



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Animal Farm

based on the book by
George Orwell

Written by
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A FEW NOTES ABOUT THE AUTHOR
GEORGE ORWELL

ORWELL, George (1903-50). As a journalist and writer of autobiographical narratives, George Orwell was outstanding. But he will be remembered primarily for two works of fiction that have become 20th-century classics: 'Animal Farm', published in 1944, and 'Nineteen Eighty-four' (1949).

George Orwell is a pen name. His real name was Eric Arthur Blair, and he was born in 1903 at Motihari in Bengal, India, where his father was a minor British official. His family had social status but little money, a fact that influenced Orwell's later attitude toward the English class system and the empire's treatment of its subject peoples. About 1911 the family returned to England. Blair was sent to school in Sussex, where he was distinguished both by his poverty and his intelligence. He later wrote of his miserable school years in 'Such, Such Were the Joys' (1953). He attended Eton in the years 1917 to 1921 but decided against going on to a university. Instead he went to Burma as a member of the British imperial police.

His own poverty, plus his growing aversion to Britain's imperial policies, led him to resign from the government in 1928 and spend several years as a vagrant among the poor and outcast of Europe. He also spent time among the unemployed miners in the north of England. These experiences were recounted in 'Down and Out in Paris and London' (1933) and 'The Road to Wigan Pier' (1937).

Then Orwell was off to Spain to report on the Civil War. His adventures in Spain were told in 'Homage to Catalonia' (1938), one of his best books.

During World War II Orwell wrote for the British Broadcasting Company and worked as a literary editor for the London Tribune. Publication of 'Animal Farm' in 1944 made him rich at long last, and he could devote himself to writing. He bought a house on the island of Jura, where he wrote 'Nineteen Eighty-four'. By the time it was published, Orwell was already ill from the tuberculosis from which he died on Jan. 21, 1950, in London.

--- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Animal Farm* by George Orwell. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the element of persuasion through a media presentation and discussion. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty-five pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

The **group activity** which follows the reading of the novel has students working in small groups to discuss some of the main elements of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas about their topics relating to the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

Following the reporting session, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

After students complete the discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to give students the opportunity to express their personal opinions: students write a composition in which they set forth the seven commandments they think are appropriate for our society. The second assignment is to inform: students write compositions in which they answer one of the Extra Discussion Questions/Writing Assignments. They begin this assignment in the library because answering some of the questions may require a bit of research. The third assignment is to give students a chance to persuade: students pretend they are Snowball and create a complete plan for replacing Napoleon.

There is a large group activity in which students pretend they, as a whole class, are stranded in the mountains for one year. Their assignment is to devise a plan for their own survival for the year. At the end of the time allotted for this assignment by the teacher, students must hand in a document detailing their plans.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Animal Farm*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer and multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test which is even more challenging.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** immediately follow the **reproducible student materials**. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Animal Farm*

1. Through reading Orwell's *Animal Farm*, students will gain a better understanding of the structure of a society and the use and abuse of power.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study the theme of man's inhumanity to man.
4. Students will study the art of persuasion.
5. Students will study the roles of rules and individuals in society.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Animal Farm* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
11. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Animal Farm*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1-3	
	4-6	
	7-8	
	9-10	

UNIT OUTLINE - *Animal Farm*

1 Introduction	2 PVR 1-3	3 Study ?s 1-3 PVR 4-6	4 Study ?s 4-6 Writing Assignment 1 PV 7-8	5 Read 7-8 PV 9-10
6 Study ?s 7-8 Read 9-10	7 Study ?s 9-10 Group Activity	8 Reports & Discussion	9 Library Writing Assignment 2	10 Extra Discussion Questions
11 Vocabulary	12 Persuasion	13 Persuasion	14 Persuasion	15 Writing Assignment 3
16 Group Activity	17 Group Activity	18 Nonfiction Reports	19 Review	20 Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Animal Farm* unit
2. To distribute books and other related materials
3. To introduce the element of persuasion

NOTE: For this lesson, you will need to find funny advertisements, either videotaped commercials or advertisements printed in magazines.

Activity #1

At the beginning of this class period, show students the advertisements you have chosen and prepared for this class period. Be sure you have made arrangements with your media center to have the appropriate equipment on hand: VCR and TV for videotaped commercials or an opaque projector for magazine ads.

TRANSITION: "What do all of these advertisements have in common? [Leave time for student responses.] They are trying to persuade you, their audience, to purchase their products. How do they do that? [Go back and look again at each ad, trying to get students to give ideas about how the ads work.]

One of the main elements of the book we are about to read is the element of persuasion. Keep that in mind as we read the book.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *Animal Farm*

PROMPT

In chapter II The Seven Commandments for the animals are spelled out in no uncertain terms. Every society has certain rules that the members of that society must follow. There are many rules in our society that are written; law libraries are full of them. There are also some unwritten rules that guide our daily lives. (You shake hands when you meet someone new; you don't spit in someone else's soup; you say, "Excuse me" when you burp, etc.)

Your assignment is to create a list of The Seven Commandments for our society. Choose the seven most basic and important rules (written or unwritten) that guide our lives. Defend your choices.

PREWRITING

Stop and think for a few minutes about what guidelines most people in our society follow. Jot down all your ideas. Then, go back and weed out those ideas that are duplicated or are not as important as some of the others on your list. Now, look at your list. If you were to give this list to a foreigner who had just arrived in this country, would these "commandments" serve him well? If not, go back and make revisions to your list until you are satisfied that you have the seven most basic rules of our society.

DRAFTING

Your paper should have an introductory paragraph in which you lead up to and state your seven commandments.

The body of your paper should have seven paragraphs: one for each commandment you have set forth. Your topic sentences for these paragraphs should set forth your commandments, and the body of your paragraphs should include your justifications for choosing the commandments.

Write a concluding paragraph in which you summarize your points and leave your reader with your most important thought.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.