictatorships throughout history.

Quite a few movie adaptations have been made of this novel. Students usually enjoy seeing a film version after they have finished reading and discussing the novel.



# Teacher Notes

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Because *Animal Farm* can be taught at so many different levels, you will want to select activities and modify them depending on the maturity and academic sophistication of your students. The twelve lessons in this unit approach the novel in a step-by-step way. The opening lesson is pre-reading and invites students to think about what might happen if animals really could voice their thoughts. It introduces the genre of the beast fable, a timeless sort of story that has endured for thousands of years.

*Animal Farm* has ten chapters, and Lessons 2 through 10 deal with them sequentially as students read the book.

Reading assignments for this unit are as follows:

Chapter 1 for Lesson 2

Chapter 2 for Lesson 3

Chapter 3 for Lesson 4

Chapter 4 for Lesson 5

Chapter 5 for Lesson 6

Chapter 6 for Lesson 7

Chapter 7 for Lesson 8

Chapter 8 for Lesson 9

Chapters 9 and 10 for Lesson 10

If you have the class read the entire book before beginning to discuss it as a group, you will find it easy to combine activities and to shorten the amount of classroom time needed to study the work.

The final lessons emphasize the allegorical nature of the book and thematic implications and invite students to create a dramatic adaptation. Prior to those lessons, students need to have read the entire novel and to understand its plot and characters. The supplementary materials include an objective quiz to assess knowledge and comprehension. The culminating assessment tools can be a project or an essay; the supplementary materials also include various suggestions. If you wish to give a unit test, you may want to construct an essay exam using items from the list of culminating activities.

Materials in this unit address state and national standards that challenge students to encounter a variety of texts and to derive insight into life and human nature. Procedures involve students in multiple learning strategies and draw on personal experiences to enhance understanding. Internet research is also included. The unit emphasizes students' responsible and informed participation in the learning community.

Answers to handouts will vary unless otherwise indicated. Students may need additional paper to complete some handouts.

## Lesson 1

# Introducing Animal Fables

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### Objectives

- To imagine the result if animals could articulate their thoughts and feelings to us
- To experience several short animal stories
- To reflect on the ways animals are referenced in numerous idiomatic expressions

### Notes to the Teacher

Beast fables are predicated on the idea that animals can think and talk just as humans can. This lesson begins with “The Ugly Duckling” and goes on to a creative activity in which students imagine conversations among or with animals they know. Dogs and cats will work fine, but so will iguanas, horses, and guinea pigs, or even tropical fish in a living room aquarium.

Students then work in small groups to research and report on animal stories from a variety of sources, including the Anansi of Africa, Brer Rabbit stories, Aesop’s fables, Mexican folk tales, Native American legends, and contemporary children’s books.

Finally, students look at the ways animals have become part of common idiomatic expressions. Parents, for example, may warn children to quit horsing around. We may describe Friday’s dinner as pigging out on pizza. A criminal might try to outfox the police. Someone might be able to swim like a fish, and a coward might be said to chicken out.

### Procedure

1. Read the class the story “The Ugly Duckling,” or show the video. (Both print and video versions are available online.) Ask students to identify the characters (ducks and swans that can think and talk, as well as a few peripheral humans). Ask students to articulate the theme of the story. (Sometimes what at first appears undesirable and ugly can evolve into true beauty.)
2. Point out that animal stories have been part of virtually all cultures, and they usually give the animal characters the ability to think and talk as humans do. (For example, the ugly duckling feels embarrassed, lonely, and frightened until it finds itself among its own species.)
3. Distribute **Handout 1**, and read the directions for part A with the students. When students have finished, have them share dialogues in a large group discussion.

4. If necessary, elaborate with other examples.
  - What would Finny say about the absolute lack of privacy in the goldfish bowl?
  - Do pet dogs and cats love their owners, feel sorry for them, or find them pretty foolish?

Have students complete part B of **Handout 1**. Follow with small group sharing and suggestions. Then ask students to prepare final versions of the dialogues, and post results around the classroom.

5. Distribute **Handout 2**, and read directions with the class as a whole. Divide the class into six groups, and assign each group one of the types of stories listed on the handout. Allow students time to conduct research and prepare presentations. (Many stories are available for discussion, among them the following: the story “Anansi and the Chameleon,” Brer Rabbit’s plea not to be thrown into the briar patch, the fable about the grasshopper and the ant, the Mexican legend about the cattle conversing in the barn on Christmas Eve, Native American legends about Coyote, and stories about Goldilocks or Little Red Riding Hood.)
6. Distribute **Handout 3**, and have partners complete the exercise. Follow with whole class discussion.

#### **Suggested Responses**

1. Horses are big animals whose play includes leaping, kicking, and nipping. The teacher wants the students to settle down to work so that no one will get hurt.
2. At the sight of a hawk or other predator, chickens run for cover. Bill was afraid to take the course.
3. Folklore has it that foxes are wily creatures who can evade hunters; the coach wants to outsmart the other team.
4. Monkeys are great imitators, as are people.
5. Monkeys also fiddle mindlessly with everything, which can result in breakage and ruin.
6. Mice are little, drab, and shy creatures; Sara felt far from glamorous.
7. The gang demanded loyalty, something not characteristic of rats.
8. On a walk, an obedient dog stays right at its handler’s heels; the detective would likely be very persistent.
9. An eel is so sleek it will slip right through a person’s hands; the arsonist was very elusive.
10. All bees have jobs and are at them all the time; the speaker had not a single spare moment to make a call.

7. Assign students to read chapter 1 of *Animal Farm*.

## If Animals Could Talk

### Part A.

**Directions:** Read the scenario below, and write the ensuing dialogue between Brian and Max.

Brian has a black Labrador named Max; once Max outgrew the puppy phase, he became the most wonderful pet imaginable. He runs in excited circles when Brian comes home from school, sits and lies down on command, and sleeps quietly on the floor in Brian's room at night. One morning Brian awoke to find that Max had somehow acquired the ability to speak, and he had a lot to say. The topics included dinner fare, Brian's compulsive texting, the infrequency of walks, and the dirty laundry under the bed.

**Part B.**

**Directions:** Select an animal you know or have observed—your dog or cat, a squirrel that lives in a tree in your yard, even a tetra in your aquarium. Imagine that animal in a conversation with you or with another animal, and write the dialogue below.

## Animal Tales on Parade

**Directions:** Throughout history, people have been fascinated by the idea of talking animals. Nearly all cultures include stories of animals talking to each other and to human beings. These animals usually sound very much like people, and they behave like people, too. Use the Internet or print sources to find an animal story from one of the following categories.

- The Anansi from Africa
- Joel Chandler Harris's Brer Rabbit stories
- Aesop's fables
- Mexican folklore
- American Indian mythology
- A modern children's book or story

Prepare to present the story to the class in a dramatic and interesting way and to lead a discussion about the main ideas conveyed.







## Lesson 2

# The Legacy of Old Major

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### Objectives

- To distinguish the characters introduced in chapter 1 of *Animal Farm*
- To identify key aspects of Old Major’s speech

### Notes to the Teacher

Unless you teach in a rural area, it is quite possible that many of your students have never been on a working farm, but most of them no doubt encountered farm animals in illustrated books from the children’s section in the library. This lesson begins with a discussion of characteristics of life on a farm. The somewhat dissolute Farmer Jones in the novel is not the norm.

Students then discuss the first chapter of *Animal Farm*, which introduces various characters at Manor Farm and presents Old Major’s speech to the assembled animals. The old boar presents man as the enemy—someone who cares not at all about the animals’ well being and who uses everything for his own advantage. From Old Major, we and the animals hear the sort of speech used throughout history to fan a spirit of rebellion against oppression, and he even presents an anthem which all of the animals promptly learn and sing until they are interrupted by an irritated Farmer Jones.

Besides Old Major, the main characters who emerge as individuals are the two horses Boxer and Clover, who seem kind, protective, and reliable, and an additional horse, Mollie, who is evidently spoiled and vain. While some of the other animals are presented as individuals—a raven, a goat, and a donkey—most are simply parts of groups, for example, the pigs, the ducklings, the sheep, the dogs, and the rats.

### Procedure

1. Ask students what it would be like to live on a farm. Lead them to see that farm life involves many chores—animals need to be fed and watered, crops need to be cultivated and harvested, eggs need to be collected, cows need to be milked, fences need to be repaired. While farms can specialize in one type of animal, most farms have quite a variety—sheep to keep the grass clipped, cats to ferret out mice and rats, dogs as companions and security, chickens for eggs.
2. Ask students what the first chapter of *Animal Farm* reveals about Farmer Jones. (He drinks a lot of beer and is not careful about his responsibilities.)

