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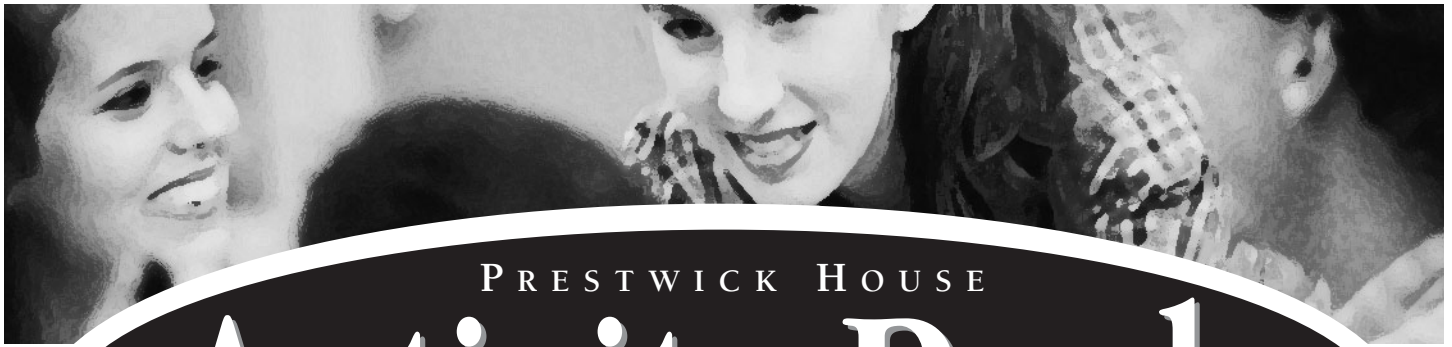
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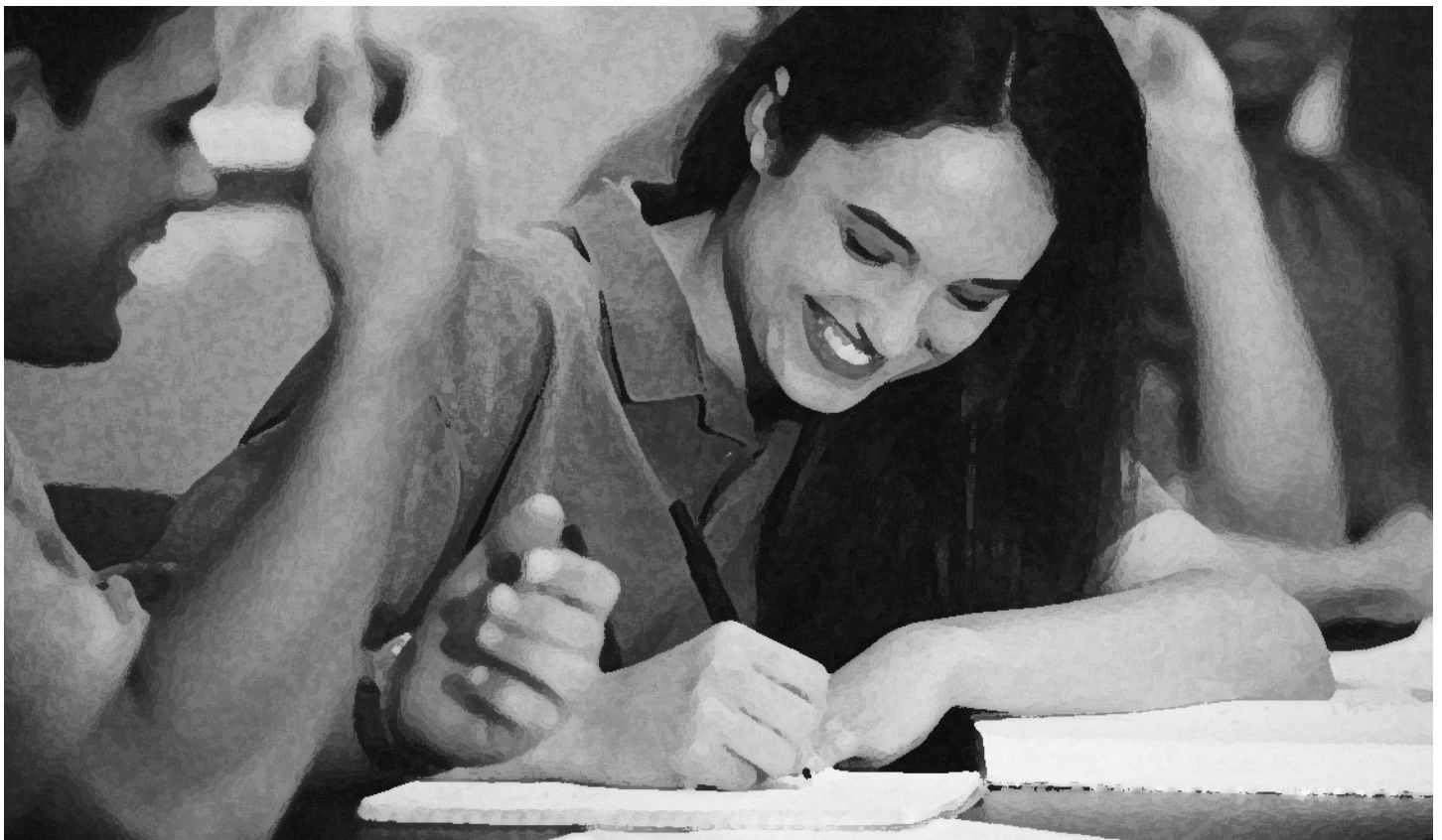


PRESTWICK HOUSE

Activity Pack

ANIMAL FARM

BY GEORGE ORWELL



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Written by: Stacey Pusey

Animal Farm

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Animal Farm

Activity Pack Teacher's Edition

All references come from the Signet Classic edition of *Animal Farm*, published 1996.

Activity Pack written by Stacy Pusey

Note: When possible, this novel should be taught in conjunction with history lessons on the rise of communism and the Russian Revolution. If this coordination is not possible, consult a history teacher for pertinent background materials to help students understand the context of the novel. Without appropriate preparation, students will not understand the themes presented in the book.

Whole Book Activities

Characterization

Objective: Understanding character change and growth.

Activity 1

In the beginning of the novel, Man is declared the enemy of the animals. Adopting any of Man's behaviors is forbidden. Over the course of the story, however, the pigs slowly adopt the ways of Man. As you read the book, record the physical characteristics and behaviors of the pigs as they make their transformation. What is the point of no return, when the pigs cannot go back to behaving like farm animals? Explain and defend your choice.

Once the students have completed their lists, they can discuss the merits of each human behavior adopted, whether it was necessary for the animals survival or not, and whether the students believe the animals are worse than the human farmers are.

Animal Farm

Activity Pack Student Edition

All references come from the Signet Classic edition of *Animal Farm*, published 1996.

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Whole Book Activities

Characterization

Objective: Understanding character change and growth.

Activity 1

In the beginning of the novel, Man is declared the enemy of the animals. Adopting any of Man's behaviors is forbidden. Over the course of the story, however, the pigs slowly adopt the ways of Man. As you read the book, record the physical characteristics and behaviors of the pigs as they make their transformation. What is the point of no return, when the pigs cannot go back to behaving like farm animals? Explain and defend your choice.

Activity 2

Boxer and Clover represent the “common animal” throughout the novel. As the story progresses, Clover becomes disillusioned with the concept of Animalism, but Boxer tries to justify the actions of the pigs. Fill in the Animal Reaction Chart below to show their support and opinion of Animalism. When you have completed the table, explain the difference in the characters’ natures and why they had such different reactions to the events. We have supplied one set of responses for you.

ANIMAL REACTION CHART

EVENT	BOXER’S REACTION	CLOVER’S REACTION
Old Major’s dream	Enraptured by the dream	Enraptured by the dream
Explanation of Animalism	<i>Faithful disciple</i>	<i>Faithful disciple</i>
Rebellion	<i>Proud of the accomplishment; ready for hard work</i>	<i>Proud of the accomplishment; ready for hard work</i>
Battle of Cowshed	<i>Proud but sad that a boy had to die</i>	<i>Proud</i>
Changing of the commandments	<i>Easily accepts the truth</i>	<i>Slightly suspicious</i>
Napoleon tells lies about Snowball	<i>Thinks he remembers Snowball as a hero, but also believes in Napoleon</i>	<i>Distrustful</i>
Destruction of the windmill	<i>Ready to rebuild</i>	<i>Wants to rebuild because she still believes in the dream</i>
Executions	<i>Feels the fault must be with the animals</i>	<i>Sad</i>
Battle of the Windmill	<i>Does not feel it is a victory</i>	<i>Resigned to her fate</i>
Boxer’s injury/death	<i>Trusts Napoleon until the end</i>	<i>Resigned to her fate</i>

Activity 2

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Explanation of Animalism		
Rebellion		
Battle of Cowshed		
Changing of the commandments		
Napoleon tells lies about Snowball		
Destruction of the windmill		
Executions		
Battle of the Windmill		
Boxer’s injury/death		

Whole Book Activities

Allegory

Objective: Understanding allegory and how it affects plot and character development.

