

# ***Animal Farm* and Vocabulary in Context**

**Grade Level or Special Area:** 8<sup>th</sup> Grade Language Arts

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**Length of Unit:** Twelve lessons (twelve days, one day equals 50 minutes)

## **I. ABSTRACT**

This unit encompasses *Animal Farm* and the political era it covers through student predictions based on key vocabulary, and reading guides based on connecting the novel to the Russian Revolution. Students are given terms before reading, and write short predictions about what will happen in the book. While reading, students maintain reading guides that outline what *Animal Farm* reveals about the Russian Revolution. Students review predictions for accuracy after completing reading. Students will also add summaries to their predictions and read a literary analysis of the novel upon completion of reading. For the culminating activity, students will write a reaction paper to what they have read.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. Understand the structural elements in a novel.
2. Understand how to write with command of writing conventions.
3. Develop an awareness of facts and opinions in writing.
4. Understand key vocabulary, figures and events of the Russian Revolution of 1917.

### **B. Content from the *Core Knowledge Sequence***

1. Writing and Research
  - a. Expository writing: essays that describe (p. 181)
  - b. Write research essays with attention to gathering relevant data, summarizing, defining a thesis, organizing an outline, integrating quotes from a primary source, acknowledging sources and avoiding plagiarism, and preparing a bibliography (p. 181)
2. Speaking and Listening
  - a. Participate civilly and productively in group discussions (p.181)
3. Elements of Fiction
  - a. Review plot, setting, theme, point of view, conflict, suspense, climax, characterization, tone and diction (p. 184)
4. Novels
  - a. *Animal Farm* by George Orwell. (p. 184)

### **C. Skill Objectives**

1. Define and identify the parts of a story: rising action, climax, falling action, resolution. (Eighth Grade Power Standards Unwrapped 1.0)
2. Define and identify the antagonist and protagonist. (Eighth Grade Power Standards Unwrapped 1.0)
3. Define and identify the structural elements of a story: plot, setting, theme, point of view, conflict, suspense, climax, characterization, tone and diction. (Eighth Grade Power Standards Unwrapped 1.0)
4. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
5. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)

6. Develop, support, and write intellectual opinions on the novel. Avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.2)
7. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
8. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
9. Integrate quotes accurately with citations, and acknowledge sources in a works cited page. (Eighth Grade Power Standards Unwrapped 4.4)
10. Plan, draft, revise and write an essay. (Eighth Grade Power Standards Unwrapped 6.1)
11. Write an essay in the expository form that describes, narrates, persuades, and compares/contrasts. (Eighth Grade Power Standards Unwrapped 5.2)
12. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
13. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Joseph Stalin*, Caulkins
  2. *Trotsky: World Revolutionary*, Archer
  3. *The Russian Revolution*, Kochan
  4. *Step Up to Writing* Auman
  5. *Reader's Handbook*, Robb
- B. For Students
  1. Russian Revolution—*Core Knowledge Sequence*, Grade 7, p. 163
  2. Paragraph Writing—*Step Up to Writing*, Auman
  3. Expository Writing—*Core Knowledge Sequence*, Grade 8, p. 181
  4. Fiction and Nonfiction—*Core Knowledge Sequence*, Grade 7, p. 160

### IV. RESOURCES

- A. Kochan, Lionel. *A Young Historian Book: The Russian Revolution*. New York, New York: The John Day Company, 1970. (To which students can refer for general knowledge on Russian Revolution)
- B. Orwell, George. *Animal Farm*. New York, New York: Penguin Group, 1946. 0-451-52634-1. (Student copies, Lessons Three-Twelve)
- C. Robb, Laura. *Reader's Handbook: A Student Guide for Reading and Learning*. Wilmington, Massachusetts: Great Source Education Group, 2002. 0-669-48858-5. (Lesson One)
- D. Rodden, John. *Understanding Animal Farm*. Westport, Connecticut: Greenwood Press, 1999. 0-313-30201-4. (Lesson Nine)

### V. LESSONS

#### Lesson One: Introducing . . . Animal Animosity! (50 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand the structural elements in a novel.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p.181)

- b. Elements of Fiction
          - i. Review plot, setting, theme, point of view, conflict, suspense, climax, characterization, tone and diction (p. 184)
        - c. Novels
          - i. *Animal Farm* by George Orwell. (p. 184)
  - 3. Skill Objectives
    - a. Define and identify the parts of a story: rising action, climax, falling action, resolution. (Eighth Grade Power Standards Unwrapped 1.0)
    - b. Define and identify the antagonist and protagonist. (Eighth Grade Power Standards Unwrapped 1.0)
    - c. Define and identify the structural elements of a story: plot, setting, theme, point of view, conflict, suspense, climax, characterization, tone and diction. (Eighth Grade Power Standards Unwrapped 1.0)
    - d. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
- B. *Materials*
1. Student copies of *Animal Farm*
  2. Copies for each student of Appendix A: Unit cover letter
  3. Copies for each student of Appendix G: What's in a Story?
  4. Copies for teacher of Appendix H: Key
  5. Copies for each student of the mountain diagram as it appears on p. 309 : Robb, Laura-*Reader's Handbook: A Student Guide for Reading and Learning*
- C. *Key Vocabulary*
1. Plot—the events of the story, as propelled through rising action, climax, falling action and resolution
  2. Setting—the place where and time that the story happens
  3. Theme—the big ideas of the story, the main messages
  4. Point of view—the perspective from which the story is told
  5. Conflict—the internal or external struggle that propels the story
  6. Suspense—the tension created to make the conflict believable and understandable
  7. Climax—the turning point of the story where the main character makes the decision that changes his or her perspective or life
  8. Characterization—the way that character's personalities are revealed and developed
  9. Antagonist—the character who or entity that is part of the conflict in the story
  10. Protagonist—the main character who faces the conflict in the story
- D. *Procedures/Activities*
1. Present and go over cover letter, as it appears in Appendix A. Talk about the general idea of *Animal Farm*. Ask students what they know about the Russian Revolution.
  2. Administer pre-assessment, as it appears in Appendix G. Remind students that work should be their own, and that they should try their best.
  3. Check their progress. If they get stumped, encourage them to think about what they have observed in stories read in the past.
  4. Collect pre-assessments to be graded.
  5. Hand out student copies of *Animal Farm*.
  6. Have students preview the book: look carefully over the front and back covers, skim Orwell's brief bio on the inside cover, scan the preface and introduction, and read first, middle and last pages of the novel.