3. Have small groups complete **Handout 4**.

**Suggested Responses**

1. Old Major is a twelve-year-old prize-winning boar who knows that his life is nearly over. He has the position of a respected elder in the animal community, and he projects an aura of wisdom.
2. Answers will vary, but students often mention one of the horses or one of the dogs.
3. Both Boxer and Clover are very careful not to step on smaller animals, and they actually provide safety for the ducklings.
4. Humans are enemies to animals; humans exploit animals. He points out ways individuals in the audience have been deprived by people.
5. The idea that all animals will be comrades will go against the instincts of those who are essentially predators.
6. The animals must never take on human vices or practices such as sleeping in beds.
7. The song serves as an anthem and catches the animals' enthusiasm. It serves as a rallying cry.
8. The speech is not unlike the list of grievances in the American Declaration of Independence; it resembles rhetoric prior to revolutions such as those in France and Russia; it may remind some students of Martin Luther King Jr's "I Have a Dream" speech.

4. Have students work individually to complete **Handout 5**.

**Suggested Responses**

- |           |      |       |
|-----------|------|-------|
| 1. d      | 5. b | 9. a  |
| 2. k      | 6. i | 10. j |
| 3. h      | 7. e | 11. l |
| 4. a or f | 8. c | 12. g |

5. Ask students if they think this story is really about farm animals. Lead them to see that the animals represent people, and the farm represents society or a country. While the literal meaning of the story deals with a farm, the characters, both human and animal, symbolically represent ideas or types of people. Explain that this type of story is called an *allegory*.

6. Ask students what each of the following characters might represent when we read the story as an allegory.
  - Farmer Jones (a king or a member of the nobility who exploits the common people)
  - Boxer (an ordinary person, not overly bright, but hard-working and kind)
  - Cat (a loner whose main concern is his or her own comfort)
  - Old Major (a visionary leader with a dream for the future)
7. Assign students to read chapter 2 of *Animal Farm*.





## Who's Who in Chapter 1

**Directions:** Match the names in the left column with the information to the right.

- |                            |  |
|----------------------------|--|
| _____ 1. Duckling          | a. a large old boar                            |
| _____ 2. Mollie            | b. one of three farm dogs                      |
| _____ 3. Muriel            | c. the owner of Manor Farm                     |
| _____ 4. Wellington Beauty | d. motherless baby in need of protection       |
| _____ 5. Bluebell          | e. an old and cranky donkey                    |
| _____ 6. Clover            | f. formal name of Old Major                    |
| _____ 7. Benjamin          | g. a very large draft horse                    |
| _____ 8. Jones             | h. a white goat                                |
| _____ 9. Old Major         | i. a mare who had four foals                   |
| _____ 10. Moses            | j. a pet raven                                 |
| _____ 11. Cat              | k. a pretty white carriage horse               |
| _____ 12. Boxer            | l. animal that seeks warmth between two horses |

## Lesson 3

# Revolution

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### Objectives

- To understand characters and events in chapter 2 of *Animal Farm*
- To focus on the characters of Napoleon, Snowball, and Squealer

### Notes to the Teacher

Old Major dies and interestingly, is buried at the farm, not sent off to a glue factory. The pigs have emerged as the most intelligent of the animals and have been meeting to plan ahead. Meanwhile, Farmer Jones has become disheartened by various events and, on a drunken binge, neglects to feed the animals one morning. Finally, prompted by ravenous hunger, the animals rebel and drive the humans from the farm.

The pigs become the undisputed leaders, and they promulgate the basic commandments of the new Animal Farm, founded on idealistic principles. There is evidence that the idealism is already fading, though. Perhaps Napoleon will prove just as bad a manager as Farmer Jones.

In this lesson, students first discuss characters and events in the chapter. They go on to discuss the nature of revolution, and they consider the characters of the three leader pigs.

### Procedure

1. Distribute **Handout 6**, and have small groups discuss the questions.

### Suggested Responses

1. Old Major dies just a few days after the speech, and he is buried at the farm, presumably by Mr. Jones. The body is not sold for any kind of use at all.
2. Financial and legal problems have demoralized Jones, and he has lapsed into drunkenness.
3. Mr. Jones and his workmen fail to feed the animals, who eventually break down a door to feed themselves. When the angry men try to whip the animals out, the animals chase the men away.
4. The pigs have emerged as the most intelligent animals, and they have been meeting and planning ahead. The most prominent pigs are Napoleon, Snowball, and Squealer.

5. The animals are amazed at what they see and determine never to live in the farmhouse. It appears that Mollie may not do very well in the new Animal Farm.
  6. The commandments reiterate the ideals of Old Major. Humans are enemies, while animals are friends. Clothing, beds, and alcohol are banned. There will be no killing. The rules assert total equality of all animals.
  7. Napoleon's hasty reaction and the disappearance of the milk suggest that the pigs may become every bit as despotic as the humans were.
2. Distribute **Handout 7**, and have students discuss the quotations.

### Suggested Responses

1. People who lead revolutions eventually become as tyrannical as the people against whom they rebelled—or else they end up being persecuted by their fellow revolutionaries.
  2. This sarcastic statement stresses that governments tend to malfunction.
  3. Revolutionaries start out with big goals, but usually find that those goals cannot be accomplished.
  4. Revolutions do not improve things; they just replace one oppressor with another.
  5. Revolutions may begin with idealists, but eventually those very idealists are persecuted by the causes they espoused.
  6. During a revolution, the oppressed find cause for celebration—a response that is very evident in the animals once they oust Mr. Jones.
  7. All revolutions simply result in the installation of a new tyranny with a lot of red tape to make it impossible to achieve anything.
3. Ask students what the quotations have in common. (They all take a cynical view of revolution.)
4. Point out that in chapter 1, Old Major was the only pig singled out as an individual; the rest were all just grouped together as pigs. Chapter 2 distinguishes Napoleon, Snowball, and Squealer and their roles in leadership.
5. Distribute **Handout 8**, and have small groups complete the activity. Then review responses and have students volunteer their perceptions about each pig, including allegorical implications.

## Suggested Responses

1. *Appearance*—Snowball’s name makes it clear that he is a white boar of a type often found in Yorkshire. A boar kept for breeding purposes, he would have to be large and well muscled, a model of his type.

*Personality*—It is evident that he has an engaging personality and is both articulate and creative, although perhaps a bit superficial. Snowball would be able to draw enthusiastic followers. His name alone suggests a kind of playful innocence.

2. *Appearance*—Napoleon, a Berkshire boar, would be very dark colored and much more intimidating in appearance. Also kept for breeding purposes, he would have to be an excellent example of his type.

*Personality*—Unlike Snowball, he tends to be quiet and determined and is probably far more threatening in demeanor. His name alone is a powerful allusion to tyranny and control by power and fear.

3. *Appearance*—Squealer was probably castrated and fattened for market purposes. Compared to the other two, he would be small, but also fat. Orwell emphasizes his agility and his twinkling eyes; despite a rather shrill voice, he is very convincing.

*Personality*—Squealer would be an effective “wheeler and dealer,” good at public relations, but probably not entirely trustworthy.

6. Assign students to read chapter 3 of *Animal Farm*.

## ***Animal Farm: Chapter 2***

**Directions:** Use the questions to clarify your understanding.

1. What happens to Old Major? Does this in any way contradict the content of his speech?
2. What has caused Farmer Jones to become so irresponsible with respect to his animals?
3. What immediate cause provokes the quick revolution?
4. Who have emerged as the leaders of Animal Farm? Why?
5. What happens when the animals tour the farmhouse?
6. What commandments will rule on Animal Farm? Are they good choices?
7. Is there any indication that the idealism of the revolution will not survive?





## The Pig Leadership Committee: First Impressions

**Directions:** Fill in the chart with information about Snowball, Napoleon, and Squealer.

Character	Appearance	Personality
1. Snowball		
2. Napoleon		
3. Squealer		



## Lesson 4

# All Animals Are No Longer Equal

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### Objectives

- To understand the initial success of *Animal Farm* as it is portrayed in chapter 3
- To recognize the changes in the pigs' position
- To relate the novel to events in world history

### Notes to the Teacher

In the early summer hay-making season, the animals nearly all cooperate to bring in a successful harvest; the pigs, however, are accepted as supervisors, not workers. It has become apparent that the animals are not equal in intelligence. The pigs are the smartest, followed by the dogs. The others find literacy nearly impossible. While the domesticated farm animals try to live by the commandments, the wild creatures remain true to their instincts.

The discussion of the milk and apples makes it clear that the pigs are well on their way to becoming an upper class. They cleverly play on the other animals' fears to convince everyone that pigs need special treatment for the well being of the total animal community.

In this lesson, students first discuss events and characters in the chapter. They then consider parallels in human history. This research can be as limited or extensive as you wish it to be, and it can be extended to meet state and local standards for research papers and multimedia presentations.

### Procedure

1. Point out that chapter 3 begins in early summer, which is when farmers in the northern hemisphere usually bring in what is called the "first cut" of hay. Ask students how successful the animals are in this project. (This is a great harvest in which almost all of the animals cooperate wholeheartedly; the pigs' form of cooperation is supervision, not manual labor.)
2. Ask students to describe the role of the wild animals in this revolutionary *Animal Farm*. (The undomesticated animals seem skeptical and stay aloof.)
3. Ask students to explain the references to milk and apples. (The pigs want all of the milk and apples for themselves. The leaders convince the other animals that the milk and apples are especially essential to pigs' health, and if the pigs do not thrive, Mr. Jones will be back in charge.)

