

A Guide To Teaching Critical Thinking, Reading Comprehension, Language Arts, & Life Skills Through

Animal Farm

LitPlans: CT Edition

Critical Thinking Through Literature

Study and Discussion Questions

Vocabulary Study

Daily Lessons

Elements of Fiction

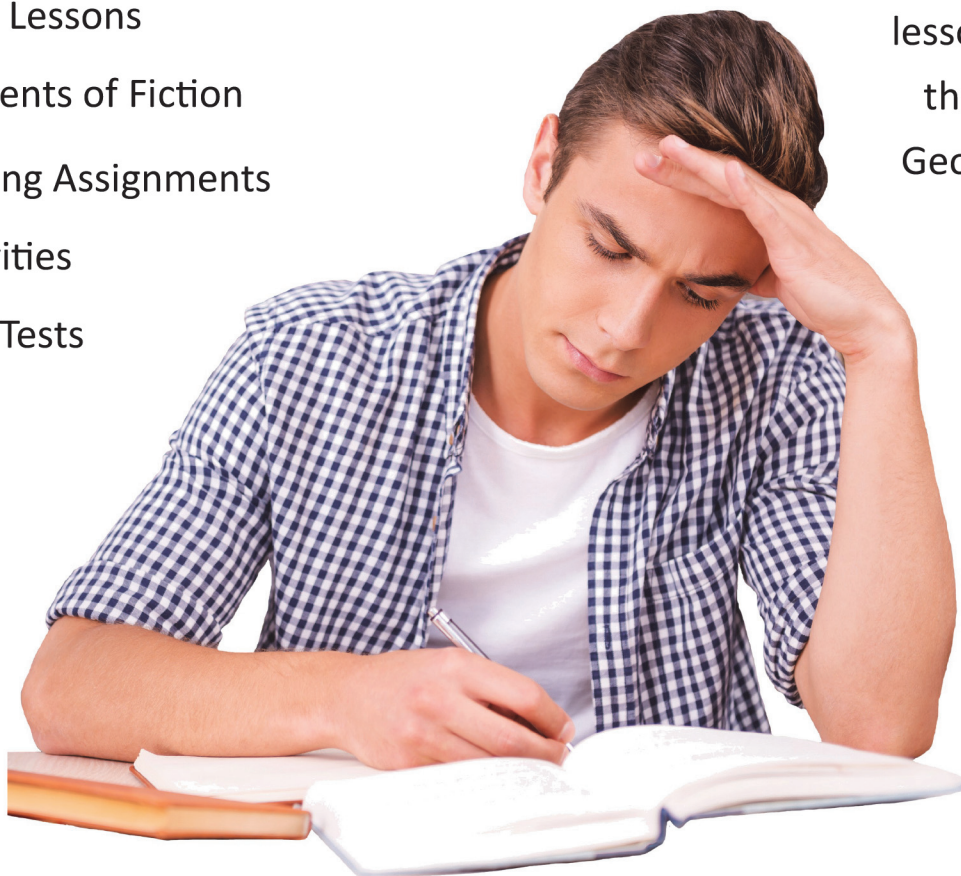
Writing Assignments

Activities

Unit Tests

CCSS ALIGNED

lesson plans for
the book by
George Orwell



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OVERVIEW

Animal Farm

DAILY LESSONS

Lesson One

- Students will participate in small group work to acquire the necessary background information prior to reading *Animal Farm*.
- Students will explore a variety of nonfiction sources to acquire knowledge about the Russian Revolution, Stalin, Russia's role in WWII, George Orwell, and the literary terms *allegory* and *fable*.
- Students will share information within their groups and with the entire class.
- Students will demonstrate understanding of the information given by giving written answers to each of 4 questions about the above topics.

Lesson Two

- Students will participate in an oral review of the research topics.
- Students will receive the *Animal Farm* books and materials they will use in this unit.
- Students will be shown how to do the preview work for the reading assignments in this unit by completing the first preview together as a class.
- Students will complete the vocabulary work and review the study questions for Reading Assignment 1.