Activity 1:

The key to writing a successful allegory is creating fictional characters and events that readers associate with real-life counterparts. As you read the novel, match characters to those in the Russian Revolution and from the rule of Stalin. Write down the key similarities, and note which characteristics and actions are essential for the novel to effectively comment on the rise of communism.

Example: During Stalin's rule, Stalin had thousands of people arrested for supposed crimes against the Soviet Union. People were assumed to be guilty and often executed without a trial. Stalin did this to thwart any possible opposition, even from within the Communist Party. Napoleon, who represents Stalin in the novel, slaughters farm animals, claiming they committed crimes against Animalism. Like the commoners under Stalin, the animals know that the charges are false, but they are too afraid to speak up, lest they be killed themselves. Both Stalin and Napoleon wielded terror as a weapon to keep the populace under control.

Your students' ability to complete this exercise depends upon the depth of their knowledge of the historical events. The basic comparisons students should be able to make include:

Lenin = Old Major

Stalin = Napoleon

Trotsky = Snowball

Tsar Nicholas = Farmer Jones

Communism = Animalism

If students are taught the role of world politics surrounding the Russian Revolution and World War II, then they should also be able to draw parallels between:

Hitler = Frederick

Germany = Pitchfield

Franklin Delano Roosevelt = Pilkington

United States of America = Foxwood

WWII = Battle of the Windmill

Activity 2

Record the plot points of the novel and find their parallels from the Russian Revolution. Explain why it was essential for the author to include each event.

Whole Book Activities

Allegory

Objective: Understanding allegory and how it affects plot and character development.

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Whole Book Activities

Style

Objective: Understanding the concept of style and recognizing the elements that characterize it.

In general, the two elements that constitute a writer's style are diction (choice of words) and the structure and length of sentences. Read the following outline that shows how you may understand a writer's style.

I. Diction

A. Type of Language

1. Standard English—formal
2. Standard English—informal
3. Dialect

B. Vocabulary—level of difficulty

1. Concrete words—words that have specific meanings; refer to things that are usually familiar and easily recognized. The more concrete the writing is, the easier it is to comprehend.
2. Abstract words—the use of words to evoke sensory impressions; refer to concepts; a large number of abstract words usually results in a higher level of difficulty and unfamiliarity.

C. Imagery

1. Use of connotations
2. Use of descriptive nouns and verbs
3. Figurative language
 - a. Metaphors
 - b. Similes
 - c. Personification
4. Tone—the writer's attitude toward subjects or readers

II. Sentences

A. Length (Number of words in sentences)

B. Types of sentences

1. Simple
2. Complex
3. Compound
4. Compound-complex

C. Form

1. Dialogue
2. Narrative
3. Rhetorical devices—use of literary terms. More literary terms, like simile or metaphor, usually make the writing more poetic.

Whole Book Activities

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C. Form

1. Dialogue
2. Narrative
3. Rhetorical devices—use of literary terms. More literary terms, like simile or metaphor, usually make the writing more poetic.

Activity

As you read the book, think about Orwell's style. Choose a passage you think best represents the author's style, and fill in the chart below. Write an essay describing Orwell's writing style.

Sample passage:

"The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass of the orchard was littered with windfalls. The animals had assumed as a matter of course that these would be shared equally; one day, however, the order went forth that all windfalls were to be collected and brought to the harness-room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanations to others.

"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink the milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

Now if there was one thing that the animals were completely certain of, it was that they did not want Jones back. When it was put to them in this light, they had no more to say. The importance of keeping the pigs in good health was all too obvious. So it was agreed without further argument that the milk and the windfall apples (and also the main crop of apples when they ripened) should be reserved for the pigs alone." (Pgs. 52-53.)

Activity

As you read the book, think about Orwell's style. Choose a passage you think best represents the author's style, and fill in the chart below. Write an essay describing Orwell's writing style.

Style Chart

Animal Farm

Diction

Type of language

Plain English

Vocabulary Level

easy

Imagery

*cried pleadingly, skipping from side to side,
whisking his tail*

Literary Techniques/Devices

satire, foreshadowing

Tone

ironic, condescending

Sentences

Length

short

Type

mostly simple

Punctuation

simple statements and question marks

Dialogue/Narrative

combination

Rhetorical Devices

few

Style Chart
Animal Farm

Diction

Type of language

Vocabulary Level

Imagery

Literary Techniques/Devices

Tone

Sentences

Length

Type

Punctuation

Dialogue/Narrative

Rhetorical Devices

Chapter I

Setting

Objective: Recognizing the importance of setting in creating the atmosphere of the satire.

Activity 1

The author deliberately provides minimal description of Manor Farm so that the reader can use his own imagination to picture the setting. This makes Manor Farm seem familiar to all readers and allows them to more easily suspend disbelief and accept the talking, intelligent animals. Write a physical description of the farm that you imagined, or draw a sketch of the farm, pointing out key characteristics.

You may have students compare their interpretations with each other and discuss why they chose specific physical characteristics.

Activity 2

Note: This activity is best done by groups of three to four students.

In order for Orwell to convey his message, he used a setting and situation that could easily parallel the rise of communism. First, identify what you believe are the main characteristics of the farm setting that make it an effective background for the satire. Then, choose another setting, and explain why it would also work.

Chapter I

Setting

Objective: Recognizing the importance of setting in creating the atmosphere of the satire.

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The author deliberately provides minimal description of Manor Farm so that the reader can use his own imagination to picture the setting. This makes Manor Farm seem familiar to all readers and allows them to more easily suspend disbelief and accept the talking, intelligent animals. Write a physical description of the farm that you imagined, or draw a sketch of the farm, pointing out key characteristics.

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Chapter I

Language

Objective: Understanding the importance of word choice.

Activity 1

Old Major gathers the animals together to propose a radical idea: The animals should be the masters. Rather than just stating his goal, he builds his argument until the animals have embraced his vision and are fervently singing the song he heard in a dream. Dissect Old Major's speech, highlighting the words and ideas that persuade the other animals that his dream is their dream.

He addresses the other animals as comrade, making them feel as if they are all the same, even though Old Major physically sits above them.

He gains their sympathy by telling them he will die soon.

He points out his long years, implying deep wisdom and knowledge.

He gains credibility by telling the animals the plain truth: "Let us face it: our lives are miserable, laborious, and short." (Pg. 28)

He gives the animals common enemy to blame for their problems: "Man is the only real enemy we have. Remove Man from the scene, and the root cause of our hunger and overwork is abolished forever." (Pg. 29)

He gives them a seemingly simple solution that will give them a better life: "Only get rid of Man, and the produce of our labor would be our own." (Pg. 30)

He incites them to rebellion but does not demand it that day.

He reminds them that they are all comrades—he even invites them to vote on including the wild animals in their rebellion.

He gives them a motto—"Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend." (Pg. 31)—and tenets for adhering to the ideas of the rebellion.

Finally, he shares a personal moment with them: his dream and the song from his mother.

Why is this approach more effective than simply telling the animals to rebel?

Chapter I

Language

Objective: Understanding the importance of word choice.

Activity 1

Old Major gathers the animals together to propose a radical idea: The animals should be the masters. Rather than just stating his goal, he builds his argument until the animals have embraced his vision and are fervently singing the song he heard in a dream. Dissect Old Major's speech, highlighting the words and ideas that persuade the other animals that his dream is their dream.

Why is this approach more effective than simply telling the animals to rebel?

Activity 2

Another element of successful satire is that authors convey their feelings about the subject in a subtle manner. Instead of overtly stating his opinion of Old Major and his dream, the author guides the reader with his word choice in the narration and descriptions. Provide examples from this chapter that reveal the author's intent, and explain their effect on the reader's mindset.

Old Major's real name is Willingdon Beauty—a feminine name for the animal who is trying to set himself up as the proud patriarch of the animals. This makes him less credible to the reader.

Old Major says all animals are equal, but he deliberately places himself physically above them. In addition, they have to vote on whether or not the wild animals, like rats, can be included. This discrepancy, compared to his motto, foreshadows that the animals will not stay true to Old Major's dream.

The song has sentimental, poetic language, but it's set to comic tunes.