The other animals, who are not as intelligent as the pigs, do not see through this bit of propaganda, but the reader does.)

4. Distribute **Handout 9**, and assign an equal number of students to research each of the historical figures listed in part A. When the research is complete, pool information as a class, and ask students to record information on the handout.

### Suggested Responses

1. Idi Amin (1925–2003), sometimes referred to as the Butcher of Uganda, ruled from 1971 to 1979. He began life as the child of farmers, was abandoned early by his father, and joined the British Army, which was in control. After a coup in 1971, he became president; during his period of power he persecuted minorities and anyone who opposed his power. He was deposed in 1979 and went to Saudi Arabia, where he lived until his death.
2. Napoleon Bonaparte (1769–1821) was born in Corsica to a prosperous family. He supported the 1789 French Revolution. In 1799, after a coup, he became first consul; in 1804, he became emperor of France. He led numerous battles in efforts to subjugate the rest of Europe to France, and as emperor he led as lavish a palace lifestyle as the king ousted by the revolution. In 1815, he was forced into exile, where he died.
3. Adolf Hitler (1889–1945) early in life wanted to be an artist. Instead he became involved in the spirit of nationalism that swept over Germany in the wake of World War I. In 1933, he became chancellor and later führer of the Third Reich. He waged war throughout Europe to widen the German empire, and he perpetrated the murder of European Jewry. In the face of certain defeat, he committed suicide in 1945.
4. Saddam Hussein (1937–2006) was born to a family of shepherds, once taught school, and early supported revolution. He went into politics and, in 1979, became president of Iraq. He lived in personal luxury, and he ruthlessly suppressed all opposition. He was deposed in 2003. He was tried for crimes against humanity and was executed in 2006.
5. Benito Mussolini (1883–1945) was the son of a blacksmith who went into a military career. After a coup, by 1922 he was Premier of Italy. Like many other dictators, Mussolini fostered a cult of personality and made skillful use of propaganda; he also subjugated all opposition. He was assassinated in 1945.
6. Tsar Nicholas II (1868–1918) was the last monarch in Russia, the final of a long line of Romanov rulers. Of course, he and his family lived lives of great luxury in contrast to the needs

of the masses of ordinary people, a fact that helped precipitate the 1917 revolution. Nicholas II was executed in 1918.

7. Manuel Noriega (1934– ) was born in Panama City and pursued a military career. He became the head of a military government in Panama in 1983, was involved in drug smuggling, and was overthrown in 1989. In 2010, he was extradited to prison in France, to serve a seven-year term before being extradited back to Panama.
  8. Joseph Stalin (1878–1953) was born into a shoe repairman's family and became a leader in the 1917 revolution. He was a tyrannical ruler in Russia beginning in 1924 until his death in 1953 and was responsible for the deaths of many thousands of people because of numerous purges. He died of natural causes.
  9. Rafael Trujillo (1891–1961) was born into a storekeeping family in the Dominican Republic and for a time worked as a telegraph operator. He was elected president in 1930 and continued in that position until his assassination in 1961. He nurtured the cult of personality and ruthlessly oppressed any form of opposition.
  10. Mao Zedong (1893–1976) was born into Chinese peasantry, participated in the revolution, and went on to become president of the People's Republic of China. He was responsible for the Cultural Revolution and even today remains a controversial figure. He died of natural causes several decades after relinquishing the presidency.
5. Ask students to respond to part B of the handout. Follow with group discussion. (Revolutions tend to occur when individuals in one small ruling class enjoy great wealth and power while the majority of the people are powerless and poor. The handout includes figures from around the world who assumed leadership, often emphasized the cult of personality, and vigorously oppressed anyone who threatened opposition of any kind. In *Animal Farm* the revolution is still a fairly recent event, but it is evident that the initial idealistic commitment to equality is already fading. The ruling class of pigs may in time become as bad as or worse than Mr. Jones.)
  6. Assign students to read chapter 4.



6. Tsar Nicholas II

7. Manuel Noriega

8. Joseph Stalin

9. Rafael Trujillo

10. Mao Zedong (sometimes spelled Tse-Tung)

**Part B.**

**Directions:** Write a paragraph in which you relate the lives of the people listed in part A to events you see occurring in *Animal Farm*.



## Lesson 5

# The Battle of Cowshed

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### Objectives

- To understand events in the confrontation between humans and the citizens of Animal Farm
- To visualize key moments in the battle and its aftermath

### Notes to the Teacher

Chapter 4 centers on reactions of the surrounding community to the establishment of Animal Farm, on the humans' attempt to wrest control back from the animals, and on the victory of beasts over men in the Battle of Cowshed. The chapter stresses the tendency of revolutionary fervor to spread and the humans' unwarranted assumption of their own superiority. Snowball anticipated the possibility of attack and carefully planned a defense that sent the men running back the way they had come. Snowball is wounded in the scuffle, one sheep is killed, and a stable boy appears to have been killed by Boxer; the boy, however, recovers and is able to flee.

In this lesson, students first answer questions about the chapter. They then create visuals to depict various moments in the Battle of Cowshed. Students will need art materials and access to computer graphics.

### Procedure

1. Distribute **Handout 10**, and have small groups answer the questions. Follow with general discussion.

### Suggested Responses

1. Mr. Jones has been spending most of his time drinking in a pub and complaining about how badly his animals treated him.
2. The two neighbors on each side do not get along with each other and have very different personalities. Mr. Pilkington has Foxwood Farm, while Mr. Frederick has Pinchfield Farm. The two men are drawn into cooperation by the vaguely threatening situation next door.
3. People cannot imagine animals being able to manage a farm, and, in the absence of actually knowing what is going on, begin to make up stories that circulate as rumors.
4. The men have determined to take the farm out of the animals' control. Animals all over have been behaving in uncooperative ways, and the men want to reassert human control.

5. Snowball anticipated that the attack would come and laid elaborate plans ahead of time. Snowball is clever, and he is a good organizer.
  6. The men are routed but escape with no fatalities; one stable boy survives a blow to the head and manages to run away after the others. Snowball is grazed by a bullet, and one sheep is killed, but the animals are the victors.
2. Distribute **Handout 11**, and review directions with the class. Then have students use it to identify events and characters during the battle.

### Suggested Responses

In the first phase of the attack, the pigeons provide a messy pelting from above, and the geese peck enthusiastically at the invaders. Then four-legged animals proceed to butt and kick at the men. Still, the men are armed and appear most likely to win until they are lured into and trapped in the farmyard. Mr. Jones fires his gun, wounding Snowball and killing a sheep, but when the huge draft horse rears up and seems to kill a stable boy, the men panic and try to run away. The animals pursue and inflict what damage they can. Even the cat participates in the attack. All this time, Mollie is hiding in her stall. The animals hold a solemn funeral ceremony for the sheep and create awards for heroes.

3. Ask students to work alone or with partners to create visuals depicting one or more of the scenes in chapter 4. Encourage students to try to create images of a variety of scenes, and allow the use of both original artwork and clipart. When students have finished, have them share results with the rest of the class, and then display the work.
4. Ask students if any character seems suspiciously missing in the chapter. Lead them to see that Snowball is the undisputed leader and hero. Where is Napoleon? How will he feel about Snowball being a first class hero?
5. Have students read aloud the first part of chapter 5, through the mention that Mollie seems happy. Then use the following questions to discuss the section.
  - Why doesn't Mollie fit in with the others at Animal Farm? (Mollie is thoroughly domesticated. She likes pretty ribbons and sweet treats; she does not like doing farm work. She enjoys attention from people.)
  - What behaviors make her stand out from the others? (She gets out of as much work as possible and whines about not feeling well.)

- What does Clover say to Mollie? (Clover unsuccessfully tries to get Mollie to be loyal to the principles of Animal Farm.)
  - Where does Mollie end up? Is this good news or bad news? (The pigeons report that she is pulling a carriage and seems quite happy. Her escape is proof that not everyone at Animal Farm is happy. Perhaps further signs of discontent will also emerge.)
6. Assign students to complete the reading of chapter 5.



## Picture That!

**Directions:** The Battle of Cowshed is full of memorable scenes, some rather humorous, others quite serious. Write descriptions in the spaces below.

The Attack by the Pigeons	The Skirmish with the Geese
Butting and Kicking	Mr. Jones and the Gun
Boxer and the Stable Boy	The Chase in the Farmyard
The Role of the Cat	Mollie in Hiding
The Funeral	The Awards Ceremony



## Lesson 6

# Out with Snowball, in with Napoleon

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### Objectives

- To understand the growing conflict between Snowball and Napoleon and the end result
- To learn and understand techniques of propaganda

### Notes to the Teacher

Chapter 5 presents a major turn in the story, as Snowball is driven away and Napoleon takes stern control. The differences between the boars are stressed when they are introduced in chapter 2. Events in chapter 5 make it clear that, while Snowball is energetically making plans to modernize the farm, Napoleon is preparing to get rid of Snowball and to heighten his own power. Students are likely to see parallels in the stories of some of the political figures they researched during Lesson 4.