Lesson Three

- Students will read Reading Assignment 1 (Chapters 1-3) orally in class.
- Students' oral reading will be evaluated.

Lesson Four

- Students will take a quiz on Reading Assignment 1 to check their reading comprehension.
- Students will discuss the main characters, events, and points of interest in Reading Assignment 1.
- Students will do the pre-reading work for Reading Assignment 2.

Lesson Five

- Students will review the vocabulary for Reading Assignment 2 (Chapters 4-6).
- Students will explore the concept of persuasion and control.
- Students will read Assignment 2.
- The teacher will complete the oral reading evaluations (if they have not already been completed).

Lesson Six

- Students will take a quiz on Reading Assignment 2 to check their reading comprehension.
- Students will discuss the main characters, events, and points of interest in Reading Assignment 2.
- Students will do the pre-reading work for Reading Assignment 3.

Lesson Seven

- Students will review the vocabulary for Reading Assignment 3 (Chapters 7-8).
- Students will think about the rules of our society in the context of the 7 commandments of *Animal Farm*.
- Students will write an informative text explaining what they perceive as the 7 most important rules of our society.
- Students will read Assignment 3

Lesson Eight

- Students will read the nonfiction article “Rules, Contracts, Truth, and Lies,” discuss its contents, and draw conclusions based on questions posed at the end of the article.

Lesson Nine

- Students will take a quiz on Reading Assignment 3 to check their reading comprehension.
- Students will discuss the main characters, events, and points of interest in Reading Assignment 3.
- Students will review the vocabulary for assignments 1-3.

Lesson Ten

- Students will review the vocabulary for Reading Assignment 4 (Chapters 9-10)
- Students will discuss the issue of equality.
- Students will read Assignment 4.

Lesson Eleven

- Students will take a quiz on Reading Assignment 4 to demonstrate their reading comprehension.
- Students will discuss the main characters, events, and points of interest in Reading Assignment 4.

Lesson Twelve

- Students will research the text for evidence of assigned topics.
- Students will use their research to fuel small group discussion of the assigned topics.
- Students will participate in a whole-class discussion of the assigned topics.

Lesson Thirteen

- Students will analyze selected passages from *Animal Farm*.

Lesson Fourteen

- Students will explore the elements of fiction of conflict, plot, and symbolism in *Animal Farm*.

Lesson Fifteen

- Students will consider a variety of thoughts, ideas, and nuances presented in *Animal Farm*.

Lesson Sixteen

- Students will review all the vocabulary studied in *Animal Farm*.

Lesson Seventeen

- Students will review and prepare for the *Animal Farm* unit test.

Lesson Eighteen

- Students will demonstrate their understanding of the unit of study for *Animal Farm*.

OVERVIEW - CALENDAR VIEW
Animal Farm

1 Background Project Assignment	2 Research Pre-reading RA#1	3 Oral Reading RA#1	4 Quiz RA #1 Study ?s RA#1 Preview RA#2	5 Vocab RA #2 Minilesson: Persuasion & Control Read RA #2
6 Quiz RA#2 Study ?s RA#2 Preview RA#3	7 Vocab RA #3 Writing Assignment Read RA#3	8 Minilesson: Rules, Contracts, Truth, and Lies	9 Quiz RA #3 Study ?s RA #3 Preview RA#4	10 Vocab RA#4 Minilesson: Equality, Individualism & Civilization Read RA#4
11 Quiz RA#4 Study ?s RA#4	12 Group Discussion of Topics	13 Analyze Passages	14 Minilessons: Characterization, Conflict, Plot, & Symbolism	15 Reading Skills, Language Use, & Ideas
16 Vocabulary Review	17 Unit Review	18 Unit Test		

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 Montihari 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 tuberculosis--from which he died on Jan. 21, 1950, in London.

--- Courtesy of Compton's Learning Company

READING ASSIGNMENT SHEET
Animal Farm

Assignment	Chapters	Read By Date
Reading Assignment 1	1-3	
Reading Assignment 2	4-6	
Reading Assignment 3	7-8	
Reading Assignment 4	9-10	

Any page numbers given herein reference the Signet Classic text, ISBN: 978-0-451-52634-2.