Orwell repeatedly remarks that some of the animals are more intelligent than the others. He is setting up a hierarchy within the brotherhood of animals that could imply trouble in the future. He is also implying that the less intelligent animals would probably go along with whatever Old Major said, whether or not it makes sense.

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Chapter I

Character

Objective: Understanding character revelation.

Activity 1

Old Major is the main character in the first chapter, but he does not appear in the rest of the novel. Based upon the brief descriptions of the other animals provided, choose who you think will be the protagonists and the antagonists in the other chapters, and explain why.

Note to Teacher: As a follow-up, this activity can be repeated for Chapter II as well.

Example: In Chapter I, Clover and Boxer appear to be main characters because the author describes their physical appearance as well as giving hints into their character. Orwell says that Boxer is not smart, but he works hard.

In Chapter II, we are introduced to Snowball and Napoleon, who are pigs just like Old Major. They take up the work of the rebellion, expanding upon Old Major's dream. Their physical descriptions set them up to be antagonistic towards each other. Napoleon is "a large, rather fierce-looking Berkshire Board, the only Berkshire on the farm, not much of a talker but with a reputation for getting his own way." Snowball, however, is the opposite of him, "a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character." (Pg. 35) Napoleon will use brute force to get his own way, and Snowball will use his words. Clover and Boxer will be the animals that symbolize the reactions of all of the other farm animals.

Activity 2

Man, as a whole, becomes a character. Write a character sketch of Man based upon Old Major's speech. Include physical characteristics that you think exemplify the qualities Man possesses.

Activity 3

Find an element of irony in the voting process. Explain it.

Answers may vary. Example: If all animals are equal why must there be a vote about rats and other animals being included? In addition, the purity of Old Major's vision is subtly shattered when Orwell reveals that the cat "was afterwards discovered to have voted on both sides." (Pg. 31)

Chapter I

Character

Objective: Understanding character revelation.

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Find an element of irony in the voting process. Explain it.

Chapter II

Writing

Objective: Understanding the role of a belief system.

Activity 1

The pigs develop the concept of Animalism—a utopia on Earth. Moses expounds the concept of Sugarcandy Mountain, which has similarities to Christianity’s heaven. Write an opinion piece supporting either the concept of Animalism or Sugarcandy Mountain, and explain why the one you chose will bring the most happiness to the animals.

Activity 2

The conflict between Animalism and Sugarcandy Mountain mirrors the discord between communism and religion. The author has already laid out the tenets for animalism. Based upon Moses’ description of Sugarcandy Mountain, create the basic concepts of a religion for the animals.

Chapter II

Writing

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Chapter II

Plot

Objective: Understanding the interaction between character traits and plot development.

Activity 1

Trace the plot development of the Rebellion. Label the exposition and initial conflict, rising action, climax, falling action, and resolution. Point out which characters played or did not play a key role in the rebellion.

Answers may vary. Example:

Exposition: Jones, who has been neglecting the farm, gets drunk and forgets to feed the animals at night.

Initial Conflict: The cows break into the feed, and the animals take their dinner by force.

Rising Action: Mr. Jones and his men try to use whips to control the animals. The animals fight back.

Climax: Mr. Jones and his men flee down the cart track. Mrs. Jones flings some possessions out of the window and follows her husband.

Falling Action: The animals chase the men off the farm.

Resolution: The animals take control of the farm, getting rid of all tools that they consider tools of slavery, like harnesses and feeding bags.

Despite the planning of the pigs, no main characters have a major role in the Rebellion. The general animal population, who are fed up with the treatment of Jones, carries it out. However, Napoleon and Snowball soon take control of the farm and the animals.

Note to Teacher: This activity should be done at least once again, showing the plot progression for the entire novel.

Activity 2

Based upon the descriptions of Napoleon, Snowball, and Squealer, predict the roles they will play in the revolution after the rebellion. Support your opinion with quotations from the novel.

Chapter II

Plot

Objective: Understanding the interaction between character traits and plot development.

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Activity 2

Based upon the descriptions of Napoleon, Snowball, and Squealer, predict the roles they will play in the revolution after the rebellion. Support your opinion with quotations from the novel.

Chapter III

Conflict

Objective: Understanding conflict.

Activity 1

Napoleon and Snowball have two different ideas as to how to run Animal Farm after the rebellion. Write a dialogue between them debating a problem on the farm. Possible topics include the retirement age for the animals, what crops to plant in the coming year, how to organize the weekly meeting, or how to get Mollie to do more work. (Feel free to come up with your own topics.)

Note to Teacher: You may also pair up students and have them debate in front of the class. The class would vote on the most effective argument, based on the concepts of Animalism.

Activity 2

The animals respond to the rebellion according to the stereotype of their species. For example, Boxer, the workhorse, becomes doubly devoted to his duties. Mollie, on the other hand, behaves like a princess and shirks her obligations. Based upon the evidence in this chapter, agree or disagree with this statement:

Animalism, as described now, is doomed.

Support your position.

Note to Teacher: This activity could be done as a debate, similar to the previous activity, or it could be finished as a written paper.

Chapter III

Conflict

Objective: Understanding conflict.

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Animalism, as described now, is doomed.

Support your position.

Chapter IV

Drawing

Objective: Understanding the role of propaganda in war.

Activity 1

Especially during times of war, countries often use propaganda, stories with themes and morals that support their positions, to try and sway enemy troops and populations. In the novel, the neighboring farmers tell their animals untrue stories about Animal Farm. Similarly, Napoleon and Snowball send pigeons to other farms with the message of the rebellion. Think about why you think the animals are successful in creating unrest at the other farms. Then create a series of signs or slogans that animals could use to spread the concept of Animalism. We have supplied two for you. See if you can think of ten more.

Examples:

Man steals, but animals contribute.
Never like before,
Napoleon is our hero!

Example: While other farmers may not be neglectful drunks, like Mr. Jones, they probably all used whips, harnesses, feeding bags, etc. Thus, the neighboring farm animals would have sympathized with the population of Manor Farm. The neighboring animals, then, would want to believe that the new Animal Farm is successful because that would give them hope that one day they would not feel like slaves. Since they don't trust the men already, the animals would not be inclined to believe the propaganda. Furthermore, the propaganda spread by the men is outrageous, such as the animals starving to death. If the Animal Farm pigs could still send messages to the neighboring farms, then, obviously, they have not starved to death.

Activity 2

Create your own propaganda poster from Man that would try to convince the animals that rebellion is not a good idea. Make sure the slogan you choose is appropriate. For the poster, you may use a drawing, a collage, or anything else you think will indicate the human's position.

Chapter IV

Drawing

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Chapter IV

Map Making

Newspaper Article

Objective: Understanding the significance of the Battle of Cowshed

Activity 1

Draw a detailed map of the battle, and explain why the animals were victorious.

Answers may vary. Example: The animals were victorious for several reasons. First, Snowball had anticipated an attack, so he had developed a strategy ahead of time; therefore, the men did not surprise the animals. Second, the animals lulled the men into a false sense of security. The animals knew that they had to surround the men, so they lured them into the yard with a false retreat. When the men were in the courtyard, the animals were able to attack from many levels and with many various strengths. (For example, the birds could attack from up high while the dogs bit at the legs.) Finally, the animals fought with passion for a cause they believe in.

Activity 2

Write two news articles about the rebellion: one from the point of view of the animals and one from the point of view of Man. Consult the newspaper appendix for information about writing an article.

Note to Teacher: As a contrasting activity, have students write editorials about the rebellion, from both viewpoints. Another possibility would be to have students draw some editorial cartoons.

Chapter IV

Map Making Newspaper Article

Objective: Understanding the significance of the Battle of Cowshed

Activity 1

Draw a detailed map of the battle, and explain why the animals were victorious.

Activity 2

Write two news articles about the rebellion: one from the point of view of the animals and one from the point of view of Man. Consult the newspaper appendix for information about writing an article.