Here and elsewhere in the novel we see propaganda at work, and it is also a force all around in everyday life. The main problem with propaganda is that it is not at all concerned with the truth or with facts; the total focus is to persuade or convince the audience to believe and act in a certain way.

In this lesson, students discuss the revolutionary pattern evident in chapter 5. They then analyze propaganda devices in both the novel and daily life.

### Procedure

1. Ask students what dramatic change takes place at Animal Farm in chapter 5. (Snowball, so recently honored as a hero, is driven away, and Napoleon takes over completely.)
2. Ask students how the other animals react. (The other animals, long convinced that only the pigs are intelligent, are bewildered and easily convinced that Napoleon knows best.)
3. Remind students that *Animal Farm* is an allegory, and George Orwell inserts many allegorical elements in this chapter. Distribute **Hand-out 12**, and ask partners to complete the chart.

### Suggested Responses

1. The unpopular and sometimes unjust leader is Farmer Jones.
2. The majority of animals at Manor Farm are underfed and overworked. On the day of the revolt, they are not fed at all.

3. These would include the pampered mare, Mollie, and the raven, Moses.
  4. Old Major is the original visionary leader, followed by Snowball.
  5. Squealer keeps busy polishing the image of whoever is in charge.
  6. The dogs and Mollie, to some extent, fit into this category.
  7. Benjamin the donkey is definitely the cynic, skeptical that anything will ever change for the better.
  8. Boxer epitomizes this, along with many of the other animals.
  9. The dogs, raised and trained by Napoleon, are the very aggressive police.
  10. “Beasts of England” is part of the legacy left by Old Major.
  11. “Four legs good, two legs bad” serves as a motto.
  12. Napoleon has long been scheming to get rid of Snowball and take total control.
  13. All of the animals who do their best to pitch in and help on the farm represent ordinary people.
  14. All of the humans represent enemy forces.
  15. The pigeons, aptly enough, are the master spies.
4. Ask students to define the term *propaganda*. Lead them to see that propaganda is language intended to shape attitudes, beliefs, and behaviors regardless of facts or truths. Explain that we all meet propaganda every day in the form of advertisements and political speeches. The main problem with propaganda is that, if we are not wary, it can convince us of something that simply is not true.
  5. Distribute **Handout 13**, and discuss the examples with students. Ask them to cite other examples from everyday life. (A claim that a certain brand of toothpaste is the best does not necessarily make that so. A politician’s claim to be the best person for the job should not be enough to win the election.)
  6. Have small groups complete the application of propaganda to *Animal Farm*.

### Suggested Responses

- The cult of personality is beginning to emerge with Napoleon and the idea—unsubstantiated—that he knows best. Squealer will play a big role in using this device.
- Name-calling is apparent in the association of cannibalism and promiscuity with Animal Farm. It is also evident in statements about Snowball after his departure. It amounts to demonizing the enemy.

- Slogans and anthems can exert a powerful appeal because they are simple, sometimes simplistic. The “four legs good” slogan may prove to be deceptive in the end.
  - Disinformation is particularly insidious because it erases truth from the playing field. Squealer, at Napoleon’s behest, embarks on a trail of disinformation regarding Snowball and the windmill. The idea is to convince people that what they thought was true is not true and therefore to undermine their ability to think for themselves.
  - The leaders successfully evoke fear every time they suggest the possible return of Farmer Jones. This is a way to control the other animals.
7. Assign students to read chapter 6, and ask them to keep alert for propaganda devices.

## Patterns of Revolution

**Directions:** Revolutions are often characterized by certain types of people and behavior. Read the information below, and apply it to *Animal Farm*.

Characteristic	<i>Animal Farm</i>
1. An unjust or unpopular leader, often one who is seen as oppressive and selfish	
2. A large group of individuals who feel that they have been treated badly	
3. People who supported and did well under the old leaders	
4. Idealistic leader(s) to appeal to the enthusiasm of the masses	
5. Public relations specialists to tend to the leadership image	

<b>Characteristic</b>	<b><i>Animal Farm</i></b>
6. Materialists who want nothing more than to profit from the revolution	
7. Cynics who believe that, no matter what happens, things will never change for the better	
8. Hard-working, ordinary people who believe in the ideals of the revolution	
9. Secret police used by the leadership to maintain control	
10. A national anthem to evoke patriotic fervor	

<b>Characteristic</b>	<b><i>Animal Farm</i></b>
11. A revolutionary slogan to keep the spirit at the forefront of thought	
12. Opposition leaders who are eager to take over from the idealists	
13. Ordinary people who just want a decent life and know little of politics	
14. Enemies who oppose the beliefs and policies of the revolution	
15. Undercover agents to report information	

## Propaganda Devices

**Directions:** Read the information about some of the techniques used to make propaganda convincing. Then find examples of each in *Animal Farm*.

*Cult of personality*—Creating an image of a charismatic, powerful, and attractive leader who will magnetize people’s loyalty and approval; very evident in situations such as Hitler’s Germany, Mussolini’s Italy, and Trujillo’s Dominican Republic

*Name-calling and character smears*—Associating repugnant characteristics with a person or group without any proof, solely in order to evoke disapproval; evident in Senator Joseph McCarthy’s “Red Scare” campaign in the 1950s

*Slogans and anthems*—Catchy phrases and songs to get and keep people’s attention; capitalize on the idea that if we hear something often enough we will come to believe it; example: “When the going gets tough, the tough get going.”

*Disinformation*—Deliberately denying the accuracy of the truth and planting erroneous ideas in people’s minds; for example, proclaiming that the Holocaust never occurred

*Capitalizing on fear and insecurity*—Evoking people’s anxieties to prompt either action or inaction; often used in political campaigns, for example, “A vote for my opponent is a vote for a declining economy.”



## Lesson 7

# The Windmill

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### Objectives

- To understand events and characters in chapter 6
- To focus on Napoleon as both a literal and an allegorical figure

### Notes to the Teacher

Chapter 6 shows Napoleon resurrecting the windmill project and claiming it as his own idea. The animals, especially Boxer, work very hard to create the windmill, but it is demolished in a storm. Napoleon takes advantage of this to demonize Snowball and declares another effort to build the windmill. Meanwhile, the pigs have moved into the house, and the original commandments have been altered. The propaganda devices discussed in the previous lesson continue to be present here, especially emphasis on the cult of personality, character smears, and controlling people by manipulating their fears.

When Napoleon is briefly introduced in chapter 2, we learn little except that he is a Berkshire boar, he does not talk a lot, he tends to get what he wants, and he seems more complex than Snowball. At first, Napoleon seems to take a back seat in terms of leadership; chapter 5 shows that all along he has been planning ahead for a coup. In chapter 6, he is fully in charge and the idealism that started Animal Farm is being tainted by pragmatism and materialism. Critics who see the novel as an allegory about the Russian Revolution in 1917 believe that Napoleon represents Joseph Stalin.

In this lesson, students first address the general question of what is happening at Animal Farm; they then discuss events in chapter 6. Finally, they look at ways the story parallels the Russian Revolution.

### Procedure

1. Ask students how chapter 6 shows Animal Farm in a process of change. (Snowball is gone, and Napoleon is the sole leader, assisted by his public relations agent, Squealer. Despite the original commandments, the pigs now live in the house and sleep on beds, and Napoleon plans to do business with humans. There is so much emphasis on building the windmill that a food shortage seems likely in the future. Napoleon and Squealer know exactly how to manipulate the other animals.)

2. Point out that the chapter builds on the propaganda devices that began to be apparent earlier. Ask students to point out examples of the cult of personality, character smearing, and manipulation.

### **Suggested Responses**

- Napoleon is assuming the aura of an all-wise leader committed to the well-being of Animal Farm and willing to make any sacrifices necessary. When the other animals feel uneasy about something, Squealer convinces them that Napoleon knows best. In actuality, it seems that Napoleon is secretive and power-hungry with an eye out for his own pleasures.
- The destruction of the windmill becomes a tool to demonize Snowball and portray him as a master villain. There is a reward for his apprehension and a likely death sentence if he is caught.
- Any time the animals seem uneasy or troubled, they are reminded of the very undesirable possibility of the return of Farmer Jones.

3. Distribute **Handout 14**, and have small groups answer the questions.

### **Suggested Responses**

1. The animals have little experience with creating windmills and few tools. They have to spend a lot of time breaking limestone boulders into usable pieces.
2. Boxer, true to his motto, is working very hard, and Clover is worried about his health—possibly an example of foreshadowing.
3. Napoleon announces that it is necessary for Animal Farm to do business with the world of men—something inimical to the original spirit of the revolution.
4. The dogs are like the military police, fiercely protective of and loyal to Napoleon.
5. Squealer simply denies that the rules the animals think they remember were ever there.
6. The windmill on which the animals worked so hard is destroyed by gale-force winds.
7. The ostensible reason for the threat of execution is the idea that Snowball came back during the night to destroy the windmill, certainly an act of treason. The real reason may be the possibility that Snowball could return and be a danger to Napoleon continuing as the leader of Animal Farm.