LESSON ONE

Animal Farm

CCSS: RI.9-10.7, W.9-10.7, W.9-10.8, W.9-10.10, SL.9-10.1a-d, SL.9-10.10.4, L.9-10.1, L.9-10.2

Objectives

- Students will participate in small group work to acquire the necessary background information prior to reading *Animal Farm*.
- Students will explore a variety of nonfiction sources to acquire knowledge about the Russian Revolution, Stalin, Russia's role in WWII, George Orwell, and the literary terms *allegory* and *fable*.
- Students will share information within their groups and with the entire class.
- Students will demonstrate understanding of the information given by giving written answers to each of 4 questions about the above topics.

Activity 1

Explain to students that to fully understand and appreciate the text they are about to read, *Animal Farm* by George Orwell, they need to acquire some background information.

Divide your class into five groups, one group for each of these topics: the Russian Revolution, Stalin, Russia's role in WWII, George Orwell, and the literary terms *allegory* and *fable*. Distribute the Research Project Directions and discuss the directions in detail.

Activity #2

Make research resources available to your students (library, media center, Internet) and give them class time to begin working on the research project. Guide students and answer questions as needed.

Note: The amount of time you give students to complete this project depends on your students and the available resources. Whether you give them a couple of in-class days to work on it or expect them to do it outside of class (or some combination) also depends on you and your students. You need to make these decisions prior to making the assignment, and you need to communicate to your students whatever schedule you decide upon.

The group work should be completed by _____.

The number of class periods students will have for group work will be _____.

The class discussion will occur on _____.

The written assignment will be done () in class () out of class
() with notes or () without notes

The written assignment will be due/done on/by _____.

Follow through with this assignment on your own schedule, completing each of the parts.

RESEARCH PROJECT DIRECTIONS

Animal Farm

Purposes

- To be able to better understand and appreciate the book *Animal Farm*, you need to have some background information about a variety of topics: the Russian Revolution, Stalin, Russia's role in WWII, George Orwell, and the literary terms *allegory* and *fable*. Your group has been assigned to find out about one of these topics.
- This assignment is being made not only to prepare you for getting the most out of *Animal Farm*, but also to take the opportunity to practice a variety of skills that you will need in life: working with others, finding and understanding information from a variety of sources, and communicating the information you find to others, in both spoken and written forms.
- In addition, the information you learn will not only help you better understand *Animal Farm*; it will help you become an educated person, one who has a broad base of knowledge to draw from in evaluating, participating in, and succeeding in real life situations.

Process

- Each of the topics in this assignment has had volumes written about it and, in many cases, movies or documentary films created to tell about it. With *so much* and such *detailed* information available, part of the challenge of this assignment is to find sources that give an overview of the topic in enough detail to give the information you need—but not in so much detail that you get bogged down in minutia.
- The first steps to take are:
 1. All of you in the group should find out what information sources are available.
 2. Determine which sources are reliable and suit the purposes of this assignment.
 3. Decide who in the group will read, watch, or otherwise get information from each source you choose.
 4. Each of you get information from your assigned sources.
- After you all have your information, get back together as a group to tell each other what you have found out.
 1. As you share information, make a list of the most important points that are brought up in your discussion.
 2. Then, go through your list and hone it to include the facts that you believe are the most important to share with the class. Make enough copies of your list for everyone.

- When all the group work is completed, we will come back together as a class to share and discuss the information everyone has gathered on the various topics. Everyone in the class will have copies of all the fact lists for reference and study purposes.

Follow-Up

- To assess how much of the information you absorbed about the topics, and to help put that information into your longer term memory, you will be asked to give a written answer to one broad question about each topic. Answer each question thoroughly in your best, standard, written English.
- If you find any of these topics particularly interesting, follow-up with watching more videos or reading more about the topic(s) of interest.