7. Hand out mountain outline copies from p. 309 of *Reader's Handbook*, Robb, and review structural elements of a novel/story: rising action, climax, falling action, resolution.
  8. Have students write paragraphs on what three structural elements add the most zest to a story.
  9. Collect completed paragraphs.
- E. *Assessment/Evaluation*
1. Grade the pre-assessments, but do not record in grade book. Modify lessons as needed if students knew more than was expected on the unit.
  2. Spot-check paragraphs for completeness.

**Lesson Two: Fact or Fiction? (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of facts and opinions in writing.
  - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
2. Lesson Content
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions (p.181)
  - b. Novels
    - i. *Animal Farm* by George Orwell. (p. 184)
3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

B. *Materials*

1. Student copies of *Animal Farm*
2. Copies for each student of Appendix B: Word Wizard
3. Copies for each student of Appendix C: Character Sleuth
4. Copies for each student of Appendix D: Event Detective

C. *Key Vocabulary*

1. Imminent—having existence only in the mind
2. Totalitarianism—a philosophy that advocates a political regime based on subordination of the individual to the state and strict control of all aspects of life especially by coercive measures
3. Vogue—popular acceptance or favor
4. Ostensibly—shown outwardly
5. Succumbed—to yield to superior force or overpowering appeal or desire
6. Allegorical—expressing through symbolism of truths or generalizations about human experience

- D. *Procedures/Activities*
1. Revisit the cover letter and answer questions about the unit.
  2. Give students copies of Word Wizard handout, as it appears in Appendix B. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  3. Go over the definitions orally to ensure that all students have parallel responses.
  4. Discuss the difference between predict, paraphrase and summarize. Predict is to surmise what will happen with little to no background knowledge, paraphrase is to put into one's own words, and summarize is to give a brief synopsis.
  5. Students take notes on lecture.
  6. Using their vocabulary terms, students write predictions on what they think will be covered in today's reading of *Animal Farm*.
  7. Ask students how a fictional story can make a strong point about a factual event. Present difference between factual writing and opinion writing: Factual writing is about real people, places and things; Opinion writing is about a writer's own thoughts and ideas on real people, places and things.
  8. Students take notes on the lecture.
  9. Present the difference between primary and secondary sources: *Animal Farm* is a primary source, a published literary analysis of *Animal Farm* is a secondary source.
  10. Students take notes on the lecture.
  11. Homework: Read the preface of *Animal Farm* and complete the reading guide. (One student in each partner pair completes Character Sleuth guide, as it appears in Appendix C, the other student in that pair completes Event Detective guide, as it appears in Appendix D.)
- E. *Assessment/Evaluation*
1. Spot-check predictions and notes for completeness.

### **Lesson Three: The Start of a Revolution (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of facts and opinions in writing.
    - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p.181)
    - b. Novels
      - i. *Animal Farm* by George Orwell. (p. 184)
  3. Skill Objective(s)
    - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
    - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
    - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
    - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)

- e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.
- B. *Materials*
- 1. (From Lesson Two) Student copies of *Animal Farm*
  - 2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  - 3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
  - 4. (From Lesson Two) Copies for each student of Appendix D: Event Detective
- C. *Key Vocabulary*
- 1. Satire—biting wit, irony, or sarcasm used to expose vice or folly (mistakes)
  - 2. Cynicism—the act of attributing all actions to selfish motives
  - 3. Deluded—misled, deceived, or tricked.
  - 4. Socialism—any of various social systems based on shared or government ownership and administration of the means of production and distribution of goods (an economic policy)
  - 5. Idealized—to think of or represent as ideal
  - 6. Fraud—deceit or trickery
- D. *Procedures/Activities*
- 1. Discuss the preface reading and accompanying guides that students completed for homework the night before.
  - 2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  - 3. Go over the definitions orally to ensure that all students have parallel responses.
  - 4. Using their vocabulary terms, students write predictions on what they think will be covered in today’s reading of *Animal Farm*.
  - 5. Teacher reads the introduction of *Animal Farm* aloud to students.
  - 6. Students complete reading guides, Appendices C and D, while following along.
  - 7. Students discuss their reading guide results with partner.
  - 8. Students finish predictions by adding summaries of what they’ve read.
  - 9. Collect summaries.
  - 10. Homework: Read Chapter 1 in *Animal Farm* and complete the reading guide. (Students in partner pairs swap roles: one completes the Event Detective guide, Appendix D the other completes the Character Sleuth guide, Appendix C.)
- E. *Assessment/Evaluation*
- 1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