Chapter V

Character

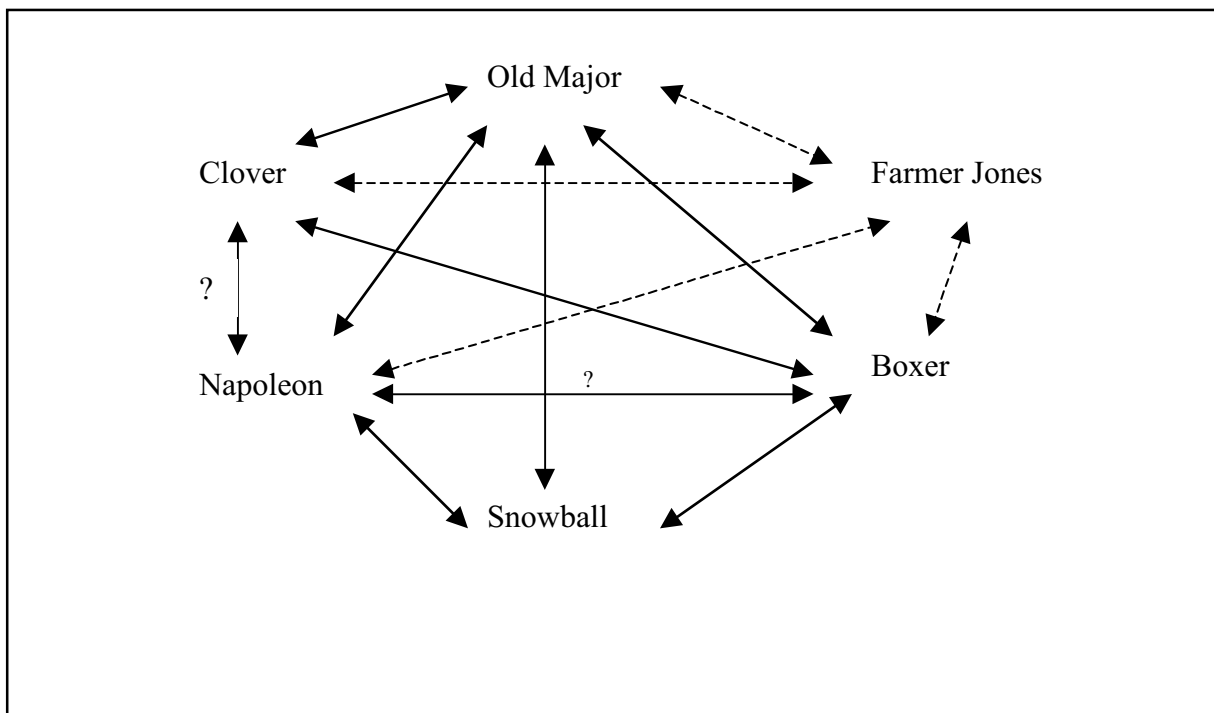
Objective: Understanding the relationship between characters.

Activity 1

Create a diagram illustrating the relationship between the following characters: Napoleon, Snowball, Boxer, Clover, Mollie, Squealer, and Benjamin.

An arrow FROM one to another designates friendship. A TWO-POINTED arrow designates mutual liking. A broken arrow means dislike, and a TWO-POINTED broken arrow means mutual antipathy. Parentheses around a name indicate the character is no longer in the book (either dead or absent). A question mark means the reader is not sure at this point. Explain your diagram.

Use the following example from Chapters I-III to format your diagram.



Chapter V

Character

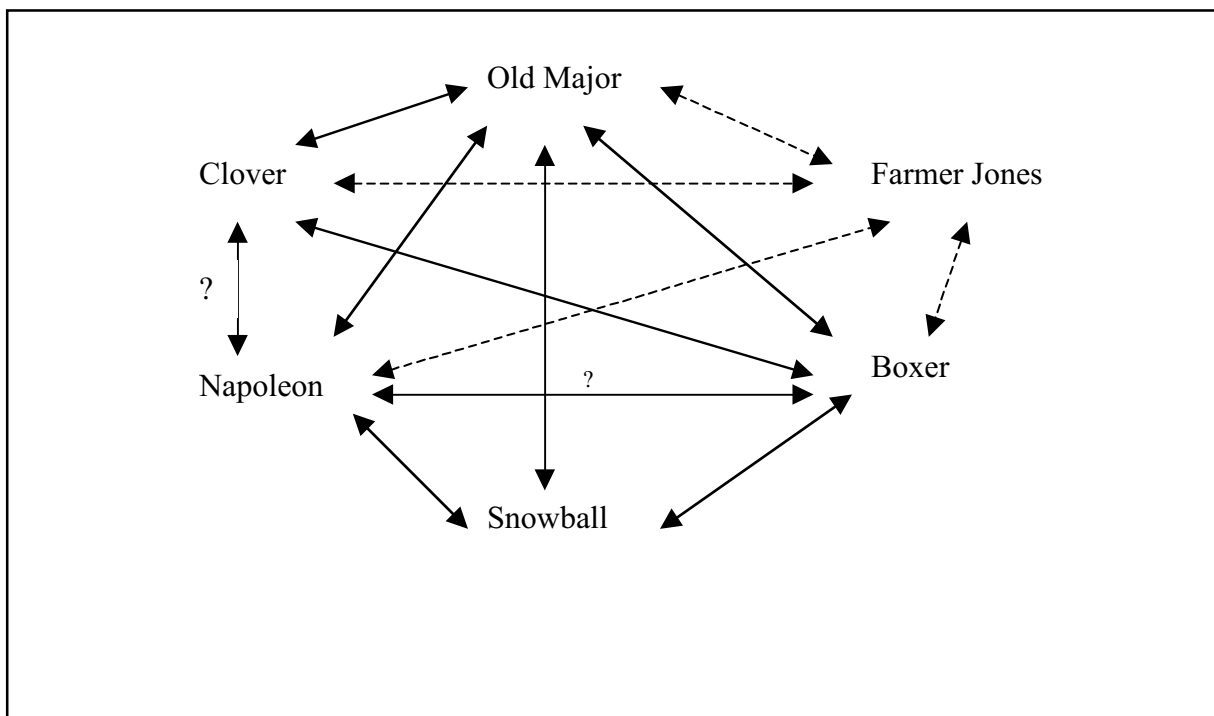
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Activity 1

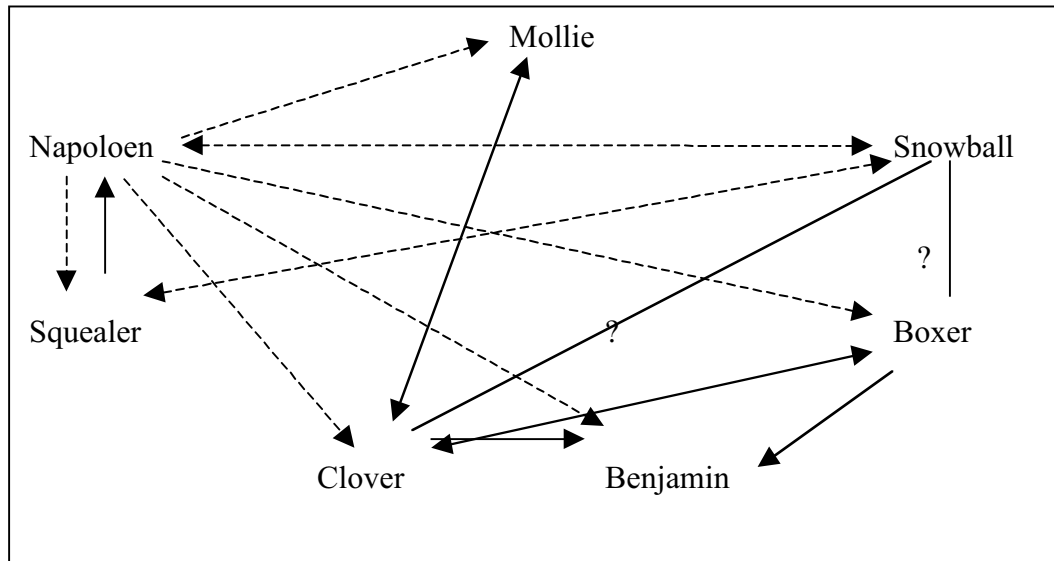
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Use the following example from Chapters I-III to format your diagram.



Answers may vary. Example: Napoleon doesn't really like anyone—he is just trying to seize power. He uses Squealer to do his (Napoleon's) dirty work, but Napoleon does not have genuine affection for Squealer. It is unclear as to how Snowball feels about anyone except Napoleon. Boxer and Clover care for each other, and Clover cares for Mollie. Mollie likes Clover but has left for the life she thinks is better. Benjamin is a cynic, and like Snowball, he does not openly reveal his feelings. He probably does care for Boxer and Clover.



Activity 2

Clover has maternal feelings for Mollie and is quite disappointed Mollie's behavior. Write a letter from Clover to Mollie explaining her feelings and asking her to come home. Write Mollie's response.

Note to Teacher: Students could speculate as to what elements of society, or which particular persons from history, each animal represents.

Activity 3

The irony is quite strong at various times in the book. Near the end of this chapter, Orwell writes, "...Squealer spoke so persuasively, and the three dogs who happened to be with him growled so threateningly, that they accepted his explanation without further question." (Pg. 72) Make a list of other incidents or comments that use irony in this chapter.