Conclusion

- As with most things in life, you will get out of this assignment what you put into it. If you approach it with some energy, curiosity, and diligence, you will learn things an educated person should know, practice skills that will serve you well through life, and gain knowledge that will help to make understanding *Animal Farm* a little easier.
- As you read *Animal Farm*, these various pieces will fall into place. After you finish reading the book, we will focus on exploring the ideas and themes presented in the book in light of its historical context and this background information.

RESEARCH PROJECT FOLLOW-UP

Writing Assignment 1 - *Animal Farm*

Purpose:

By doing this writing assignment, you will synthesize the materials covered in class. You will have to review your notes and think about the most important elements of each topic, then find your own words to explain each item. This increases your understanding and helps to put the information in longer-term memory for use later. This assignment also helps you practice logical thinking and word selection, as well as communicating and writing skills. The directions are simple, and the task is not very difficult, but you use, develop, and reinforce a lot of behind-the-scenes skills to accomplish it.

As a follow-up to the research project the class did, answer each of the following questions thoroughly and completely based on the class discussions, your notes, and your own thoughts. Each answer should be at least one well-written, complete paragraph including a topic sentence.

1. What was the Russian Revolution?
2. Who was Joseph Stalin?
3. What role did Russia play in World War II?
4. Who was George Orwell?
5. Explain what an allegory is.
6. Explain what a fable is.

LESSON TWO

Animal Farm

CCSS: RL.9-10.10; RI.9-10.10; W.9-10.2; W.9-10.8; W.9-10.10; SL.9-10.1; SL.9-10.1a-d; SL.9-10.4; L.9-10.4; L.9-10.5; L.9-10.6

Objectives

- Students will participate in an oral review of the research topics.
- Students will receive the *Animal Farm* books and materials they will use in this unit.
- Students will be shown how to do the preview work for the reading assignments in this unit by completing the first preview together as a class.
- Students will complete the vocabulary work and review the study questions for Reading Assignment 1 (Chapters 1-3).

Activity 1

Continue with the research project as noted in the previous lesson. Make sure students know when the writing assignment connected with the research project is due. Take class time as needed to complete the research project and discussions.

Activity 2

Distribute the *Animal Farm* books and any materials you want students to have from this unit.

Activity 3

Explain that prior to each reading assignment students will have previewing work to do. They will review (read over) the study questions and do the vocabulary assignments. Do the previewing work for Reading Assignment 1 together in class to show students how it is done.

VOCABULARY: READING ASSIGNMENT 1

Animal Farm Chapters 1-3

PART I: Using Prior Knowledge And Contextual Clues

Use any clues you can find in the sentences from the text combined with your prior knowledge and write what you think the bold word means.

1. He seldom talked, and when he did, it was usually to make some **cynical** remark--for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies.
2. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the **tyranny** of human beings?
3. And remember, comrades, your resolution must never **falter**.
4. **Pre-eminent** among the pigs were two young boars named Snowball and Napoleon, whom Mr. Jones was breeding up for sale.
5. Snowball was a more **vivacious** pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.
6. At the beginning they met with much stupidity and **apathy**.
7. He did his work in the same slow **obstinate** way as he had done it in Jones's time, never shirking and never volunteering for extra work either.

8. Snowball also busied himself with organising the other animals into what he called Animal Committees. He was **indefatigable** at this.

PART II: Matching

Considering the usage in Part I, match the vocabulary words to their definitions.

- | | |
|----------------------|---------------------------------------------------|
| ___ 1. cynical | A. Stubbornly inflexible |
| ___ 2. tyranny | B. Untiring; tireless |
| ___ 3. falter | C. Lack of interest or emotion |
| ___ 4. preeminent | D. Lively; spirited |
| ___ 5. vivacious | E. Outstanding |
| ___ 6. apathy | F. Bitterly mocking |
| ___ 7. obstinate | G. Hesitate; fail; waver |
| ___ 8. indefatigable | H. Absolute power, especially power used unjustly |

Part III: Cloze Passage

Fill in the blanks with the appropriate vocabulary words from the list above.