4. Distribute **Handout 15**, and have students complete the chart. They will find it helpful to have access to the Internet.

### **Suggested Responses**

1. Like Marx, Old Major dies before the actual revolution at Manor Farm takes place but is responsible for the philosophy behind it, Animalism, and the idea of creating a society of total equality.
  2. Also like Marx, Old Major was a strong believer in the need for the masses to escape the control of the wealthy few. The novel does not include a young boar to represent Lenin during and after the Revolution.
  3. Snowball is a clear representation of Trotsky, an idealist committed to the new state and outmaneuvered by the competition. Like Trotsky, Snowball is an exile viewed unfairly as a political criminal.
  4. Napoleon represents Stalin, not good at rhetoric, but very effective with wielding power and suppressing enemies.
  5. The dogs, trained from puppyhood by Napoleon, are Animal Farm's KGB, ready for a fierce attack on any opposition
5. Assign students to read chapter 7.

## ***Animal Farm: Chapter 6***

**Directions:** Use the following questions to review the chapter.

1. Why is building the windmill such a difficult task?
2. Why is Clover worried about Boxer?
3. What new policy does Napoleon announce?
4. What role do the dogs play at Animal Farm?
5. How does Squealer use disinformation when the other animals become confused about events?
6. What happens to the windmill?
7. Why does Napoleon announce a death sentence for Snowball?

## ***Animal Farm* and the Russian Revolution**

**Directions:** *Animal Farm* is often viewed as an allegory about the Russian Revolution in 1917, although the novel can also be seen on a broader level as symbolic of all revolutionary attempts. Read the information in the column on the left, and complete the column on the right by determining which character parallels the historical figure and the ways in which the character does so.

<b>Russian Revolution</b>	<b><i>Animal Farm</i></b>
<ol style="list-style-type: none"><li data-bbox="230 583 857 840">1. Karl Marx (1818–1883) was a German philosopher, economist, and politician and is often called the Father of Communism. He saw history as a series of class struggles and thus opposed capitalism. Marx created the theory behind socialism.</li> <li data-bbox="230 1260 857 1512">2. Vladimir Lenin (1870–1924) was a true revolutionary and a follower of Marx’s ideas. He was the key figure in the Russian Revolution, after which he became the undisputed leader of the new Soviet Union until he died of a stroke in 1924.</li></ol>	

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**Russian Revolution**

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***Animal Farm***

3. Leon Trotsky (1879–1940), one of the major figures in the Russian Revolution and a friend of Lenin, was a powerful writer and thinker. After Lenin’s death in 1924, he and Stalin were engaged in a power struggle; Trotsky lost and was exiled. Eventually he settled in Mexico, where he was assassinated, probably by an agent of Stalin.
  
4. Joseph Stalin (1878–1953) was not a dominant figure during the Revolution, but Lenin found him useful afterward. After Lenin’s death, Stalin took control, had Trotsky exiled, and ruled in Russia until he died in 1953. Stalin helped lead to Allied victory in World War II, but he was also responsible for millions of deaths in many purges.
  
5. The KGB was the security police until the collapse of the Soviet Union in 1991. The security police had their roots immediately after the Revolution as Lenin’s tool to protect the new nation. The KGB continued as a ruthless tool of Stalin until his death.

## Lesson 8

# Carnage in the Farmyard

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### Objective

- To recognize and understand Napoleon’s brutal dictatorship

### Notes to the Teacher

Chapter 7 presents carnage in the farmyard, as various animals supposedly guilty of collaborating with the enemy, Snowball, are executed by Napoleon’s dogs. It is evident that Napoleon will accept no opposition. Clover and many other animals go out into the field to think things over and finally sing “Beasts of England,” only to be informed by Squealer that they can no longer use that anthem. The revolution is over, and a new song has been devised.

By now the reader can see what the animals cannot bear to see: Napoleon is ten thousand times more malevolent than Farmer Jones. The ideals of the revolution that turned Manor Farm into Animal Farm are in shambles, and the revolution is a dismal failure. The innocent animal victims are helpless in its wake.

In this lesson, students begin by summarizing events in the chapter. They then compare and contrast Mr. Jones, Snowball, and Napoleon as leaders at the farm. Finally, they give additional attention to uses of propaganda.

### Procedure

1. Ask students the following questions.
  - What is the purpose of filling a grain bin with sand and then putting a little animal feed on the top? (This is propaganda to convince observers that Animal Farm has more than enough food to keep the animals happy all winter. In fact, there is a serious food shortage.)
  - Why do the hens get upset? (Napoleon has decided to market their eggs to get money to buy food. This goes directly against the dream Old Major expressed in the first chapter.)
  - What has Snowball come to symbolize? (Napoleon and Squealer have demonized Snowball, who now seems like a dangerous arch-villain.)

- What unprecedented actions take place in the farmyard? (There is a ruthless slaughter of animals who have not demonstrated total allegiance to Napoleon. Even the noble Boxer is almost attacked, but he pins one of the dogs to the ground and terrifies the others. The remaining animals are confused and saddened.)
  - What happens to “Beasts of England”? (Old Major’s anthem is no longer legal and is being replaced by a new song written by one of Napoleon’s minions.)
2. Distribute **Handout 16**, and have small groups complete the exercise.

### Suggested Responses

1.
  - a. Farmer Jones viewed the animals as possessions and used them for his own benefit. He sometimes neglected them and occasionally seemed cruel.
  - b. Snowball was an effective military leader, organizer, and inventor. He showed no inclination to harm the other animals.
  - c. Napoleon has trained an army of dog assassins and demands absolute allegiance. He gradually revises and reverses the original seven commandments of Animalism.
2. A scapegoat is someone or something that is forced to carry the guilt and responsibility actually owned by others. Snowball becomes the scapegoat for everything unfortunate that happens at Animal Farm.
3. Privileged classes generally supervise or avoid work; labor is something done by the common people. Work is an important equalizer.
4. The animals see the windmill as a way to reduce their workloads and increase productivity; however, building the windmill makes them more like humans, and the process leads to a serious food shortage and massive overwork. Animal Farm might have been better off if no one ever even thought of a windmill.
5. Napoleon is smart and knows he needs strong enforcers to keep control.
6. The sheep mindlessly echo what Napoleon and Squealer say and outbleat anyone who has an objection or a question.
7. The executions demonstrate Napoleon’s power and generate an atmosphere of terror and confusion.
8. Squealer is an opportunist and a pragmatist. He skillfully aligns himself with and supports the powers-that-be.

9. Ideally, a person can have great power and use it to benefit others. History shows, however, that the acquisition of power tends to make people ruthless in efforts to stay powerful. A balance of power can help to keep everyone more honest.
3. Remind students that they have seen many examples of propaganda in *Animal Farm*, and explain that doublespeak involves euphemisms intended to deceive the audience. Propagandists often employ doublespeak to give a pleasant sound to something not so pleasant. For example, people might be told that a student withdrew from a school when that person was actually expelled. Distribute **Handout 17**, and have small groups complete the exercise.

### Suggested Responses

1. *Air support* suggests a comfortable mattress, but it actually means bombing during a battle or a siege.
  2. This certainly sounds better than being in prison, jail, or the penitentiary.
  3. This innocuous sounding phrase was used during World War II to describe the killing of millions of innocent men, women, and children in Europe.
  4. Companies use this term when they lack profit margins and need to scale back by reducing the number of employees; it sounds better than having to admit to firing people.
  5. Being vertically challenged sounds so much more sophisticated than being short.
  6. It sounds classier to be a “domestic engineer” than to be a stay-at-home husband or wife.
  7. Ethnic cleansing actually involves the terrible goal of eradicating minorities.
  8. *Specialist* always connotes advanced education or training, so this word adds a lot of pizzazz to the job description of a taxi or limousine driver.
  9. This sounds a lot better than being called a lazy good-for-nothing.
  10. When companies outsource, they have work done by outsiders who demand less compensation. The term omits the sense of trying to reduce benefits to employees.
  11. This sounds much better than a premeditated and unprovoked attack.
  12. A casualty sounds accidental and unavoidable, unlike a victim.
4. Assign students to read chapter 8.





## Doublespeak

**Directions:** One tool of propaganda is doublespeak, the use of pleasant-sounding words to replace harsh or painful realities. Doublespeak is intended to deceive and can be found in just about every segment of society. Explain each of the following.

1. air support
2. internment facility
3. the final solution
4. downsize
5. vertically challenged
6. domestic engineer

7. ethnic cleansing

8. urban transport specialist

9. underachiever

10. outsource

11. preemptive war

12. casualty



## Lesson 9

# The Battle of the Windmill

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### Objectives

- To summarize events in chapter 8 of *Animal Farm*
- To examine the roles of the animals' commandments and the ways those commandments change

### Notes to the Teacher

Chapter 8 stresses the cult of personality as it relates to Napoleon, the Battle of the Windmill, and the discovery of Squealer in the act of modifying the list of commandments. Napoleon basks in the adulation of the other animals and tries to outwit humans in business dealings, but is himself outwitted. Then men attack Animal Farm, kill some of the animals, and destroy the finally completed windmill. The enraged animals finally manage to rout the human forces, and Squealer deftly turns the whole event into a celebration of Napoleon's greatness. The crash in the middle of the night tells readers—although the animals do not get the message—that Squealer has been changing the original commandments to reflect the changing lives of the pigs.