**Lesson Four: Beasts of England Unite (50 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Develop an awareness of facts and opinions in writing.
    - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  - 2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p. 181)
    - b. Novels
      - i. *Animal Farm* by George Orwell. (p. 184)

3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.
- B. *Materials*
  1. (From Lesson Two) Student copies of *Animal Farm*
  2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
  4. (From Lesson Two) Copies for each student of Appendix D: Event Detective
- C. *Key Vocabulary*
  1. Hypocrisy—a feigning to be what one is not or to believe what one is not
  2. Propaganda—the spreading of ideas or information to further or damage a cause
  3. Unorthodoxy—not conforming to established doctrine
  4. Conceding—to admit to be true
  5. Ludicrously—in a laughable or ridiculous way
  6. Incompetence—the state of not being qualified or competent, lacking sufficient knowledge, skill or ability
- D. *Procedures/Activities*
  1. Discuss Chapter 1 reading and accompanying guides that students completed for homework the night before.
  2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  3. Go over the definitions orally to ensure that all students have parallel responses.
  4. Using their vocabulary terms, students write predictions on what they think will be covered in today’s reading of *Animal Farm*.
  5. Students read Chapter 2 of *Animal Farm* popcorn style. One student reads one section, then he or she calls on another student to read the next section, and so on.
  6. Students complete reading guides, Appendices C and D, while following along.
  7. Students discuss their reading guide results with partner.
  8. Students finish predictions by adding summaries of what they’ve read.
  9. Collect summaries.
  9. Homework: Read Chapter 3 in *Animal Farm* and complete the reading guide. (Students in partner pairs swap roles: one completes the Character Sleuth guide, Appendix C, the other completes the Event Detective guide, Appendix D.)
- E. *Assessment/Evaluation*
  1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

## Lesson Five: The Battle of the Cowshed (50 minutes)

### A. Daily Objectives

1. Concept Objective(s)
  - a. Develop an awareness of facts and opinions in writing.
  - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
2. Lesson Content
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions (p.181)
  - b. Novels
    - i. *Animal Farm* by George Orwell. (p. 184)
3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

### B. Materials

1. (From Lesson Two) Student copies of *Animal Farm*
2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
4. (From Lesson Two) Copies for each student of Appendix D: Event Detective

### C. Key Vocabulary

1. Malevolent—having, showing or arising from ill will, spite or hatred
2. Subverted—overthrown, ruined or corrupted
3. Profoundly—in a way that is marked by intellectual depth or insight
4. Indifference—marked by no special liking for or dislike of something
5. Arbitrary—selected at random
6. Obsolescent—going out of use, becoming obsolete

### D. Procedures/Activities

1. Discuss Chapter 3 reading and accompanying guides that students completed for homework the night before.
2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
3. Go over the definitions orally to ensure that all students have parallel responses.
4. Using their vocabulary terms, students write predictions on what they think will be covered in today's reading of *Animal Farm*.
5. Silent sustained reading: students read Chapter 4 of *Animal Farm*.
6. Students complete reading guides, Appendices C and D.
7. Students discuss their reading guide results with partner.
8. Students finish predictions by adding summaries of what they've read.
9. Collect summaries.

9. Homework: Read Chapter 5 in *Animal Farm* and complete the reading guide. (Students in partner pairs swap roles: one completes the Event Detective guide, Appendix D, the other completes the Character Sleuth guide, Appendix C.)
- E. *Assessment/Evaluation*
1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

**Lesson Six: Napoleon Takes Snowball (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an awareness of facts and opinions in writing.
  - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
2. Lesson Content
  - a. Speaking and Listening
    - i. Participate civilly and productively in group discussions (p.181)
  - b. Novels
    - i. *Animal Farm* by George Orwell. (p. 184)
3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

B. *Materials*

1. (From Lesson Two) Student copies of *Animal Farm*
2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
4. (From Lesson Two) Copies for each student of Appendix D: Event Detective

C. *Key Vocabulary*

1. Ludicrous—laughable or ridiculous
2. Literary—of or relating to literature
3. Escapist—one who diverts the mind to imaginative activity to escape from routine (different from escapee, one who escapes)
4. Ousted—expelled, evicted, dismissed, banished
5. Compelling—driven or urged with force
6. Alliance—a union to promote common interests

D. *Procedures/Activities*

1. Discuss Chapter 5 reading and accompanying guides that students completed for homework the night before.
2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.

4. Go over the definitions orally to ensure that all students have parallel responses.
  5. Using their vocabulary terms, students write predictions on what they think will be covered in today's reading of *Animal Farm*.
  6. Teacher reads Chapter 6 of *Animal Farm* aloud to students.
  7. Students complete reading guides, Appendices C and D.
  8. Students discuss their reading guide results with partner.
  9. Students finish predictions by adding summaries of what they've read.
  10. Collect summaries.
  11. Homework: Read Chapter 7 in *Animal Farm* and complete the reading guide. (Students in partner pairs swap roles: one completes the Character Sleuth guide, Appendix C, the other completes the Event Detective guide, Appendix D.)
- E. *Assessment/Evaluation*
1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

### **Lesson Seven: The Rise of the Windmill (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of facts and opinions in writing.
    - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p.181)
    - b. Novels
      - i. *Animal Farm* by George Orwell. (p. 184)
  3. Skill Objective(s)
    - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
    - a. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
    - b. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
    - c. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
    - d. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
    - e. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.
- B. *Materials*
1. (From Lesson Two) Student copies of *Animal Farm*
  2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
  4. (From Lesson Two) Copies for each student of Appendix D: Event Detective
- C. *Key Vocabulary*
1. Dictatorship—a government or country in which absolute power is held by a dictator or small group
  2. Exploit—to use unfairly for one's own advantage
  3. Negotiate—to confer with another so as to arrive at the settlement of some matter
  4. Morality—moral conduct or virtue