The _____ campaign manager expressed a very _____ remark concerning what he felt was the _____ shown by the candidate for office toward his staff. He did not _____ in saying exactly what he meant about the _____ politician who could not take any advice from his hardworking, _____ employees. They who had begun their work for him with such a _____ spirit, full of excitement, now felt nothing but _____ towards the campaign.

PART IV: Words In Practice

Answer the questions and be able to give short explanations to justify your answers.

1. Is a person who is **cynical** likely to be moved by an idealistic speech?

2. If a boss is **tyrannical**, is she mild-mannered or demanding?

3. The audience gasped as the highwire artist faltered. Why would his **faltering** cause the audience to gasp?

4. Does a **preeminent** person deserve some amount of respect? Why?

5. Who would we expect to be more **vivacious**--an office worker or an extreme sports enthusiast?

6. The whole senior class was **apathetic** after returning from spring break. Were they enthusiastic about getting back into the school routine, or were they acting like they wished they were still on vacation?

7. What is the best way to get an **obstinate** toddler to comply with what you want her to do?

8. Give an example of someone who could be considered **indefatigable**.

PART V: Other Word Forms

Below are some other forms of some of the words from Reading Assignment 1.

cynical	cynic
tyranny	tyrant; tyrannical
falter	faltered; faltering; falters
preeminent	preeminently
vivacious	vivaciously; vivaciousness
apathy	apathetic; apathetically
obstinate	obstinately; obstinateness
indefatigable	indefatigably

PART VI: Usage

Write a little story in which you use one form of each of your vocabulary words from Assignment 1.

STUDY QUESTIONS READING ASSIGNMENT 1

Animal Farm Chapters 1-3

1. *Animal Farm* is a type of fiction called an *allegorical fable*, in which animals represent people and ideas in order to teach a lesson. What does this tell you about the content of the book?
2. In a fable, animals represent types of people. What do the pigs, the horses, and the sheep represent in the first three chapters of *Animal Farm*?
3. What is the central conflict outlined in Old Major's speech to the animals? What might this represent in the world at large?
4. Why does Old Major tell the animals to avoid living in a house, wearing clothes, or otherwise taking on the habits of humanity?
5. Why is it important for the animals to have their own anthem and flag?
6. What troubles do the founders of Animalism face in getting their beliefs across to other animals? What helped Animalism along?

7. Could Mr. Jones have done anything to prevent the rebellion? Use facts from the book to support your answer.

8. Why is it significant that Boxer burns his straw hat?

9. After Mr. Jones is chased off of the farm, describe how the pigs take charge.

10. The pigs are described in chapter three as natural leaders. Do you think this is so? Why or why not?

11. What is the purpose of the maxim “four legs good, two legs bad?”

12. Some minor characters in the novel represent larger segments of a population. Who could Moses, Mollie, Clover, and Benjamin represent?

13. At the end of Chapter II, Napoleon tells the animals to “never mind the milk...That will be attended to.” And at the end of Chapter III, Squealer is sent out to explain why the pigs need the milk and apples. The animals thought these would be shared equally among all the animals, and yet they go along with Squealer’s explanation. Why?

14. By the end of the third chapter things seem to be going very well for the animals. What foreshadowing do you see that indicates things will take a turn for the worse?

15. Identify

A. Beasts of England

B. The Seven Commandments

C. Sugarcandy Mountain

ABOUT ORAL READING

Oral reading is something most people have to do at some point in their lives. Here is a list of a few times when you might want to be able to have good oral reading skills:

- giving a report in front of classmates at school or colleagues at work
- making a presentation to prospective customers or clients
- reading story books to your siblings or your own children at home
- making a speech or toast at a wedding
- giving a eulogy for a loved one
- sharing a funny story or an article from a book, paper, or the Internet with a friend

The best way to improve your oral reading is to do it frequently. If the only time you read orally is in class, you are not likely to improve quickly. Here are some tips about how to improve your oral reading:

Practice. Read aloud to yourself at home. Read the cereal box in the morning, posts your friends have made on your media page, text messages friends send to you, recipes, instructions, news articles, comic book or graphic novel bubbles...anything that has printed words.