In this lesson, students summarize events in the chapter. They then focus on the original commandments and on ways those rules have changed. Finally, they consider the definition of utopia and design lists of rules to create a contemporary perfect society.

### Procedure

1. Point out that Clover has occasionally noted that she made mistakes in remembering the original commandments. Ask why she made these mistakes. (She was not mistaken—the commandments were being secretly altered, and we find out in chapter 8 that Squealer has been the change agent, although the animals seem mostly mystified by the evidence.)
2. Have small groups complete **Handout 18**.

### Suggested Responses

1. The windmill is finally completed, and the animals feel tired but exhilarated at the same time. Then the humans attack and use dynamite to raze it to the ground. This makes the animals so angry that they forget their fear and chase the men off the farm.

2. Napoleon tries to play his neighbors against each other in an effort to profit from the business deal over the wood pile. He might be smart, but he gets outsmarted by the men who undoubtedly have more experience with business shenanigans. Mr. Frederick pays for the wood with counterfeit money and then leads an attack on Animal Farm.
  3. The animals are coerced into deference, respect, and even awe.
  4. The men are armed, and they injure and kill many of the animals, who are unable to defend themselves and did not have Snowball to help to prepare for such an attack. As their final stroke in the battle, the men explode the windmill, which galvanizes the animals into defensive action. Squealer declares a great victory, but even Boxer harbors doubts about that.
  5. The animals discover that Squealer, armed with paint and paint brush, has fallen off a ladder by the commandments.
3. Explain that the term *utopia* is used to represent an imaginary perfect society. Over the centuries, there have been various attempts in both literature and real life to create utopias. Old Major's dream is one example: a perfect world for four-legged and winged creatures. After the revolution at Manor Farm, the pigs establish seven commandments to guide behavior in the new Animal Farm. Ask students to identify the seven commandments.

### Suggested Responses

- Whatever goes upon two legs is an enemy.
  - Whatever goes upon four legs or has wings is a friend.
  - No animal shall wear clothes.
  - No animal shall sleep in a bed.
  - No animal shall drink alcohol.
  - No animal shall kill any other animal.
  - All animals are equal.
4. Point out that over time the commandments get revised, and explain that this kind of modification in a plan is not unusual. For example, someone might begin a new year with a resolution not to eat candy and then, within a few weeks, modify it with the phrase "except on weekends" or "except in times of stress."
  5. Ask students to identify the changes that have already been made in the commandments of Animalism (no beds with sheets, no excess alcohol, no killing without a good reason). Ask students to identify other possible future changes in the commandments. (Possibilities abound: no clothes when working outdoors; no animals "except pigs"; not all animals are equal.)

6. Distribute **Handout 19**, and have small groups complete the activity. Some suggestions follow, but answers will vary.

### Suggested Responses

1. ... unless it is too hard.
  2. ... when the park ranger is in sight.
  3. ... unless you can declare bankruptcy.
  4. ... unless you need help.
  5. ... unless she is very pretty.
  6. ... when there is a police car in sight.
  7. ... unless you can get away with infractions.
  8. ... unless you are in a hurry.
  9. ... if you are likely to get caught.
  10. ... unless you are bigger than the people in front of you.
7. Divide the class into groups, and ask students to suppose that they and a group of friends went to live on a Caribbean island with no other people, no outside interference, plenty to eat and drink, no germs or viruses—in other words, with the opportunity to form a society with absolutely no problems. Have groups collaborate to create lists of rules that would be necessary to make this perfect society work out. When students have finished, pool results as a whole class. (Possibilities abound: clean up your own mess; do not hoard food; use only one area as a lavatory, and keep it sanitized; once you pick a mate, be faithful to that person; respect other people's possessions and limitations.)
  8. Ask students why utopias always fail. (People are not perfect. It is all too easy for greedy and power-hungry people to take advantages of idealists.)
  9. Distribute **Handout 20**, and have students complete the chart independently. Follow with discussion, and have students try to reach consensus on one favorite animal. (Boxer is often the favorite, but students can play devil's advocate by choosing another possibility, e.g., the irascible Benjamin for endurance and pragmatic realism.)
  10. Assign students to read the rest of the novel. You will probably want to allow several days for students to read the final chapters.



## Hedging on the Rules

**Directions:** In *Animal Farm* we see how the pigs modify the original commandments to suit their own practices and desires. This shows how easily a propagandist can manipulate language and minds. Copy Squealer, and add phrases to the following rules to make them easier to live by.

Rule	Modification
1. Do unto others as you would have them do unto you.	
2. Keep off the grass.	
3. Always pay your debts.	
4. Ask not what your country can do for you.	
5. Thou shalt not covet thy neighbor's wife.	

<b>Rule</b>	<b>Modification</b>
6. Never drive more than five miles per hour above the speed limit.	
7. Abide by the dress code.	
8. Pause for a full five seconds at stop signs.	
9. Never take someone else's work and present it as your own.	
10. Wait your turn in line.	

## Who's Who at Animal Farm

**Directions:** Some of the animals become very distinct personalities and evoke responses of affection, admiration, amusement, or resentment from readers. Use the columns to identify the animals and to describe your responses.

Animal	Description	Responses
1. Benjamin		
2. Boxer		
3. Clover		
4. Mollie		

<b>Animal</b>	<b>Description</b>	<b>Responses</b>
5. Muriel		
6. Napoleon		
7. Snowball		
8. Squealer		

## Lesson 10

# Manor Farm Once More

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### Objectives

- To recognize the erosion of the idealism at Animal Farm
- To understand the transformations at the end of the novel

### Notes to the Teacher

By chapter 9, a significant amount of time has passed since Old Major's death and the revolution, and for most of the animals Mr. Jones is now just a dim memory. The food shortage continues, and life consists primarily of work and sleep. Boxer overworks in efforts to rebuild the windmill and is sent to be killed, although the pigs pretend he is being sent to the hospital. Too late, Benjamin points out the wording on the van that picks him up, and Boxer is gone. Squealer, in true propagandist mode, makes up an elaborate story about Boxer's death; the animals believe it, but readers do not.

In chapter 10, even more time has elapsed, and few of the animals present for Old Major's speech in chapter 1 are still alive. The seven commandments have been eradicated, and in their place is only one: "All animals are equal, but some animals are more equal than others." The pigs start wearing clothing and have learned to walk on two legs. By the end, they are socializing with humans, and pigs and men have become indistinguishable.

In this lesson, students first discuss characters and events in the two chapters. They then compare and contrast the revolutionary anthem "Beasts of England" with the poem Minimus wrote in honor of Napoleon.

### Procedure

1. Ask students for their initial responses to the novel's closing chapters. (Students are often angry about the killing of Boxer, and by the end, they usually hate all of the pigs. They may predict another revolution in the future, but who would be capable of assuming leadership?)
2. Distribute **Handout 21**, and have small groups answer the questions.

### Suggested Responses

1. The memory of Mr. Jones has mostly faded from their minds.
2. Food is still scarce, and they have to work very hard. Because of the sale of eggs, the chickens have a hard time maintaining a stable population.
3. The animals have a lot of ceremonies, and Squealer is always there to keep the propaganda flowing.

4. Boxer overstrains himself working and falls to the ground. He rests for a few days and then a vehicle arrives, supposedly to take him to the hospital, but actually to take him to be killed.
  5. Squealer tells detailed lies about Boxer's moving death scene in order to placate the animals.
  6. By the end the pigs not only live in the house, but they like to get drunk; they also learn to walk on their hind legs, and they wear clothes.
  7. Suddenly two legs are very good indeed, a complete reversal of the spirit of Animalism.
  8. The seven commandments have been obliterated and replaced with the oxymoronic statements that some animals are more equal than others.
  9. Napoleon is returning to the original name, Manor Farm.
  10. The animals look through the windows and find that it is impossible to distinguish the pigs from the men.
3. Remind students that *Animal Farm* is an allegory, not a story about real animals and real people. Obviously, pigs cannot turn into human beings. Ask students what the ending means. (Having acquired absolute power, the pigs become identical with the oppressor they helped to rout years ago, Mr. Jones.)
  4. Remind students of earlier discussions about the novel as an allegory about revolutions, including but not limited to the Russian Revolution. Remind students that the United States had a revolution in 1776 but did not fall into the typical revolutionary pattern. Why not? (When the colonists defeated the British, they did not establish a monarchy, at least partly because George Washington refused to become the king. From the beginning there was a concept of balancing powers, and this became refined into the executive, legislative, and judicial branches of the government. Although the concept of everyone being equal was not evenly applied at first, democracy remained the ideal, and equality has been enhanced over the centuries, not curtailed.)
  5. Have students complete **Handout 22**.