5. Ethical—conforming to accepted and especially professional standards of conduct
  6. Intrinsic—belonging to the essential nature or constitution of a thing
- D. *Procedures/Activities*
1. Discuss Chapter 7 reading and accompanying guides that students completed for homework the night before.
  2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  3. Go over the definitions orally to ensure that all students have parallel responses.
  4. Using their vocabulary terms, students write predictions on what they think will be covered in today’s reading of *Animal Farm*.
  5. Students read Chapter 8 of *Animal Farm* popcorn style. One student reads one section, then he or she calls on another student to read the next section, and so on.
  6. Students complete reading guides, Appendices C and D.
  7. Students discuss their reading guide results with partner.
  8. Students finish predictions by adding summaries of what they’ve read.
  9. Collect summaries.
  10. Homework: Read Chapter 9 in *Animal Farm* and complete the reading guide. (Students in partner pairs swap roles: one completes the Character Sleuth guide, Appendix C, the other completes the Event Detective guide, Appendix D.)
- E. *Assessment/Evaluation*
1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

**Lesson Eight: The Return of Two Legs (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of facts and opinions in writing.
    - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p.181)
    - b. Novels
      - i. *Animal Farm* by George Orwell. (p. 184)
  3. Skill Objective(s)
    - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
    - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
    - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
    - d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
    - e. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
    - f. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

- B. *Materials*
1. (From Lesson Two) Student copies of *Animal Farm*
  2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  3. (From Lesson Two) Copies for each student of Appendix C: Character Sleuth
  4. (From Lesson Two) Copies for each student of Appendix D: Event Detective
- C. *Key Vocabulary*
1. Adjuring—to command solemnly, urge earnestly
  2. Stereotypes—ideas that many people have about a thing or group that may often be untrue or only partly true
  3. Didactic—intended to instruct, inform, or teach a moral lesson
  4. Precarious—dependent on uncertainly condition, dangerously insecure
  5. Commandments—a list of commands or orders
  6. Capitalist—a person of great wealth
- D. *Procedures/Activities*
1. Discuss Chapter 9 reading and accompanying guides that students completed for homework the night before.
  2. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  3. Go over the definitions orally to ensure that all students have parallel responses.
  4. Using their vocabulary terms, students write predictions on what they think will be covered in today’s reading of *Animal Farm*.
  5. Silent sustained reading: students read Chapter 10 of *Animal Farm*.
  6. Students complete reading guides, Appendices C and D.
  7. Students discuss their reading guide results with partner.
  8. Students finish predictions by adding summaries of what they’ve read.
  9. Collect summaries.
- E. *Assessment/Evaluation*
1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

**Lesson Nine: A Look at Literary Analysis (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an awareness of facts and opinions in writing.
    - b. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  2. Lesson Content
    - a. Speaking and Listening
      - i. Participate civilly and productively in group discussions (p.181)
    - b. Novels
      - i. *Animal Farm* by George Orwell. (p. 184)
  3. Skill Objective(s)
    - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
    - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
    - c. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)

- d. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - e. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.
- B. *Materials*
- 1. Copies for each student of Appendix E: Summary Essay Rubric
  - 2. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  - 3. Copies for each student of the literary analysis as it appears on p. 7-19: Rodden, John. *Understanding Animal Farm*. Westport, Connecticut: Greenwood Press, 1999. 0-313-30201-4. (Lessons Three-Twelve)
- C. *Key Vocabulary*
- 1. Oppressors—people who crush others by abuse of power or authority
  - 2. Indictment—a charge of fault, crime or offense
  - 3. Subversive—overthrown, ruined or corrupted
  - 4. Successor—one that takes over leadership
  - 5. Industrialization—a time when factories and machines overtook the working world in many countries worldwide
  - 6. Purge (trials)—a ridding of persons regarded as treacherous or disloyal
- D. *Procedures/Activities*
- 1. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  - 2. Go over the definitions orally to ensure that all students have parallel responses.
  - 3. Using their vocabulary terms, students write predictions on what they think will be covered in today’s reading of literary analysis from *Understanding Animal Farm*.
  - 4. Teacher reads and class discusses literary analysis from *Understanding Animal Farm*.
  - 5. Students finish predictions by adding summaries of what they’ve read.
  - 6. Collect summaries.
  - 7. Homework: Read over Summary Essay Rubric, as it appears in Appendix E.
- E. *Assessment/Evaluation*
- 1. Spot-check predictions and summaries for completeness and correct usage of vocabulary.

