

E Michelle Holbert

Rationale For Animals as Symbols Unit

Unit Topic: Animals as Symbols

This unit is designed for an eighth grade class. These students are not tracked, nor in gifted classes. What will be college-prep and tech-prep classes in high school are combined in this class. The student population in this school is not extremely diverse, but does have a small portion of various racial and ethnic backgrounds. The school is equally divided on gender, and has approximately the same number of males and females. The school houses about 1200 students. The community surrounding this school is fairly conservative and religiously grounded. This unit will fall in the early springtime, because at this point the students have practiced reading critically, identifying irony, satire etc, and have had ample opportunities to produce work, both through creativity and written assignments. This unit will require a lot of imagination and careful reading of texts, and therefore it is necessary to have already established a respectful, accepting classroom environment in order to get the most of our discussions on the text.

The Animals as Symbols unit will ask that students identify what characters represent, and will give students the knowledge to determine how to understand what message the author is trying to get across. This is important because so many works of literature use symbols, and without this understanding, students would be unable to interpret many other works. Students will have to determine in what ways the animals are like people, as well as understanding what it is the author is trying to say about people through the use of animals as symbols.

Students will be responsible for many things in this unit. All activities and vocabulary quizzes carry a value of 10 points. These assignments will be graded mostly on completion, participation, and as evidence of the students' growth and understanding throughout the unit. For larger projects worth a larger point value, rubrics will be provided.

Animals as Symbols: A View across different Genres

The works I have chosen to include in this unit incorporate a variety of literary genres. This unit includes poems, short stories, a novel, and a film. Students will have an opportunity to work with and interpret all these forms, as well as produce creative writing of their own. Peter Smagorinsky says that creative writing helps students “learn through their engagement with literature and other texts” (133).

Most class sessions will be discussion based and I will only be a facilitator. I will “serve as a medium between students and texts, with students being the ultimate constructors of all knowledge” (Smagorinsky, 30) and I will focus as “a coach, which in this conception is a benevolent leader who encourages greater effort, instructs with care, and allows for enthusiastic participation among students” (Smagorinsky, 30)

Counter Argument:

Parents may feel that this unit lacks proper instruction since it focus primarily on student ideas and is assessed in a different manner than tests. The works chosen were chosen because they can be fun, and some of them are outside the year's curriculum. Because of the choices made in this unit, parents may feel uncomfortable with the works

and assessments, and as a teacher “it is wise to teach in ways that are considerate of your students and their parents, members of the broader taxpaying community, your individual colleagues and your department, the English curriculum, the domain of English/Language Arts, and any broader policy structures imposed by school, district, and state”

(Smagorinsky 36-37). If there are questions raised, I can show the importance of this unit because of the heavy reliance on symbolism in so many literary works. The creative writing included in this unit and other writing activities will help prepare the students for the Gateway Assessment test which students must pass in order to be promoted to 9th grade. The content of the literature is light, and most students will enjoy the unit, so I do not anticipate many complaints about its basis, structure, and relevance. The texts do not contain sexual themes, profanity, or ideologies that parents may disapprove of. Although the text of *Animal Farm* includes scenes of violence, the scenes are not prevalent of the text, and are short lived.

The symbols discussed may prove to be controversial for some. The symbols often stand for religious and political things, and some parents may find this objectionable. However, the key to a good education is knowledge of different cultures and beliefs, and I do not believe that simple discussions will provoke parents to complain. The discussions are opinion based, and as a teacher I will make sure that no student forces their beliefs on others, or condemns another’s beliefs. As Zuniga and Sevig point out, “recognizing and analyzing some of the complexities found in texts is critical to striving toward a more realistic and complete analysis of intergroup conflicts, and in engaging in dialogues across differences. In doing so, students enhance their critical thinking and intercultural skills” (490). The texts will help students understand where the

other side is coming from, resulting in a better understanding of history and in a generation that is less reluctant to fear of those that are different, and “often these evocative issues are avoided in the classroom for fear that the class will become uncontrollable” (hooks 39). Students interaction with controversial texts will provide students with a strong literary education, and “it can enable them to experience traditions in a way that allows them to understand the social conditions, life experiences, and literary conventions that guide the production of literature and texts, and help these texts serve as vehicles for students’ growth into happy, productive citizens” (Smagorinsky, 18).