Pre-read. Before you begin reading something orally, read it silently first. Because you are familiar with the text from reading it silently once, your oral reading will go better.

Reread. It sounds silly and obvious, but it works. Read aloud something you have read aloud before, or repeat reading the same sentence(s) more than once. Each time you repeat a sentence, it gets easier to read because you are more familiar with it. Your mouth works better because your mind knows what's coming. Each time you read the same sentence over again, try for smoother fluency and more expression.

Pretend. Imagine you are in a situation that requires better projection or clearer enunciation. You are a king or queen making a proclamation to the subjects of your kingdom gathered in your courtyard. You are in a room of old people who are hard of hearing. You're delivering a special message to a friend and want to say it perfectly. The possibilities are endless...and helpful.

Ask For Feedback. Read with a friend, each practicing your oral reading, then evaluate each other. Read to a parent, guardian, or relative and ask how you did. Repeat the process often.

Mind Reading. Read to yourself in your mind. Listen for your outwardly silent, inner voice as you read the words on the page.

The more you read, the better you'll get!

ORAL READING EVALUATION
Animal Farm

Name _____ Date _____

SKILL	Excellent	Good	Average	Fair	Poor
Fluency	5	4	3	2	1
Clarity	5	4	3	2	1
Audibility	5	4	3	2	1
Pronunciation	5	4	3	2	1
Expression	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Total Score ____ of ____ Grade _____

Comments & Suggestions:

LESSON FIVE

Animal Farm

CCSS: RL.9-10.10; SL.9-10.1; SL.9-10.3; L.9-10.4; L.9-10.5; L.9-10.6

Objectives:

- Students will review the vocabulary for Reading Assignment 2 (Chapters 4-6).
- Students will explore the concept of persuasion and control.
- Students will read Assignment 2.
- The teacher will complete the oral reading evaluations (if they have not already been completed).

Activity 1

Students should have already completed the vocabulary worksheet for Reading Assignment 2. Check and review those in whatever way you think is best. Here are some ideas:

- Have students swap papers to “grade” each others’ work.
- Simply go through the worksheets orally, having students make the necessary corrections on their own papers.
- If you have a little extra time, discuss additional word forms and nuances of meaning as you orally go through the worksheet.
- Have students work in pairs or groups to discuss the worksheet answers.

Activity 2

Divide your class into 5 groups. Assign each group one of the following:

Group 1 Scenario:

Coach James has one slot left to fill on the football team. His possible choices are Carl (his nephew), Jackson (who has the most talent but is frequently suspended from school), Alex (who has little talent but parents who donate lots of time and money to things Alex participates in), Sean (who has been on the team in the last two seasons as a fairly reliable substitute player), and Cole (who is a new student at the school). Which student is Coach James most likely to pick? Why? Give reasons why he probably would not pick each of the other students.

Group 2 Scenario:

You have enough money to buy any car you want. What car would you buy? List all the reasons you would buy that car.

Group 3 Scenario:

You have been invited to two events for the same night at the same time. Your parents want you to go to the local church’s covered dish supper with them. Your friend Gina has invited you to a party at her house. Given complete freedom to choose with no conditions attached, which would you attend? List as many specific reasons for your choice as you can.

Group 4 Scenario:

You have two job offers. The job hours, pay, and benefits are equal. You are equally qualified for both, and you enjoy this kind of work. You have no family commitments, only yourself to provide for right now. One job is to work as a stage crew hand for the most popular band in the country. The other job is to work as a stage crew hand at the local convention center. Which would you choose? List all the reasons you would make that choice.

Group 5 Scenario:

Sheena is in 9th grade and has been asked to the prom by Al, who is a senior. Sheena is pretty sure her mother will not let her go to the prom with Al. What are some ways Sheena could try to convince her mother to let her go to the prom with Al? Be specific.