**Lesson Ten: Planning a Reply to Gato (50 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Understand how to write with command of writing conventions.
    - b. Develop an awareness of facts and opinions in writing.
    - c. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  - 2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: essays that describe (p. 181)
      - ii. Write research essays with attention to gathering relevant data, summarizing, defining a thesis, organizing an outline, integrating quotes from a primary source, acknowledging sources and avoiding plagiarism, and preparing a bibliography (p. 181)
    - b. *Animal Farm* by George Orwell. (p. 184)

3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Develop, support, and write intellectual opinions on the novel. Avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.2)
  - d. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - e. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - f. Integrate quotes accurately with citations, and acknowledge sources in a works cited page. (Eighth Grade Power Standards Unwrapped 4.4)
  - g. Plan, draft, revise and write an essay. (Eighth Grade Power Standards Unwrapped 6.1)
  - h. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - i. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

B. *Materials*

1. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
2. (From Lesson Nine) Copies for each student of Appendix E: Summary Essay Rubric
3. Fresh paper
4. Writing utensils
5. (From Lesson One) Copies for each student of Appendix A: Cover Letter

C. *Key Vocabulary*

1. Exonerated—to free from blame
2. Parallel—something essentially similar to another
3. Aristocratic—of or belonging to the noble or privileged class
4. Reconciliation—the act of bringing to submission or acceptance
5. Sickle (hammer and sickle)—a cutting tool consisting of a curved metal blade with a short handle
6. Inclined—to be drawn toward an opinion or course of action

D. *Procedures/Activities*

1. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
2. Go over the definitions orally to ensure that all students have parallel responses.
3. Using their vocabulary terms, students write short summaries of either a section from *Animal Farm* or a section from *Understanding Animal Farm*.
4. Collect summaries.
5. Students review the Cover Letter, as it appears in Appendix A.
6. Teacher discusses the rubric with students and answers any questions. Teacher reminds students to write according to what is required on the rubric.
7. Students will be reminded of the writing process: plan, draft, revise and write.
8. Students will be given the rest of the class period to work on planning their summary essays, which should be developed in the form of a reply to Gato. Planning strategies may include free writing, webbing and outlining.
9. Homework: Draft your summary essay in the form of a response to Gato.

- E. *Assessment/Evaluation*
1. Spot-check summaries for completeness and correct usage of vocabulary.
  2. Spot-check planning strategies to ensure students are on the right track.

**Lesson Eleven: Preliminary Peer Review**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how to write with command of writing conventions.
  - b. Develop an awareness of facts and opinions in writing.
  - c. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
2. Lesson Content
  - a. Writing and Research
    - i. Expository writing: essays that describe (p. 181)
    - ii. Write research essays with attention to gathering relevant data, summarizing, defining a thesis, organizing an outline, integrating quotes from a primary source, acknowledging sources and avoiding plagiarism, and preparing a bibliography (p. 181)
  - b. *Animal Farm* by George Orwell. (p. 184)
3. Skill Objective(s)
  - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
  - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
  - c. Develop, support, and write intellectual opinions on the novel. Avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.2)
  - d. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
  - e. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
  - f. Integrate quotes accurately with citations, and acknowledge sources in a works cited page. (Eighth Grade Power Standards Unwrapped 4.4)
  - g. Plan, draft, revise and write an essay. (Eighth Grade Power Standards Unwrapped 6.1)
  - h. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)
  - i. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.

B. *Materials*

1. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
2. (From Lesson Nine) Copies for each student of Appendix E: Summary Essay Rubric
3. Fresh paper
4. Writing utensils

C. *Key Vocabulary*

1. Devouring—enjoying avidly
2. Prophetic—embodied by divinely inspired revelations
3. Dissemination—the spreading of something
4. Deplored—considered unfortunate or deserving of disapproval
5. Polarizing—breaking up into opposing groups

6. Rhetoric—the art of speaking or writing effectively
- D. *Procedures/Activities*
1. Ask students to work in partner pairs to take down and define, using a dictionary, six vocabulary terms from the primary and secondary sources, as outlined in Appendix B, Word Wizard, and above in Key Vocabulary.
  2. Go over the definitions orally to ensure that all students have parallel responses.
  3. Using their vocabulary terms, students write short summaries of either a section from *Animal Farm* or a section from *Understanding Animal Farm*.
  4. Collect summaries.
  5. Students will be reminded of the writing process: plan, draft, revise and write.
  6. Students swap essay drafts with two peers, who score their writing on the rubric. Teacher reminds students that they must provide comments: “Something I liked was . . . Something I would add or change was . . . )
  7. Homework: Revise your summary essay in the form of a response to Gato.
- E. *Assessment/Evaluation*
1. Spot-check summaries for completeness and correct usage of vocabulary.
  2. Spot-check revisions to ensure students are on the right track.

### **Lesson Twelve: Final Peer Review**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand how to write with command of writing conventions.
    - b. Develop an awareness of facts and opinions in writing.
    - c. Understand key vocabulary, figures and events of the Russian Revolution of 1917.
  2. Lesson Content
    - a. Writing and Research
      - i. Expository writing: essays that describe (p. 181)
      - ii. Write research essays with attention to gathering relevant data, summarizing, defining a thesis, organizing an outline, integrating quotes from a primary source, acknowledging sources and avoiding plagiarism, and preparing a bibliography (p. 181)
    - b. *Animal Farm* by George Orwell. (p. 184)
  3. Skill Objective(s)
    - a. Identify and exhibit in writing the difference between fact and opinion. (Eighth Grade Power Standards Unwrapped 1.3)
    - b. Read and be able to differentiate between primary and secondary sources. Use solid details to back up an opinion. (Eighth Grade Power Standards Unwrapped 2.0)
    - c. Develop, support, and write intellectual opinions on the novel. Avoid libel and bias in writing. (Eighth Grade Power Standards Unwrapped 2.2)
    - d. Ask open-ended questions, gather relevant data. (Eighth Grade Power Standards Unwrapped 4.1)
    - e. Differentiate between predict, paraphrase and summarize, and be able to do all three correctly. (Eighth Grade Power Standards Unwrapped 4.3)
    - f. Integrate quotes accurately with citations, and acknowledge sources in a works cited page. (Eighth Grade Power Standards Unwrapped 4.4)
    - g. Plan, draft, revise and write an essay. (Eighth Grade Power Standards Unwrapped 6.1)
    - h. Use proper grammar and proper punctuation. Use new vocabulary. (Eighth Grade Power Standards Unwrapped 7.1)