Texts:

Our texts for this unit include all genres of literature: poetry, short stories, film, and a novel. We will begin with fables and poetry because the students may easily comprehend it and therefore provide a springboard into more difficult texts. Although these are short pieces, they are great for starting discussions about our unit topic. Also, these selections offer a ready platform for creative activities.

Starting with Aesop’s fables, students will be able to begin to recognize symbolism in works that are interesting and fun. We will read and discuss “The Fox and the Crow,” “The Dog in the Manger,” “The Cat and the Mice,” “The Crow and the Raven,” and “The Doe and the Lion.” After reading and discussing these fables, students will be expected to create a fable of their own that uses animals as symbols to produce a moral.

Next we will move on to poetry because like the fables, they provide students with an opportunity to recognize and understand symbols. Most of the poems are short

and easy to understand. We will be reading “The Eagle,” by Alfred Lord Tennyson, “The Tyger,” by William Blake, “A Noiseless Patient Spider,” by Walt Whitman, and “The Panther,” by Rainer Maria Rilke. In the middle of the poetry section, we will read Edgar Allan Poe’s “The Black Cat”, which is a little harder to understand, and identifying symbols in the short story will be more of a challenge. We will finish this section with three more poems, all using snakes as the main symbol. The poems are “Snake,” by Theodore Roethke, “A Narrow Fellow in the Grass,” by Emily Dickenson, and “Snake,” by D.H. Lawrence. These poems are a bit more complex than the first poems, and students will be expected to analyze all three poems, and compare and contrast the differences in the authors’ presentation of the symbols. Students will be expected to note the different ways in which the authors depict symbols in the poems.

After practicing with these works, students should be ready and prepared to jump into the symbolism of *Animal Farm* by George Orwell. The students will have to understand the complex world of symbols as created by Orwell, as well as complete numerous creative writing activities, artistic activities, vocabulary building activities, a portfolio, and a final essay. The portfolio will both be an ongoing project, as well as a project that is designed for multi-intelligences. The portfolio will allow students to reflect on what they have learned in this unit, and “ the portfolio will allow students to trace and reflect on significant learning experiences” and would showcase the students’ work “as a way of demonstrating the most successful products of learning” (Smagorinsky, 94). Students will then watch the cartoon version of the novel, and be able to compare and contrast the two.

Works Cited

hooks, bell. Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge, 1994.

Smagorinsky, Peter. Teaching English Through Principled Practice. Upper Saddle River: Merrill Prentice Hall, 2002.

Zuniga, Ximena and Sevig, Todd D. "Bridging the "Us/Them" Divide: Intergroup Dialogue and Peer Leadership." Reading for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Heterosexism, Ableism, and Classism. Ed. Maurianne Adams et al. New York: Routledge, 2000.

Lesson Plans

Week 1:**Monday:**

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Have students complete Opinionnaire (See Appendix C)

20 Minutes: Have students get in groups of 5. Discuss answers. Assure students that answers will vary, and the discussion should center on the similarities and differences in their responses.

20 Minutes: Class discussion of issues in Opinionnaire

5 Minutes: Wrap up and Announcements.

- a. Assign Vocabulary words (See Appendix B), quiz next Friday.

Tuesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

25 Minutes: Read and Discuss Aesops' fables. Teacher should read the first one and students should read the others aloud. (See Appendix D)

30 Minutes: Students should create their own fable. Write and illustrate with a colorful presentation. You will have about 10 minutes to finish any last minute details in class tomorrow.

5 Minutes: Wrap Up and Announcements

Wednesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Finish up fables and illustrations.

45 Minutes: Share fables with class.

5 Minutes: Wrap Up and Announcements

Thursday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Pass out Poetry packet and refresh student's memories of symbolism, irony, and satire.