Answers may vary. Examples:

"The windmill was, in fact, Napoleon's own creation." (Pg. 71)

"...the pigs, who were manifestly cleverer than the other animals, should decide all questions of the farm police, though their decisions had to be ratified by a majority vote." (Pg. 62)

"In glowing sentences he painted a picture of Animal Farm as it might be when sordid labour was lifted from the animals' backs." (Pg. 67)

"The animals listened first to Napoleon, then to Snowball, and could not make up their minds which was right; indeed, they always found themselves in agreement with the one who was speaking at the moment." (Pg. 66)

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Make a list of other incidents or comments that use irony in this chapter.

Chapter VI

Atmosphere

Objective: Recognizing changes in atmosphere.

Activity 1

In Chapter II, the author uses words like “toiled” and “sweated” to describe the work efforts of the animals. Find examples from this chapter that the atmosphere has changed and that the work is not as pleasurable as it was before. Write down the examples and circle the key words that contribute to the growing negative atmosphere.

Answers may vary. Examples:

“All that year the animals worked like slaves.” (Pg. 73)

“...in August Napoleon announced that there would be work on Sunday afternoons as well. This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half.” (Pg. 73)

“The animals lashed ropes around these, and then all together, cows, horses, sheep, any animal that could lay hold of the rope—even the pigs sometimes joined in at critical moments—they dragged themselves with desperate slowness up the slope to the top of the quarry...” (Pg. 74)

“The hens, said Napoleon, should welcome this sacrifice as their own special contribution towards the building of the windmill.” (Pg. 76)

Rewrite one or two passages to recreate the cooperative, loyal atmosphere from Chapter II.

Chapter VI

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Rewrite one or two passages to recreate the cooperative, loyal atmosphere from Chapter II.

Chapter VI

Symbolism

Objective: Understanding symbolism.

Activity 1

The windmill and the building of it take on several meanings throughout the novel.

State the meaning of the windmill for Snowball, Napoleon, and the other animals.

For Clover, Boxer, and the other animals, it is the symbol of the comfort and life of ease promised by Old Major's dream. For Snowball, completing it would be tangible proof of his intellectual equality with the humans. For Napoleon, it symbolizes both his desire to acquire power and his need to manipulate it.

What does its destruction symbolize?

Since the windmill represents an ideal or dream for each character, its destruction is also the destruction of their dreams. It can be representative of the "Five Year Plans" continually setup by the Soviet Union.

Why does Napoleon blame Snowball?

He must keep alive the image of his infallibility to the animals and the other farmers. The farmers predicted that the windmill would not work. Napoleon would lose the upper hand in his trade negotiations if he admitted the animals' failure. Furthermore, blaming Snowball helps him continue to boost his own image.

Why do the animals accept Napoleon's explanation, even though they know he is lying?

They have made many sacrifices for the rebellion, and they need to believe that they will achieve their ultimate goal.

Activity 2

With the need to open trade negotiations with Man and the desire to solidify his power, Napoleon now casts Snowball as the villain and the symbol of all of the animals' problems. Draw portraits of both pigs from Napoleon's point of view, making sure Napoleon is the symbol of the benevolent leader and Snowball a traitor.

Note to Teacher: Students could also make up a wanted poster for Snowball.

Chapter VI

Symbolism

Objective: Understanding symbolism.

Activity 1

The windmill and the building of it take on several meanings throughout the novel.

State the meaning of the windmill for Snowball, Napoleon, and the other animals.

What does its destruction symbolize?

Why does Napoleon blame Snowball?

Why do the animals accept Napoleon's explanation, even though they know he is lying?

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Chapter VII

Plot

Objective: Exploring the pigs' use of deception and terror to control the animals.

Activity 1

Compare the description of the Battle of the Cowshed on page 90 to the actual battle in Chapter IV. Match the actual incidences with the occurrences from Squealer's fictional account. After you have completed the REVISIONIST HISTORY CHART, explain why you believe that the animals accept the revised history.

REVISIONIST HISTORY CHART

INCIDENT	ACTUAL BATTLE	SQUEALER'S REVISED DESCRIPTION
Beginning of the Battle	<i>Snowball launches the first attack.</i>	<i>Snowball was Jones' agent and told him when to attack the farm.</i>
First skirmish at the buildings	<i>Snowball and the animals faked a retreat into the yard to lure the men into a trap.</i>	<i>Snowball fled and let the animals follow him, which almost gave the men victory.</i>
Battle in the courtyard	<i>Snowball leads an ambush of the men.</i>	<i>Napoleon leads the ambush as Snowball tries to spread panic.</i>
Jones shoots at the animals.	<i>Snowball is grazed and a sheep is killed.</i>	<i>Snowball and Jones arranged the shot to mislead the animals. Napoleon bit Jones in the leg and declared "Death to Humanity."</i>

Answers may vary. Example: In order to discredit Snowball, Napoleon and Squealer have to make Napoleon the hero of the battle. The two pigs relate such convincing details that the animals think it must be true, especially because Snowball has left them, and Napoleon has remained. In addition, the animals need to trust that Napoleon will take care of them. If they don't believe in Napoleon, then they will lose hope, which is the only thing that is keeping them going.

Activity 2

The reader is never shown why the animals confessed false crimes or how Napoleon persuaded them to do so. Make a list of techniques the pigs could use to persuade or force other animals to confess.

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Jones shoots at the animals.		

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The reader is never shown why the animals confessed false crimes or how Napoleon persuaded them to do so. Make a list of techniques the pigs could use to persuade or force other animals to confess.

Chapter VII

Point of View

Objective: Understanding point of view.

Activity 1

The point of view of this novel is third-person omniscient. The reader gains access only to the thought processes of Boxer and Clover, and then only at critical moments.

Read the following passage that follows the massacre:

“As Clover looked down the hillside her eyes filled with tears. If she could have spoken her thoughts, it would have been to say that this was not what they had aimed at when they had set themselves years ago to work for the overthrow of the human race. These scenes of terror and slaughter were not what they had looked forward to on that night when old Major first stirred them to rebellion. If she herself had had any picture of the future, it had been of a society of animals set free from hunger and the whip, all equal, each working according to his capacity, the strong protecting the weak, as she had protected the lost brood of ducklings with her foreleg on the night of Major’s speech. Instead—she did not know why—they had come to a time when no one dared speak his mind, when fierce, growling dogs roamed everywhere, and when you had to watch your comrades torn to pieces after confessing to shocking crimes. There was no thought of rebellion or disobedience in her mind. She knew that, even as things were, they were far better off than they had been in the days of Jones, and that before all else it was needful to prevent the return of human beings.” (Pg. 95)

How do Clover’s thoughts effect your opinion of her? What insight do you gain that helps you understand why the animals believe the pigs’ lies? What function do you think Clover’s speech serves in the book? What is the comparison between Clover and historical figures? What is Orwell trying to accomplish by including Clover’s thoughts? Do the last two sentences negate Clover’s earlier thoughts of the rebellion’s lack of success?

Activity 2

Take a different incident from *Animal Farm* and rewrite it as Clover would interpret it.

Note to Teacher: Students could analyze Boxer or Napoleon or Squealer’s propaganda through Clover’s naivete.

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Take a different incident from *Animal Farm* and rewrite it as Clover would interpret it.

Chapter VIII

Song Analysis

Objective: Examining the role of the anthems in the rebellion.

Activity 1

Compare the lyrics of “Beasts of England” with “Comrade Napoleon.”

Analyze the subject, descriptive language, punctuation, theme, and style.

“Beasts” refers to all animals. The language is old-fashioned and poetical, for example, hearken. The rhyme scheme (abcb) creates a gentle rhythm. The images are pleasant and positive: “Bright will shine the fields of England, purer shall its water be, /Sweeter yet shall blow its breezes/ On the day that sets us free.” (Pg. 33) The song is filled with hope and the hyperbole emphasizes the hope for all the animals.

“Comrade Napoleon” focuses solely on the pig and how he is the source of all good things that come to the animals. The rhythm is staccato, almost militant, punctuated by exclamation points. The images are strident: “Lord of the swill bucket! Oh, how my soul is on/ Fire when I gaze at thy/ Calm and commanding eye,/ Like the sun in the sky,/ Comrade Napoleon!” (Pg. 100) This song emphasizes the omnipotence that dictators, specifically Stalin, want to create. It is filled with hyperbole, all aimed at immortalizing Napoleon.

What emotions do the individual pieces evoke?

“Beasts” evokes pride in the animal kingdom and a feeling of brotherhood. “Comrade” creates devotion to Napoleon and a feeling of loyalty and obligation.

What is the purpose behind each song?

“Beasts” was meant to unite the animals. “Comrade” is a pledge of loyalty.

Note to Teacher: Students could also write an anthem to rally the animals to assert themselves against Napoleon.