- i. Use proper spelling and definition of key terms embodying the Russian Revolution and Socialism.
- B. *Materials*
  - 1. (From Lesson Two) Copies for each student of Appendix B: Word Wizard
  - 2. (From Lesson Nine) Copies for each student of Appendix E: Summary Essay Rubric
  - 3. Fresh paper
  - 4. Writing utensils
- C. *Key Vocabulary*
  - 1. None (Remind students to study past vocabulary for the unit test.)
- D. *Procedures/Activities*
  - 1. Go over the definitions orally to ensure that all students have parallel responses.
  - 2. Using their vocabulary terms, students write short summaries of either a section from *Animal Farm* or a section from *Understanding Animal Farm*.
  - 3. Collect summaries.
  - 4. Students will be reminded of the writing process: plan, draft, revise and write.
  - 5. Students swap essay revisions with one peer, who scores their writing on the rubric. Teacher reminds students that they must provide comments: “Something I liked was . . . Something I would add or change was . . .”
  - 6. Homework: Write your final draft of the summary essay in the form of a response to Gato.
- E. *Assessment/Evaluation*
  - 1. Spot-check summaries for completeness and correct usage of vocabulary.
  - 2. Spot-check final drafts to ensure students are on the right track.

## VI. CULMINATING ACTIVITY

- A. Students turn in their summary essays, which should be graded on the summary essay rubric, as it appears in Appendix E.
- B. Unit Assessment: Pass out copies of Appendix F for each student. When making copies, be sure to cover the key. Students follow the directions and turn in the assessment upon completion. Use key at the bottom of the original copy to grade the assessments.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Cover Letter (Lesson One)
- B. Appendix B: Word Wizard (Lessons Three-Eleven)
- C. Appendix C: Character Sleuth (Lessons Three-Twelve)
- D. Appendix D: Event Detective (Lessons Three-Twelve)
- E. Appendix E: Summary Essay Rubric (Lessons Ten-Fourteen)
- F. Appendix F: Unit Assessment (Lesson One and Culminating Activity)
- G. Appendix G: What’s In a Story? (Lesson One)
- H. Appendix H: What’s In a Story? Key (Lesson One)

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## Appendix A

# Cover Letter

November, 2003

Dear Students,

Something incredible has happened at a faraway place called Animal Farm! So incredible, in fact, that it is making leaders all over—presidents, principals, Prime Ministers, politicians, and all—afraid for their own safety.

Outlandish rebels run this phenomenon that has swept Animal Farm, and only you can help. Here is your job:

Read a first-hand account of what happened, as presented by writer George Orwell.

Decode secret words that the rebels use to convey their beliefs.

Connect these revolutionary events to other historical happenings, like the Russian Revolution.

Read a second-hand account of what happened, as presented by editor John Rodden.

Write a warning to leaders worldwide about what occurred at Animal Farm, and what those leaders should do to prevent such upheaval.

You have fourteen business—er, school—days to complete this mission. Please send all correspondence to me in Washington, D.C. Your assistance in this matter is deeply appreciated.

Sincerely,

Simon Gato  
Department of Two Legs Security

## Appendix B

# Word Wizard

Your job is to decode secret words that the rebels use to convey their beliefs. Define each of the following terms from the preface and introduction of writer George Orwell's first-hand account, and from editor John Rodden's second-hand account of what happened at Animal Farm. On your own paper, write six definitions and one corresponding prediction daily.

<u>Orwell's Preface</u>	<u>Orwell's Introduction</u>	<u>Rodden's Account</u>
1. imminent	1. profoundly	1. commandments
2. totalitarianism	2. indifference	2. capitalist
3. vogue	3. arbitrary	3. oppressors
4. ostensibly	4. obsolescent	4. indictment
5. succumbed	5. ludicrous	5. subversive
6. allegorical	6. literary	6. successor
7. satire	7. escapist	7. industrialization
8. cynicism	8. ousted	8. purge (trials)
9. deluded	9. compelling	9. exonerated
10. socialism	10. alliance	10. parallel
11. idealized	11. dictatorship	11. aristocratic
12. fraud	12. exploit	12. reconciliation
13. hypocrisy	13. negotiate	13. sickle
14. propaganda	14. morality	14. inclined
15. unorthodoxy	15. ethical	15. devouring
16. conceding	16. intrinsic	16. prophetic
17. ludicrously	17. adjuring	17. dissemination
18. incompetence	18. stereotypes	18. deplored
19. malevolent	19. didactic	19. polarizing
20. subverted	20. precarious	20. rhetoric

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## Character Sleuth

Your job is to read a first-hand account of what has happened, as presented by writer George Orwell, and to connect these revolutionary events to other historical happenings, like the Russian Revolution. Fill in the blank spaces with as many details as you can about each character. Use the following questions as your guide:

- 2) What does this character say and do?
- 3) How do others react to this character?
- 4) What does this character think and feel?
- 5) What do you think about this character?