### Suggested Responses

1. "Beasts of England" shows a utopian dream of freedom from slavery and plenty of food. It is a song of hope for a golden age of animals.
2. The song has a catchy tune, is easy to sing, and voices ideals that appeal to the animals.
3. It helps to forge a spirit of unity, and it keeps the utopian dream at the forefront of the animals' minds.

4. The new song does not center on ideals; it focuses on the preservation and safety of the institution. Instead of Animal Farm being for the animals, the animals are supposed to be for Animal Farm.
5. The poem celebrates the cult of personality and glorifies Napoleon, giving him credit for everything, even for things the animals do not have, such as sufficient food. The song supports the dictatorship.
6. Animal Farm begins with an idealistic spirit, but in time the dream fades and the farm becomes as despotic as it once was, even to the point of regaining its original name.





## “Beasts of England” and “Comrade Napoleon”

**Directions:** In chapter 1, Old Major teaches the other animals the anthem “Beasts of England,” which expresses the spirit of the revolution at Manor Farm. In chapter 8, we see the poem Minimus wrote in honor of Napoleon, which expresses the spirit of the farm years after the revolution. Answer the following questions.

1. Reread “Beasts of England.” What do the lyrics emphasize?
2. Why does the song catch on so quickly among the farm animals?
3. What does the song contribute to the revolution?
4. At the end of chapter 7, we find that “Beasts of England” has been officially replaced with a new anthem. What does the new song emphasize?
5. Reread the poem “Comrade Napoleon.” What does Minimus stress?
6. What do the three works show about the development of Animal Farm?

## Lesson 11

# Themes and Morals

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### Objectives

- To consider *Animal Farm* as a fable, a fairy tale, an allegory, and a myth
- To recognize the disintegration of idealism into totalitarianism
- To articulate George Orwell's central themes

### Notes to the Teacher

There are technical differences to distinguish fables, fairy tales, allegories, and myths, but they have a lot in common. The characters are usually fairly one-dimensional, without the complexity characteristic of real people. They can usually be divided into opposite categories: workers and nonworkers, good and bad, intelligent and stupid, idealistic and pragmatic. In *Animal Farm*, Mollie is silly and vain, while Clover is wise and generous. Benjamin is pessimistic, while Boxer is optimistic. Napoleon is lazy, while Snowball is energetic.

Students have seen that the revolution so idealistically predicted in the opening chapter by Old Major seems to inevitably devolve into a cruel tyranny. By the end, the animals, most of whom know nothing about Mr. Jones and were born after the revolution, are in slavery much as their ancestors were when humans were in charge.

The themes here are quite direct. Revolutions begin with idealism and end in the same sort of tyranny that originated them. Absolute power is a corrupting force. Idealists are easily defeated by ruthless realists. Intelligent citizens are essential to keep political leaders honest. Propaganda deceives those who are unaware of its devious tricks.

In this lesson, students describe fables, fairy tales, allegories, and myths, and they focus on the characters as types. They then note the sequence of events leading from beginning to end. Finally, they articulate themes.

### Procedure

1. Ask students to use print materials or the Internet to define the following terms:
  - *Fable* (a story that conveys a moral and often has animal characters)
  - *Fairy tale* (an imaginative story emphasizing miraculous events and transformations)

- *Allegory* (an extended metaphor in which characters stand for abstractions)
  - *Myth* (a story developed to explain some aspect of reality)
2. Distribute **Handout 23**, and have small groups complete part A.

### Suggested Responses

1. Napoleon and Snowball are opposites representing evil and good.
  2. Clover is Mollie's opposite, one wise, the other foolish.
  3. Boxer is a worker, unlike the pigs, who are idlers.
  4. Unlike pragmatists like Mollie and the cat, Clover is a caring and idealistic figure.
  5. Mr. Jones is the opposite of all of the animals at the beginning, the human who has enslaved them, representing power in contrast to weakness.
  6. Benjamin's pessimistic realism contrasts with the optimistic idealism of the other animals.
  7. The sheep are stupid, weak, and easily led, unlike the dogs and pigs who used intelligence to gain control.
3. Conduct a discussion based on part B of the handout.

### Suggested Responses

1. Mr. Whymper is devious and servile to Napoleon, just as Squealer is.
  2. By the end, Napoleon is much like Mr. Jones.
  3. Mollie represents vanity and self-centeredness.
  4. The raven seems to represent false promises and laziness.
  5. The sheep represent the common masses of people, easily led and fooled by propaganda.
  6. The dogs are the police, totally controlled by the government and ruthless in doing their duty.
4. Distribute **Handout 24**, and review directions with the class. Then ask students to complete the activity. (The best diagram would be a circle, as at the end the animals are in the same situation they were at the beginning. Events go in the following order: Old Major's dream, forgetting to feed, Battle of Cowshed, Snowball's flight, the poem, the woodpile deal, Boxer leaving, end of seven commandments, celebration, return of Manor Farm.)
5. Distribute **Handout 25**, and have students complete part A individually. Follow with discussion of students' decision
6. Assign students to complete part B of the handout.

## Categories of Characters

### Part A.

**Directions:** In fables, fairy tales, allegories, and myths, characters are not fully developed; they represent qualities and are not intended as real people.

The characters in *Animal Farm* can be divided into various categories: good and bad, powerful and weak, honest and deceptive, workers and idlers, leaders and followers, idealists and pragmatists, stupid and intelligent.

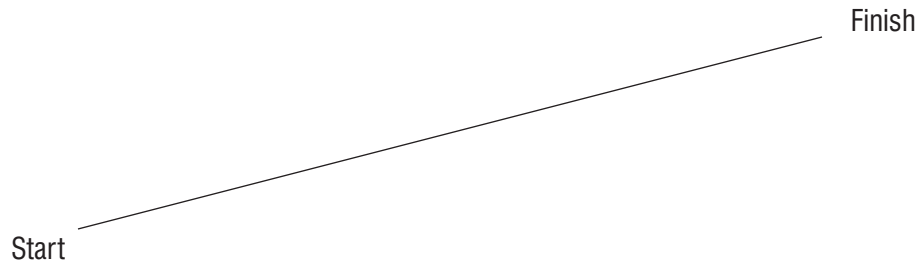
In the chart below, identify opposites for the characters and specific general categories.

Character	Opposite	Category
1. Snowball		
2. Mollie		
3. Boxer		
4. Clover		
5. Mr. Jones		
6. Benjamin		
7. Sheep		



## The Revolution Revolves

**Directions:** A revolution's aim is progress for the people. A chart showing its intended direction would look like this:



Events would begin with a revolt and end with happy and productive citizens with a good government.

Number the following events in the order in which they occur in *Animal Farm*. Then devise a chart to show the pattern of this revolution.

\_\_\_\_\_ Boxer is taken away.

\_\_\_\_\_ Snowball is driven away from the farm.

\_\_\_\_\_ Old Major shares his dream of freedom.

\_\_\_\_\_ Mr. Jones forgets to feed the animals.

\_\_\_\_\_ Napoleon announces that Animal Farm will now be called Manor Farm.

\_\_\_\_\_ Mr. Frederick cheats Napoleon in the deal over the woodpile.

\_\_\_\_\_ Minimus presents a poem in honor of Napoleon.

\_\_\_\_\_ The animals win the Battle of the Cowshed.

\_\_\_\_\_ The seven commandments are deleted and replaced with one rule.

\_\_\_\_\_ The pigs have a celebration with humans.

## Thematic Considerations

### Part A.

**Directions:** Below are some statements that might be considered themes of *Animal Farm*. Indicate whether you agree (A) or disagree (D) with the statements, and provide brief explanations of your responses.

\_\_\_\_\_ 1. Revolutions usually fail to produce the dream that motivated them in the first place.

\_\_\_\_\_ 2. Individuals who have a lot of power tend to become corrupt.

\_\_\_\_\_ 3. People in political power need to be always alert for a possible betrayal.

\_\_\_\_\_ 4. The majority of people are easily fooled by clever propaganda.

\_\_\_\_\_ 5. Intelligent and educated citizens are essential if a revolution is to succeed.

### Part B.

**Directions:** Write a paragraph in which you explain one key insight you have developed because of your study of *Animal Farm*. Include evidence from the novel to support your idea.

## Lesson 12

# Putting *Animal Farm* on Stage

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### Objective

- To dramatize all or part of the novel

### Notes to the Teacher

*Animal Farm* has enough characters to give each student a role, possibly several roles, and this activity can appeal equally to students who love to be in the limelight and those who feel a little self-conscious unless they are part of a group. If you have used any of the film adaptations in class, students will be aware that directors can choose to omit characters. The first thing you and the class will need to do is identify which characters you wish to keep.

Sheep and dogs as groups are necessary. Essential individuals include Napoleon, Boxer, Snowball, and Squealer. You could choose to have a single actor take on all of the human roles. Students usually have a lot of fun with the roles of sweet Clover, vain Mollie, cranky Benjamin, helpful Muriel, and weird Moses. This dramatization can be as simple or as complex as you and the students want it to be.