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Chapter VIII

Conflict

Objective: Identifying conflict and its origins.

Activity 1

The rebellion and the Battle of the Cowshed can be traced to specific acts by Jones. The catalyst for the Battle of the Windmill, though, is less clear. Analyze the politics between Animal Farm and the neighboring farms. Identify the key players and the role each played in heightening the tension. Point out any instances where the violence could have been prevented. Based on the personalities of those involved, explain whether prevention was desired.

Example: Napoleon needs to get money and materials to keep Animal Farm working. He hires Mr. Whymper to be his agent with the humans. The two farmers vying for Animal Farm's business are Frederick at Pinchfield and Pilkington at Foxwood. Napoleon at first appears to favor Pilkington and orders the pigeons to send death threats to Frederick. Rumors are started that Snowball is hiding at Pinchfield. Then, Napoleon makes a surprise announcement that he is selling the timber to Frederick and that his antagonism of Pinchfield was a ruse. They had been in a secret agreement. Following the meeting, insults are sent to Foxwood. Frederick carts away the timber and pays Napoleon in counterfeit money, which provokes a death sentence from Napoleon. He also sends apologies to Pilkington. When Frederick attacks, Pilkington sends an "I told you so" message to Napoleon.

If Napoleon had been more honest in his dealings with the farmers, Pilkington might have helped in the battle. The thousands of propaganda messages sent to both farms previously, though, meant that neither farmer completely trusted him. Frederick instigated the wrath of the animals with the counterfeit money and probably put them on alert for an attack.

Note to Teacher: Students could be asked to correlate these events with those surrounding Stalin's alliances and betrayals with Italy, Russia, England, and the U.S., before, during, and after WWII.

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Chapter IX

Research Writing

Objective: Understanding the personality traits of the animals.

Activity 1

Squealer motivates the pigs with statistics and reports that profess that the farm is doing better than ever. At this point in the novel, most of the animals did not remember life under Jones and offer no contradictions. In addition, Napoleon continues to discredit Snowball, even though none of the animals would think about praising Snowball's tenure on Animal Farm. Do some research dictatorships and explain why the pigs continue to promote themselves in earnest when no one is challenging, or would even think of challenging, their authority.

Activity 2

In Chapter V, Mollie leaves the farm when she becomes unhappy with her life. The other animals, though, accept the changing of the commandments, Napoleon's increasingly human behaviors, and the slave-like labor conditions as the only way of life. Write a motivational speech to help them develop high self-esteem.

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Chapter IX

Objective: Understanding Boxer.

Activity 1

Boxer is the heart of the rebellion and the hardest worker on Animal Farm. His support for the pigs and Animalism does not waver until he is headed to the slaughterer. Once he dies, though, Animalism is officially over. Write a different ending in which Boxer escapes and finally is able to realize the true purpose of the pigs.

Activity 2

Write an obituary for Boxer from Clover's point of view and one from the pigs'.

Note to Teacher: Students could bring in newspaper obits as samples and then write an obituary for Boxer. This activity would work well by having students write a eulogy and deliver it in front of the class, also from differing points of view.

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Chapter X

Class Distinctions

Objective: Identifying the role that societal class plays in the life of the animals on the farm.

Activity 1

In the beginning, the spirit of Animalism called for a classless society where all animals were equal. Now the animals have been divided into distinct classes. Pretend that you are an anthropologist studying the society on Animal Farm. Write descriptions of the different classes: which animals belong, their privileges, education, labor, etc.

Example:

Ruling class: Pigs—They have access to the best education, sleep in beds, eat hearty meals, and oversee the workers. Pigs do not, however, have to do hard labor. They can drink, engage in activity with the humans, wear clothes, and call themselves the masters. There are no consequences for their actions.

Militarists: Dogs—They receive a limited education from the pigs, which teaches them about the principals of Animalism, as viewed by the pigs. Dogs are also taught to be vicious protectors of the pigs and do not have to do any manual labor. They also receive special treatment, e.g., food, beds, etc., from the pigs, but they do not act like humans.

Propaganda spreaders: Pigeons—They are taught to the pigs' version of Animalism so that they can spread the propaganda to the other farms. Although there is no direct evidence in the book, they probably also receive special treatment from the pigs. They do not labor with the other animals.

Laborers: All other domesticated animals. Unless Clover or one of the original rebel leaders teaches them, they receive no education. They are told what to do and how to do it by the pigs. They work hard all day long for meager rations. Protesting could equal death for them.

Chapter X

Class Distinctions

Objective: Identifying the role that societal class plays in the life of the animals on the farm.

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Activity 2

Create a week's worth of "to-do" lists for the pigs and another for the other animals.

PIGS TO-DO LIST

MON	
TUES	
WED	
THUR	
FRI	
SAT	
SUN	

OTHER ANIMALS TO-DO LIST

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Chapter X

Actuality

Objective: Comparing the ideal state of existence to reality.

Activity 1

Most religions, philosophies, and Utopian beliefs describe an ideal state of existence that followers strive to attain. Contrast Old Major's dream with actual life on the farm after the rebellion. Fill in some differences on the HOPE/ ACTUALITY CHART that follows. One example is provided for you.

Answers may vary. Examples:

HOPE/ ACTUALITY CHART

Dream: All animals are equal	Reality: Pigs are the ruling class
<i>Dream: The behaviors and vices of man are banished</i>	<i>Reality: The pigs sleep in the beds, deal in money, drink alcohol, read and write, wear clothes, walk on two legs, and play poker</i>
<i>Dream: Animals live a long life and have a relaxing retirement</i>	<i>Reality: Animals are wrongly killed for committing so-called crimes, and those that live must work until they die</i>

Activity 2

Find a copy of the Communist Manifesto, either in the library or on the Internet. (You may want to try Google.com) Select some phrases from the very beginning and make another chart comparing the phrases with the elements in *Animal Farm*.

Note to Teacher: The text is very long, but students could work in groups. One main comparison can be made to Old Major's speech.

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Chapter X

Propaganda

Objective: Identifying the message in a satire.

Activity 1

In the final chapter, the author reveals why the animals never rebelled against Napoleon and his tyranny.

“And yet the animals never gave up hope. More, they never lost, even for an instant, their sense of honour and privilege in being members of Animal Farm. They were still the only farm in the whole country—in all England!—owned and operated by animals.” (Pg. 130)

What is the significance of the change to the commandments? Do you think this attitude changes at the end when the animals see the men and pigs sitting side by side, playing poker? Is the farm truly owned and operated by the animals? What message do you think the author is trying to convey in the final scenes? Take your answers to these questions and construct a propaganda campaign that tries to convince the animals that their rebellion has failed.

Note to Teacher: Students should be encouraged to approach this activity in creative ways:

- *handbills*
- *dramatic presentations*
- *speeches*
- *debates*
- *letters to editors*
- *radio/TV broadcasts*
- *musical anthem writing*
- *photos/collages, etc.*

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WRAP-UP

Essay Topics

- Compare and contrast the Utopia promised by Old Major with Snowball's vision and the reality under Napoleon.
- Compare the personalities of the characters to their names.
- Explain why Boxer is ultimately a tragic hero.
- A common phrase is "absolute power corrupts absolutely." How does Napoleon demonstrate this?
- If Snowball had seized power, would the outcome of the rebellion change? Would Animal Farm be a better place?
- Agree or disagree: Man deserved the punishment handed out by the animals from Animal Farm.
- Using the preface and the introduction as a foundation, research the author's background, and explain why he chose to write a satire of communism.
- Satires and allegories often lose their impact on future generations because the readers do not have an emotional tie to the events being satirized. Do you think *Animal Farm* is a "classic" novel that will impress readers a long time from now? Why or why not?
- If you were an animal on Manor Farm, would you have participated in the rebellion? If not, what would have changed your mind?
- Discuss how you would have overcome the conflicts in the novel to make Animalism and the rebellion a success.
- Why must Napoleon discredit Snowball to maintain power? Why is he successful?
- Is *Animal Farm* more than just a Satire on communism?

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WRAP-UP

Group Projects

- Create a new book cover for the novel. Draw pictures or cut out items from magazines or newspapers for the cover design; make sure you include the title of the book and the author. For the inside jacket, write a brief synopsis of the story. On the back cover, write a review of the book.