<b>Character</b>	<b>Historical Figure</b>	<b>Notes</b>
Farmer Jones	Czar of Russia	
The Pigs	The Bolsheviks	

Appendix C, page 2 of 4

Major	A combination of Marx and Lenin	
Napoleon	Stalin	
Snowball	Trotsky	
Boxer	The Working Class	
Mollie	White Russians	

Appendix C, page 3 of 4

Moses	The Church	
Squealer	<i>Pravda</i> ; Soviet Propagandists	
Napoleon's Dogs	The Secret Police	
Pilkington	England/Churchill	
Frederick	Hitler	

Appendix C, page 4 of 4

Minimus	Mayakovsky	
Whymper	Western businessmen and journalists	
Wild Animals	The peasants	

Robb, Laura. *Reader's Handbook: A Student Guide for Reading and Learning*. Wilmington, Massachusetts: Great Source Education Group, 2002. 0-669-48858-5.

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# Event Detective

Your job is to read a first-hand account of what has happened, as presented by writer George Orwell, and to connect these revolutionary events to other historical happenings, like the Russian Revolution. Fill in the blank spaces with as many details as you can about each event. Use the following questions as your guide:

- 1) What happened?
- 2) How do the characters react to this event?
- 3) How does this event change the farm?
- 4) What do you think about this event?

<b>Event</b>	<b>Connection to Russian History</b>	<b>Notes</b>
The Rebellion	Russian Revolution (1917)	
Battle of the Cowshed	The Civil War (1918-19)	
Snowball's leadership	Trotsky Leads Red Army	

Appendix D, page 2 of 4

Rebellions on nearby farms	Hungarian and German communist rebellion (1919, 1923)	
Revolt of the hens	Kronstadt rebellion (1921)	
Napoleon's dealings with Whymper/Wellington markets	Treaty of Rapallo (1922)	
Snowball's Defeat	Trotsky's exile (1927)	
Snowball and the windmill	Trotsky's emphasis on heavy industry	

Appendix D, page 3 of 4

Napoleon's opposition to the windmill	Stalin's emphasis on agriculture	
Snowball's desire to send pigeons to nearby farms	Trotsky's "Permanent Revolution"	
Napoleon's opposition to sending the pigeons	Stalin's "Socialism in One Country"	
Demolition of windmill	Failure of First Five-Year Plan	
Starvation	Ukraine famine (1933)	

**Appendix D, page 4 of 4**

Confession of animals to aiding Snowball	Purge Trials (1936-38)	
Deal with Frederick	Nazi-Soviet Pact of 1939	
Battle with Frederick	German invasion (1941)	
End of the novel	Tehran Conference (1943)	

Robb, Laura. *Reader's Handbook: A Student Guide for Reading and Learning*. Wilmington, Massachusetts: Great Source Education Group, 2002. 0-669-48858-5.

Rodden, John. *Understanding Animal Farm*. Westport, Connecticut: Greenwood Press, 1999. 0-313-30201-4.

Appendix E

## Summary Essay Rubric

	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<b>Connected</b>	Demonstrates significant understanding and awareness of the Russian Revolution, and correctly uses more than five vocabulary terms from the unit.	Demonstrates above-average understanding and awareness of the Russian Revolution, and correctly uses five vocabulary terms from the unit.	Demonstrates some understanding and awareness of the Russian Revolution, and correctly uses four vocabulary terms from the unit.	Demonstrates little understanding and awareness of the Russian Revolution, and correctly uses three vocabulary terms from the unit.
<b>Justified</b>	All points are backed up with facts and details. Work suggests that the writer completed significant research.	Most points are backed up with facts and details. Work suggests that the writer completed some research.	Some points are backed up with facts and details. Work suggests that the writer completed little research.	Few points are backed up with facts and details. Work suggests that the writer completed no research.
<b>Thorough</b>	Demonstrates more than five concepts covered in class.	Demonstrates five concepts covered in class.	Demonstrates four concepts covered in class.	Demonstrates less than three concepts covered in class.
<b>Polished</b>	There are no grammatical, punctuation or spelling errors in this paper.	There are few grammatical, punctuation or spelling errors in this paper.	There are some grammatical, punctuation or spelling errors in this paper, but it doesn't slow the reader too much.	There are enough grammatical, punctuation or spelling errors in this paper to make it sort of difficult to read.
<b>Unique</b>	Shows highly innovative thinking. Writer makes many original, insightful remarks and points.	Shows innovative thinking. Writer makes some original, insightful remarks and points.	Shows independent thinking. Writer makes a few original, insightful remarks and points.	Writer makes Hardly any original, insightful remarks and points. This paper needs more life.
<b>Organized</b>	The paper is organized so effectively that reading it is smooth and carefree.	The paper is organized effectively.	The paper is somewhat organized, but the reader sometimes has to jump around to get the point.	The paper is somewhat organized, but the reader sometimes has no idea what the writer means.

Appendix F, page 1 of 4

# Unit Assessment

Circle the one answer below each question that you think is the **most accurate**.

- 1) *Animal Farm* is about what major historical event?
  - a. The American Civil War
  - b. The Revolutionary War
  - c. The Russian Revolution of 1917
  - d. The building of The Great Wall of China
  
- 2) Which of the following sentences uses the word *totalitarianism* correctly?
  - a. The pigs in *Animal Farm* ran a totalitarianism government since they controlled all aspects of life while the other animals were merely followers.
  - b. The pigs in *Animal Farm* ran a totalitarianism government since all the animals were treated equally and fairly, and were allowed to vote for their leaders.
  - c. The pigs in *Animal Farm* ran a totalitarianism government since they let representatives of all the other animals appoint committees to lead them.
  - d. The pigs in *Animal Farm* ran a totalitarianism government since there was no true leadership at all.
  