Give students ample time to discuss the scenarios they have been given and to complete the given tasks. Then, have each group state its scenario and the results of the group's discussion.

Transition:

The choices we make every day are guided by many things: our beliefs, our experiences, our hopes, our fears ... our need for money or acceptance, success or recognition ... our desire for enjoyment, whatever we perceive that to be. Many things.

Groups 1, 2, 3, and 4 all had to make decisions, make choices. You made choices based on the combined input of each group member. Some choices were easier than others. [Take time here to discuss some of the specific choices the groups made and their reasons for making those choices.]

Group 5 had a different kind of scenario. The choice wasn't one that Sheena had to make; she already knew she wanted to go to the prom with Al. Sheena had to figure out how to get her mother to agree with the decision she had already made. You had to look at the situation from Sheena's mother's point of view and figure out what might make her choose to agree with Sheena's decision.

Every day we all are consciously or unconsciously persuaded to do things, to like certain things or people, to buy things, to believe things. And, most of us likewise consciously or unconsciously persuade other people. *If you have the ability to persuade people, you can control what they think, what they do, what they buy, how they act, how they vote, and much more.*

How can you do that? There are many different techniques of persuasion. There are whole courses of study about just that. For our purposes here, consider these few basic things:

1. Most people will make a choice that they perceive has the most benefits to themselves (monetary gain, prestige, enjoyment, perceived success, etc.).
2. Most people will make a choice that if it can't benefit themselves, will benefit someone else (for the "greater good" or a friend or someone they think needs help).
3. Most people will make a choice that looks the best on the surface and requires little thought or effort on their own part.
4. Most people will believe someone they perceive as being in charge, someone they think knows more than they do.

5. Most people will do things for a friend or relative that they wouldn't do for a stranger.
 - Think about Coach James. Which of the 5 principles above may have affected his decision?
 - What influences our decisions about the cars, shoes, clothing, houses--things--we like? Which of the 5 principles affect(s) this kind of a decision?
 - What influences our decisions about how we spend our time? Which of the 5 principles affect(s) our choices in these situations?

Here's the thing: Advertising agencies, politicians, and others play on us with these principles. Like Sheena, they pretend they are us and try to figure out what they can say or do that will persuade us to agree with them or to buy their products. And they're not "nice" or "fair" about it. It's sometimes an all-out war to win, using any means necessary.

[If you have time, play a few commercials and ask students to evaluate them. How persuasive is each? Which of our "buttons" does each ad "push" to get what response? Which of the 5 principles above does each ad play on?

- Advertisement from a drug company
- Advertisement from a reverse mortgage lender
- Advertisement from a car company]

It is our job--yours and mine--to know this goes on, to be aware (beware) of these practices, and to be educated enough to make good decisions based on facts and depth of information rather than just accepting surface information from any source.

As you read *Animal Farm*, tune in to how the pigs gain control of the other animals and how the animals are persuaded to believe what the pigs want them to believe. Keep the 5 principles above in mind as you look at what the pigs and the animals do as the story progresses.

Consider the events of Chapters 1-3 that we have already read. What events in the story so far are relevant to persuasion and control? Discuss each of the following:

- Major is described as having a "wise and benevolent appearance." [authority figure]
- Major is passing along his wisdom before he dies, *to benefit the animals*.
- Major says the farm would support many more animals living in a comfort beyond their imagination, except that Man keeps them from it. Man, therefore, is the enemy. [Getting rid of Man benefits the animals.] [It is on this premise that the whole revolution is based; tell students to evaluate this basic premise as the book develops.]
- "Ribbons are the badge of slavery. Can you not understand that liberty is worth more than ribbons?"
- "Let us make it a point of honour to get in the harvest more quickly than Jones and his men could do."
- "Never mind the milk, comrades!" cried Napoleon, placing himself in front of the buckets. "That will be attended to. The harvest is more important...."
- "It is for your sake that we drink that milk and eat those apples."

Activity 3

Read Reading Assignment 2. If time remains in class, students could begin this assignment. If you have not completed the oral reading evaluations, you could continue with those.