The review must address the following questions:

1. What did I learn from this story?
 2. What is the main theme of the book?
 3. Why would I recommend this book to others?
 4. Why should a teacher use this book in the classroom?
 5. What is the most interesting event in the book that would make someone want to read it?
(Be careful not to give away too much of the story.)
- Write a series of news articles covering the major events of the story. You can choose to write them as they actually happened, or you may take the point of view of the pigs.
 - Write an allegory based on current events. A brief explanation of the chosen event should accompany your story
 - Read George Orwell's book *1984* and compare the themes and conflicts in the novels.
 - Create dialogues between the animals and their historical counterparts. Present them to the class.
 - Over the course of the novel, the pigs' leadership style changes. Identify their leadership styles and compare them to different rulers throughout history.
 - Create a series of political cartoons depicting the major events of the novel. Make sure to keep maintain Orwell's satirical tone.
 - Create a diary from Clover's point of view, charting her disillusionment with the rebellion.
 - Create résumés for Napoleon, Snowball, Squealer, Boxer, Clover, and Mollie. Decide what jobs would suit them, and write cover letters to accompany the résumés that would help them get the job.

WRAP-UP

Group Projects

- Create a new book cover for the novel. Draw pictures or cut out items from magazines or newspapers for the cover design; make sure you include the title of the book and the author. For the inside jacket, write a brief synopsis of the story. On the back cover, write a review of the book.

The review must address the following questions:

1. What did I learn from this story?
 2. What is the main theme of the book?
 3. Why would I recommend this book to others?
 4. Why should a teacher use this book in the classroom?
 5. What is the most interesting event in the book that would make someone want to read it?
(Be careful not to give away too much of the story.)
- Write a series of news articles covering the major events of the story. You can choose to write them as they actually happened, or you may take the point of view of the pigs.
 - Write an allegory based on current events. A brief explanation of the chosen event should accompany your story
 - Read George Orwell's book *1984* and compare the themes and conflicts in the novels.
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 - Create résumés for Napoleon, Snowball, Squealer, Boxer, Clover, and Mollie. Decide what jobs would suit them, and write cover letters to accompany the résumés that would help them get the job.

Animal Farm

Appendix

Terms and Definitions

Allegory - a story that represents abstract ideas or moral qualities. An allegory has both a literal and a symbolic level of meaning. **Example:** *Gulliver's Travels*.

Antagonist - the person or force that is in conflict with, or opposes, the protagonist. **Example:** Nurse Ratched opposes McMurphy throughout *One Flew Over the Cuckoo's Nest*.

Anthropomorphism - attributing human qualities, emotions, and behavior to animals. **Examples:** In the *Uncle Remus* stories, the bear is usually portrayed as slow and dumb. *Aesop's Fables* also give animals emotions of jealousy, anger, revenge, etc., to illustrate a moral.

Characterization - the methods, incidents, speech, etc., an author uses to reveal the people in the book. Characterization is depicted by what the person says, what others say, and by his or her actions.

Conflict - the struggle that moves the action forward in a work of literature. There are three types of conflict, and most books include all three: *man versus man* (**Example:** a typical Western, in which the sheriff confronts the outlaw); *man versus nature* (**Example:** a story about someone surviving in a small boat on the ocean); *man versus himself* (**Example:** a character in a story fighting his or her own drug abuse). Some authorities consider *man versus society* a fourth category of conflict (**Example:** a character in a book fighting against the Nazis).

Connotation - a meaning of a word that carries a suggested meaning different from the actual definition. **Example:** The word "fireplace" has a *connotation* of warmth, comfort, security, and home. The actual definition, though, is a brick area in a home that contains a fire.

Dialogue - conversation between two or more characters.

Foreshadowing - the use of hints or clues in a story to suggest what action is to come.

Foreshadowing is frequently used to create interest and build suspense. **Example:** Two small and seemingly inconsequential car accidents predict and hint at the upcoming, important wreck in *The Great Gatsby*.

Inference - the act of drawing a conclusion that is not actually stated by the author. **Example:** In *The Pigman*, John and Lorraine are writing a “memorial epic” about Mr. Pignati. Therefore, the reader may logically assume that Mr. Pignati dies in the book.

Irony - a perception of inconsistency, sometimes humorous, in which the significance and understanding of a statement or event is changed by its context. **Example:** The firehouse burned down.

- *Dramatic Irony* - the audience or reader knows more about a character’s situation than the character does and knows that the character’s understanding is incorrect. **Example:** In *Medea*, Creon asks, “What atrocities could she commit in one day?” The reader, however, knows Medea will destroy her family and Creon’s by day’s end.
- *Structural Irony* – the use of a naïve hero, whose incorrect perceptions differ from the reader’s correct ones. **Example:** Huck Finn.
- *Verbal Irony* - a discrepancy between what is said and what is really meant; sarcasm. **Example:** A large man whose nickname is “Tiny.”

Omniscient Narrator - third-person narration that allows the author to relate the thoughts and feelings of any of the characters in an all-knowing manner. **Examples:** *Johnny Tremain*, 1984.

Personification - a figure of speech in which an object, abstract idea, or animal is given human characteristics. **Examples:** The wall did its best to keep out the invaders.

“Because I could not stop for Death,
He kindly stopped for me.”
–Emily Dickinson

Plot - the pattern of events in a literary work; what happens.

Point of View - the position or vantage point, determined by the author, from which the story seems to come to the reader. The two most common points of view are First-person and Third-person. **Examples:** First-person point of view occurs in *The Adventures of Huckleberry Finn*; the reader receives all information through Huck’s eyes. An example of third-person point of view is Dickens’ *Hard Times*, in which the narrator is not a character in the book.

Protagonist - the central or main character in a story around whom the plot centers. **Examples:** Hester Prynne in *The Scarlet Letter*; David Copperfield in *David Copperfield*.

Satire - using humor to expose something or someone to ridicule. **Examples:** *Animal Farm*; *Gulliver's Travels*.

Setting - when and where the short story, play, or novel takes place. **Examples:** *Macbeth* takes place in the eleventh century in Scotland. *The Old Man and the Sea* has its main setting on the ocean outside Havana, Cuba, in an unspecified time in the middle-to-late 20th-century.

Simile - a comparison between two different things using either *like* or *as*. **Examples:** I am as hungry as a horse. The huge trees broke like twigs during the hurricane.

Style - the way an author chooses and uses words, phrases, and sentences to tell the story. For example, in an action/adventure story, the author may use simple words and short, choppy sentences, because this style moves the story along quickly. In a story about a college professor, the same author may choose to use polysyllabic, unfamiliar words, and long, convoluted sentences.

Symbol - an object, person, or place that has a meaning in itself and that also stands for something larger than itself, usually an idea or concept; some concrete thing which represents an abstraction. **Example:** The sea could be symbolic for “the unknown.” Since the sea is something that is physical and can be seen by the reader, and also has elements that cannot be understood, it can be used symbolically to stand for the abstraction of “mystery,” “obscurity,” or “the unknown.”

Theme - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different methods: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them. **Example:** In a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be: “Real courage is demonstrated through internal bravery and perseverance.” In a poem about a flower that grows, blooms, and dies, the theme might be: “Youth fades, and death comes to all.”

Tone - the atmosphere in a literary work or the attitude the author puts in a literary work.

Examples: The gloom and representation of decay is the main tone of Poe's *The Fall of the House of Usher*; the tone of *Catch-22* is one of *sarcasm* and absurdity.

Tragedy - a serious work, usually a play, in which the main character experiences defeat, brought about by a tragic flaw. Example: *Hamlet*.

SMALL GROUP LEARNING

Small Group Learning is defined as two to five students working together for a common goal. For it to be successful, three basic elements must be present.

1. **SOCIAL SKILLS IN GROUP WORK:** Most students, unless they are taught the appropriate skills, do not participate as effectively as they might in small group work. Like any other skill, those needed for group work must be identified, practiced, and reinforced. To this end, we have included a Social Skills Behavior Checklist which we will ask you to use to rate your group. At this time, please read the related objectives listed below.

Social-Behavioral Objectives

1. Everyone is addressed by his or her first name.
2. Everyone speaks quietly in order not to disturb other groups.
3. No one ever uses put-downs or name calling.
4. Everyone is always physically and mentally part of the group. The following are prohibited and may result in the group's grade being lowered:
 - A. Putting one's head down on the desk.
 - B. Reading or working on unrelated items.
 - C. Moving about the room or talking to members of other groups.
5. Everyone is encouraged to participate and does participate.
6. Everyone offers praise and encouragement.
7. Everyone recognizes that on some points of opinion two equally valid points of view can be supported.
8. Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.

Social-Intellectual Objectives

9. Ideas are discussed aloud.
10. Ideas are summarized.
11. Clarification is asked for and received.
12. Explanations are given until everyone understands.
13. Ideas, not people, are criticized.
14. Difficult ideas are paraphrased.
15. Multiple points of view are examined.
16. Work is organized within available time and available resources.
17. Questions are asked and answered satisfactorily.
18. Ideas are examined, elaborated on, and pulled together.
19. Reasons and rationale are asked for and provided.
20. Conclusions are challenged with new information.
21. Ideas are created in brainstorming.