- 3) Which of the following sentences uses the word *socialism* correctly?
  - a. If the pigs had shared the milk that they produced from the cows, but gave more milk with Boxer and less milk Mollie, then their economic policy would have been based upon socialism.
  - b. If the pigs had given, by equal distribution to all other animals, the milk that they produced from the cows, then their economic policy would have been based upon socialism.
  - c. Since the pigs hoarded all of the milk for themselves, their economic policy was based upon socialism.
  - d. If the pigs had sold the milk back to the cows from which they originally took it, then their economic policy would have been based upon socialism.

## Appendix F, page 2 of 4

- 4) Which of the following sentences uses the word *propaganda* correctly?
- Squealer promoted the pigs' ideas through propaganda, since he was eager to promote their thinking.
  - Mollie was guilty of propaganda, so she left Animal Farm in disgrace.
  - Snowball delivered poor propaganda; therefore, Napoleon took over as the new leader.
  - The wild animals were only propaganda, so they didn't enjoy the same rights as the other animals.
- 5) Which of the following sentences uses the word *dictatorship* correctly?
- Mollie held a dictatorship under the straw in the barn; here, she hid all her contraband.
  - George Orwell used a literary device called dictatorship to convey the meaning of the Russian Revolution.
  - If Mollie and Squealer had led the dictatorship, they would have been elected to their leadership by all the other animals.
  - If one considers Napoleon the dictator, or the one with all the power, and the pigs his small group of sub-leaders, then one could call Animal Farm a dictatorship.
- 6) Which of the following sentences uses the word *purge* correctly?
- If Mollie hadn't left on her own, the other animals probably would have purged her from the farm when they discovered she was a traitor.
  - If Mollie hadn't left on her own, the other animals probably would have purged her through the fence since she was so fat.
  - When Farmer Jones returned to the farm, the Battle of the Cowshed saw him purged once more.
  - Both a and c are correct.
- 7) The Battle of the Cowshed was like what historical event and why?
- It was like The Russian Civil War that lasted from 1918-1919 because two different groups, both originally from the same land, fought for territory upon that land.
  - It was like The Russian Civil War that lasted from 1918-1919 because the outcome was so devastating that an award of honor was established in the name of fallen "soldiers."
  - It was like the American Civil War because the rights of a certain group within the territory were at stake.
  - It was like the Revolutionary War because the animals at Animal Farm were attempting to secede from the ruling of the animals on surrounding farms.

## Appendix F, page 3 of 4

- 8) Snowball's defeat was like what historical fact and why?
- It was like Trotsky's emphasis on agriculture because this old-fashioned approach of his is what led to his demise.
  - It was like Stalin's support of Vladimir Illyich Lenin because this mistaken idealism of his is what led to his demise.
  - It was like Trotsky's exile from Russian rule because Joseph Stalin ousted him from the position.
  - It was like Trotsky's emphasis on heavy industry because this revolutionary new approach of his is what led to his demise.
- 9) The deal with Frederic was like what historical fact and why?
- It was like the Nazi-Soviet Pact of 1939 because Frederick represents Hitler and the deal represents the start of an even more oppressive regime.
  - It was like the Nazi-Soviet Pact of 1939 because Frederick represents Churchill and the deal represents the start of a democratic regime.
  - It was like the German invasion of 1941 because Frederick represents Hitler and the deal represents the attack of Russia by Germany.
  - None of the above.
- 10) The end of the novel was like what historical fact and why?
- It was like the Tehran Conference of 1943 because it appears as though the conflict is resolved, but serious underlying problems still exist.
  - It was like the failure of the First Five-Year Plan because the story ends with the demolition of the windmill.
  - It was like the Tehran Conference of 1943 because all the parties are in full agreement and are fully aware of what the future holds for them.
  - It was like the failure of the First Five-Year Plan because the animals failed to keep the farm for themselves.
- 11) Which historical figure does Farmer Jones represent and why?
- He represents the Bolsheviks because he is a follower of the pigs, or Lenin's influences.
  - He represents Churchill because he goes on to "rule" a neighboring farm, or "country."
  - He represents the czar of Russia because his "regime" has been banished.
  - He represents Hitler because of his evilness toward the animals.

**Appendix F, page 4 of 4**

- 12) Which historical figure does Major represent and why?
- a. He represents a combination of Lenin and Marks, who developed the ideas that Trotsky and Stalin later represent.
  - b. He represents the working class because his motto is, "I will work harder."
  - c. He represents the White Russians because he is aristocratic and opposed to the ideas that Trotsky and Stalin represent.
  - d. He represents the Russian *Pravda* because he spreads news to promote the leaders' ideas.
- 

**KEY:** 1)c. 2)a. 3)b. 4)a.. 5)d. 6)d. 7)a. 8)c. 9)a. 10)a. 11)c. 12)a.

Appendix G

# What's in a Story?

Plot—

Setting—

Theme—

Point of view—

Conflict—

Suspense—

Climax—

Characterization—

Antagonist—

Protagonist—

## Appendix H

# Key

**Plot**—the events of the story, as propelled through rising action, climax, falling action and resolution

**Setting**—the place where and time that the story happens

**Theme**—the big ideas of the story, the main messages

**Point of view**—the perspective from which the story is told

**Conflict**—the internal or external struggle that propels the story

**Suspense**—the tension created to make the conflict believable and understandable

**Climax**—the moment in the story that turns conflict into resolution

**Characterization**—the way that character’s personalities are revealed and developed

**Antagonist**—the character who or entity that distracts the protagonist from facing the conflict in the story

**Protagonist**—the main character who faces the conflict in the story