Plays need audiences, and you may want to invite parents to attend, to stage a production as an all-school assembly, or to create and sell videos of the show. Students will need materials to create masks.

If your students tend to think they are above this sort of activity, you can easily adapt it to a multimedia project.

### Procedure

1. Explain that the class is going to plan and present a dramatization of *Animal Farm*. Have students collaborate to create a list of characters from the novel that they want to include in their dramatization.
2. Assign roles, and encourage students to accept multiple positions. For example, the student playing Snowball can become a sheep in the second half of the show. Make sure that every student has a part.
3. Explain that students should all wear similar clothing for the performance, and decide what that will be: blue jeans and black t-shirts are possibilities. The only costumes will be masks.
4. Have students create masks. Sheep and dogs should collaborate to create similar masks. The Internet can be a helpful source for details of appearance.

5. Have students use their copies of the book to walk through the show and decide which parts to portray. As they proceed, have students highlight or make note of their own lines.
6. Assign students to create a simple backdrop of fields and a barnyard; assign another group to provide musical background. It can be helpful to assign a narrator to keep things going and to alert students to their times on stage.
7. Allow sufficient time for students to prepare for the dramatization.
8. Even if the dramatization is a live performance, try to have a video made to show the class later. This will give students a broader perspective than that of their own limited roles.
9. Afterward, distribute **Handout 26** for use as a self-evaluation.

## ***Animal Farm* Performance Evaluation**

**Directions:** Use the following criteria to evaluate your achievement and participation on a scale from 1 to 5; a 5 indicates superior achievement. Include any comments that are necessary to explain your self-evaluation.

- \_\_\_\_\_ 1. The class cooperated to produce an interesting production.
- \_\_\_\_\_ 2. The play we performed was an accurate portrayal of characters and events in *Animal Farm*.
- \_\_\_\_\_ 3. We were able to stay in character and not distract the audience or each other.
- \_\_\_\_\_ 4. I designed an effective and interesting mask for my character(s).
- \_\_\_\_\_ 5. I was involved in the action for much of the show.
- \_\_\_\_\_ 6. I remembered my lines and spoke them effectively.
- \_\_\_\_\_ 7. I helped with other aspects of the play, such as scenery, music, and sound effects.
- \_\_\_\_\_ 8. I was able to enjoy collaborating with my classmates on this project.

## Culminating Activities

**Directions:** Choose one or more of the following projects to complete your study of *Animal Farm*.

1. Imitate George Orwell, and create an Animal School, one in which animals represent various types of students.
2. Read *1984*, another novel by George Orwell, and relate its themes to those in *Animal Farm*.
3. Based on the novel, describe George Orwell's political philosophy; then conduct research to verify your deductions. Write an essay or give a presentation to share your insights.
4. Identify and write about ways the novel uses stereotypes.
5. Research any totalitarian regime in world history, past or present, and relate it to characters and events in *Animal Farm*.
6. Write an essay that demonstrates Squealer's proficiency in public relations.
7. Choose one of the minor characters, and rewrite a section of the story from that character's perspective.
8. Tour a working farm, and write an essay discussing the extent to which animals in the novel resemble their real counterparts.
9. Create a graphic story based on a section of the novel. For dialogue, use exact words from the text.
10. Research events leading up to and following the Russian Revolution, and relate your findings to *Animal Farm*.
11. Prepare a report to demonstrate ways our society is manipulated by propaganda.
12. Write an essay in which you analyze the role of Moses, the raven.
13. Write an essay in which you assess the accuracy of the portrayal of humans in the novel.
14. Research Aesop's fables, and report on ways his use of animals is like and unlike George Orwell's.
15. Read *Watership Down* by Richard Adams, and explain how it works as an allegory.
16. Read *The Book of the Dun Cow* by Walter Wangerin, and prepare a presentation to explain the allegory to the class.
17. View a movie adaptation of the novel, and write a paper or plan a presentation comparing the print and video versions.
18. Visit the children's section in a library, and create an annotated bibliography of animal stories you would recommend to kindergarten teachers.

## Quiz: *Animal Farm*

**Directions:** Choose the best answers.

- \_\_\_\_\_ 1. Old Major teaches the other animals a song entitled
- “Beasts of England.”
  - “Animals Are the World.”
  - “Free at Last.”
  - “Hail to Animal Farm.”
- \_\_\_\_\_ 2. The animal most committed to hard work is
- Clover.
  - Snowball.
  - Boxer.
  - Bluebell.
- \_\_\_\_\_ 3. Animal Farm was originally named
- Tumbleweed.
  - Manor Farm.
  - Foxwood Valley.
  - Jonestown.
- \_\_\_\_\_ 4. Snowball develops elaborate plans to build a
- cider press.
  - windmill.
  - restaurant.
  - heated chicken coop.
- \_\_\_\_\_ 5. The revolution is precipitated when Mr. Jones
- kills three chickens.
  - whips a dog.
  - forgets to feed the animals.
  - threatens to sell the farm.
- \_\_\_\_\_ 6. Who serve as spies for Animal Farm?
- sheep
  - pigeons
  - dogs
  - ducks

- 
- \_\_\_\_\_ 7. When the men first attack Animal Farm, which animal is wounded?
- Snowball
  - Napoleon
  - Benjamin
  - Muriel
- \_\_\_\_\_ 8. Moses is a
- duck.
  - mule.
  - raven.
  - goat.
- \_\_\_\_\_ 9. What animal gets an award as a second class hero?
- a rat
  - a sheep
  - a horse
  - a dog
- \_\_\_\_\_ 10. Napoleon secretly takes care of and trains
- puppies.
  - kittens.
  - ducklings.
  - rats.
- \_\_\_\_\_ 11. *Animal Farm* is most concerned with
- relationships.
  - effects of poverty.
  - religious faith.
  - politics.
- \_\_\_\_\_ 12. When *Animal Farm* is viewed as an allegory of the Russian Revolution, Snowball represents
- Karl Marx.
  - Vladimir Lenin.
  - Joseph Stalin.
  - Leon Trotsky.

- \_\_\_\_\_ 13. Which character works hardest at public relations?
- Squealer
  - Boxer
  - Mr. Jones
  - Napoleon
- \_\_\_\_\_ 14. An animal who does not adjust well to life on Animal Farm is
- Clover.
  - Squealer.
  - Muriel.
  - Mollie.
- \_\_\_\_\_ 15. A human who is supposed to help Napoleon in business dealings is
- Mr. Simmons.
  - Mr. Goodfellow.
  - Mr. Snodgrass.
  - Mr. Whymper.
- \_\_\_\_\_ 16. Which animals ultimately move into the farmhouse?
- pigs
  - chickens
  - rats
  - sheep
- \_\_\_\_\_ 17. Which word is least accurate to describe Napoleon?
- selfish
  - controlling
  - compassionate
  - cruel
- \_\_\_\_\_ 18. The wild animals
- go to war against Animal Farm.
  - join forces with Animal Farm.
  - mostly ignore Animal Farm.
  - do not know that Animal Farm exists.
- \_\_\_\_\_ 19. The animal that is most skeptical about the revolution is
- Benjamin.
  - Muriel.
  - Clover.
  - Mollie.

- \_\_\_\_\_ 20. What causes Mr. Jones to fail in managing his farm?
- a. lack of intelligence
  - b. too much beer
  - c. a preference for city life
  - d. ill health
- \_\_\_\_\_ 21. Sugarcandy Mountain represents
- a. the city.
  - b. revolution.
  - c. education.
  - d. heaven.
- \_\_\_\_\_ 22. The first attempt to build a windmill is ruined by
- a. Snowball.
  - b. stormy weather.
  - c. an arsonist.
  - d. faulty materials.
- \_\_\_\_\_ 23. The second attempt to build a windmill is ruined by
- a. Snowball.
  - b. Napoleon.
  - c. humans.
  - d. an earthquake.
- \_\_\_\_\_ 24. An animal who is carted away to be killed is
- a. Snowball.
  - b. Boxer.
  - c. Mollie.
  - d. Muriel.
- \_\_\_\_\_ 25. How many commandments are on the list at the end of the novel?
- a. seven
  - b. five
  - c. three
  - d. one

## Quiz Answer Key

- |       |       |
|-------|-------|
| 1. a  | 14. d |
| 2. c  | 15. d |
| 3. b  | 16. a |
| 4. b  | 17. c |
| 5. c  | 18. c |
| 6. b  | 19. a |
| 7. a  | 20. b |
| 8. c  | 21. d |
| 9. b  | 22. b |
| 10. a | 23. c |
| 11. d | 24. b |
| 12. d | 25. d |
| 13. a |       |

## Animal Farm

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### Entire Unit

- |           |  |
|-----------|--|
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  |
| RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   |
| W.9-10.2a | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  |
| W.9-10.2c | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  |
| W.9-10.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| W.9-10.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |

- W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.9-10.1a Use parallel structure.
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2c Spell correctly.
- L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**Source**

*Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)





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