2. **POSITIVE INTERDEPENDENCE:** Critical to successful *group work* is the realization on the part of the students “that we are all in this together; we either sink or swim as a group.” In terms of this unit, it may mean that everyone in the group will share the group grade on the project, whether it is an “A” or an “F.”
3. **INDIVIDUAL ACCOUNTABILITY:** The bottom line of any teaching method is, of course, how well the students have mastered the objectives being taught. Therefore, you must understand that the small group process, while it is more fun than other methods, is serious business. At the conclusion of this unit, a test may be used to evaluate how well each individual has mastered the objectives. As a consequence, the student who slacks off in the group or in his homework not only lets the group down, but also hurts him or herself.

PROCEDURES FOR SMALL GROUP WORK

As well as mastery of content and concepts, grades will be based on the demonstration of the following skills.

1. **Linguistic-Intellectual Skills** – These skills are fostered when students examine ideas from multiple points of view and critically probe for strengths and weaknesses.
2. **Group Social Skills** – Before anything else can be mastered, the small group must function effectively as a learning unit, which makes the mastery of these skills the first priority.

Linguistic-Intellectual Skills to be Demonstrated

Examples of these skills in action

Explaining

It seems to me...
One way of looking at it...
How does everyone feel about...
The idea that...

Encouraging

What's your idea?
I didn't think of that.
Good idea!
That helps.
Good; go on with that thought.

Clarifying

Let's put it this way...
Perhaps if we draw a chart...
It may mean that...
How does this sound...
Where does this lead us?

Elaborating

That's right and it also may include...
Another instance of that is when...
A point we might also include...

Qualifying

I agree with your premise, but...
I see it leading somewhere else...
That is one reason, but it may also...
I agree with the examples, but I come to a different conclusion.
Does that conclusion hold up in every instance?

Questioning

Why do you say that?
What is the proof for that conclusion?
Is that a valid generalization?
How did you reach that point?

Disagreeing

It seems to me there could be a different reason.
But looking at it from his point of view...
We may be jumping to a conclusion without looking at all the facts.
Here's another way of looking at it...

SMALL GROUP EVALUATION SHEET

Social-Behavioral Skills in our group		Poor			Good		
1.	Everyone is addressed by his or her first name.	1	2	3	4	5	
2.	Everyone speaks quietly. (If one group gets loud, other groups get louder to hear each other.)	1	2	3	4	5	
3.	No one ever uses put-downs or name calling.	1	2	3	4	5	
4.	Everyone is always physically and mentally part of the group.	1	2	3	4	5	
5.	Everyone is encouraged to and does participate.	1	2	3	4	5	
6.	Everyone offers praise and encouragement.	1	2	3	4	5	
7.	Everyone recognizes that on some opinions, two equally valid points of view can be supported.	1	2	3	4	5	
8.	Everyone also recognizes, however, that the worth of an idea (opinion) depends on the strength of the facts that support it.	1	2	3	4	5	

Social-Intellectual Skills in our group

9.	Ideas are examined and discussed aloud.	1	2	3	4	5	
10.	Ideas are summarized.	1	2	3	4	5	
11.	Clarification is asked for and received.	1	2	3	4	5	
12.	Explanations are given until everyone understands.	1	2	3	4	5	
13.	Ideas, not people, are criticized.	1	2	3	4	5	
14.	Difficult ideas are paraphrased.	1	2	3	4	5	
15.	Multiple points of view are examined.	1	2	3	4	5	
16.	Work is organized within available time and available resources.	1	2	3	4	5	
17.	Questions are asked and answered satisfactorily.	1	2	3	4	5	
18.	Ideas are examined, elaborated on, and pulled together.	1	2	3	4	5	
19.	Reasons and rationales are asked for and provided.	1	2	3	4	5	
20.	Conclusions are challenged with new information.	1	2	3	4	5	
21.	Ideas are created in brainstorming.	1	2	3	4	5	

Total Score

STUDENT ROLES IN GROUP DISCUSSIONS

1. **Reader:** The reader's job is to read the questions aloud and to be sure everyone knows the meaning of unfamiliar words and understands the questions.
2. **Recorder:** The recorder takes notes and is responsible for writing down the group's final answers.
3. **Timer and Voice Monitor:** The timer and voice monitor is responsible for reminding individuals when they get too loud and for keeping track of the time. Because of a concern for finishing the project on time, the monitor will be the one to get the students back on task when they stray or get bogged down on one point.
4. **Checker and Encourager:** This person's chief responsibility is to encourage all members to contribute, to compliment when appropriate, and to remind everyone of the necessity of avoiding name calling and/or put-downs.

Directions for a Debate

1. The speakers representing the opposing groups should state the position and arguments of the group.
2. After both groups have presented their viewpoints, students of each group should discuss how they could refute the arguments of the opposing groups.
3. The speakers of each group should present their position again, including their points to refute the opposing group.
4. The class can vote for the most convincing argument.

Newspaper

News Article - This is an accurate and objective reporting of an event. News articles should include the “Five W’s”: What, When, Where, Who, and Why. A good newspaper writer usually can include all the necessary information in the first paragraph of the article. This is done so that readers can understand what the article is about simply by reading one paragraph and then deciding if they want to read further to get more detailed information.

The next paragraphs in the news article expand on the Five W’s of the first paragraph.

Example:

Last night at 10 PM, a train from Philadelphia, PA to Pittsburgh slid off the tracks near Johnstown. No injuries were reported, but the train had been carrying flammable materials. A spokesperson for the Pennsylvania Railroad, Mr. Robert Graves, said that while there was no evidence of sabotage, “that possibility is being looked into by police.” This is the second derailling on this route in two years.

The rest of the article would expand upon and give background and further information on the accident.

Editorial - This is a piece in which the writer gives opinions about an issue. A possible solution may be suggested. The requirements of the Five W’s and absolute, unbiased accuracy are not adhered to as strictly as they are in a news article.

Example:

How many train wrecks will we have before the government steps in? Will it take a fatality before trains in our state are made safer? Should explosives, poisonous materials, and hazardous wastes continue to be shipped with only minor considerations to safety? This newspaper’s opinion is a firm and resounding “No!” If the Federal Transportation Commission does not recognize its own failings and correct the problems, it will be our local politicians’ job to re-route trains carrying potentially dangerous cargoes away from our communities.

Human-Interest Story - This type differs from the previous two because it has a different overall intent. As in a news article, the intent is to inform the reader of facts, but in the human-interest story, writers add the element of appealing to the readers' sympathies. Answering the Five W's is usually adhered to, but not as strictly as in the news article. Frequent topics of human-interest stories are animals, heroic deeds, strange occurrences of fate, money, etc.

Example:

Huddled among the broken railroad cars and destroyed contents of yesterday's train derailment near us, sat someone's lost puppy. Police found it early this morning after hearing whimpering from inside one of the cars. The poor dog's leg had been severed in the accident, and it was trapped by rubble. Had another hour elapsed, it probably would have died, says a local veterinarian, who treated the mixed-breed, black-and-white dog. According to the vet, Stumpy, as the dog is now called, has received more than twenty requests for adoption since his lucky rescue was accomplished.

Headline – This is a short heading over an article, which is set in large type, and which gives an indication of the subject of the article. Headlines are short and are designed to catch the readers' interest. All important words in the headline should be capitalized. Each article in a newspaper contains a headline. The wording of headlines is very important. If they say too much, readers may skip reading the article; if they are too vague, the subject may not interest the reader. Simple words such as *a*, *and*, *the* are frequently left out of headlines.

Examples:

Train Jumps Tracks; Second in Two Years

Two Train Wrecks Are Too Many

Injured Puppy Found in Train Debris

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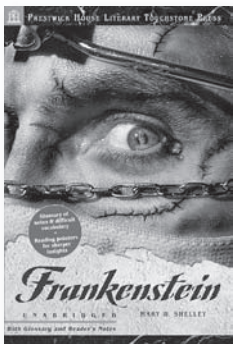
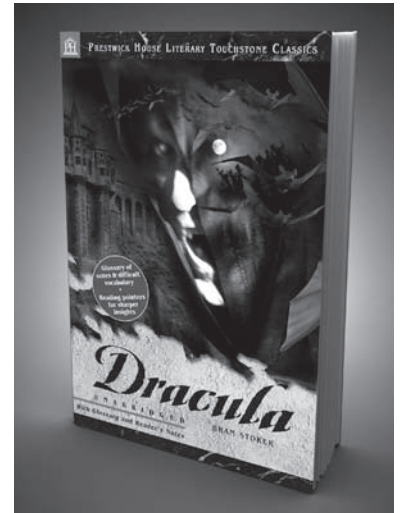
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