20 Minutes: Teacher should read aloud "Tyger" by William Blake and discuss.

- a. What do you think the blacksmith symbolizes?
- b. What do you think Blake is saying about the tiger?
- c. What assumptions do you think the speaker makes about the creator of the tiger?
- d. What do you think the tiger symbolize?

5 Minutes: Student volunteer should read aloud "The Panther" by Rainer Maria Rilke.

10 minutes: Discussion of "The Panther"

- a. What do you think the bars in the first stanza are symbols of?
- b. Why do you think beyond the bars there is nothing?
- c. What do you think the panther symbolizes? Could the panther be man and the bars government?

5 Minutes: Discussion of poems relevance to the unit and how the poems are similar. Is there a similarity between what the tiger and panther in the poems stands for?

5 Minutes: Wrap Up and Announcements

Friday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

5 Minutes: Teacher should read aloud "The Eagle" by Tennyson.

10 Minutes: Discussion of "The Eagle"

- a. What do you think the eagle represents at it highest point in stanza one?
- b. What do you think causes the eagle to fall in stanza two?

- c. What do you think are some of the most vivid images? What do you think each of these images represents?
- 25 minutes:** Have students get into groups of 5 to read “A Noiseless Patient Spider” by Whitman. Have them list images from the poem, and what they think each image symbolizes. What does the spider symbolize?
- 15 Minutes:** Have groups present their answers. Whole group discussion of the students’ interpretations of the poem.
- 5 Minutes:** Wrap Up and Announcements

Week 2:

Monday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Pass out “The Black Cat” By Edgar Allen Poe and give short History of Poe

45 Minutes: Teacher begins reading the short story aloud. Students then read a paragraph each. As the story is read, have student jot down a list of possible symbols in the story.

5 Minutes: Wrap Up and Announcements.

- a. Assign Vocabulary words, quiz on Friday.

Tuesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

40 Minutes: Have students get in groups of 4 and finish reading the story aloud, taking turns.

15 Minutes: Allow students to complete “The Black Cat” Crossword as a breather from reading.

5 Minutes: Wrap Up and Announcements

Wednesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

30 Minutes: Discuss “The Black Cat.” Have students share their lists of possible symbols and make a master list on the board, determining each symbols significance as you go along.

- a. What do you think the speaker thinks the black cat represents?
- b. What about the speakers’ wife? The fire?
- c. How does this story tie in to the unit?

25 Minutes: Students may get in small groups and review for vocabulary Quiz on Friday.

5 Minutes: Wrap Up and Announcements

Thursday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: In small groups of 3 or 4, write a short story of your own, about 2 pages, using an animal as a symbol. Or, you may opt to create a comic strip illustrating the same theme.

5 Minutes: Wrap Up and Announcements

Friday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Vocabulary Quiz

40 Minutes: Animal Farm Intro Activity concerning government (Appendix H). Students may use this time to go to the library or computer lab to do research in groups.

5 Minutes: Wrap Up and Announcements

Week 3:**Monday:**

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Students may make last minute preparations for presentations.

30 Minutes: Groups present their governments to the class.

10 Minutes: Brief Introduction to *Animal Farm*, its author, symbolism, etc.

5 Minutes: Wrap Up and Announcements.

- a. Assign Vocabulary words, quiz next Friday.
- b. Take up activity on government.

Tuesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

30 Minutes: Read aloud chapter one of *Animal Farm*. Teacher and students will both read.

25 Minutes: Discussion of Ch 1.

- a. What do you think is the central message in Old Major's speech in the barn?
- b. According to Old Major's speech, under what principles should the farm operate?
- c. In what ways do you see the animals in the novel act like humans so far? In what way do they retain their identities of animals?

5 Minutes: Wrap Up and Announcements

Wednesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: Students should silently read Ch 2 of *Animal Farm*. After they finish, they should complete the Circle worksheet using what we know so far to compare and contrast Napoleon and Snowball (Appendix I).

5 Minutes: Wrap Up and Announcements

Thursday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Discussion of Worksheet from Wednesday.

15 Minutes: Discussion of Ch. 2

- a. What do you think Snowball means when he says to Mollie, "Those ribbons that you are devoted to are the badges of slavery"?
- b. What happens during and after the rebellion?
- c. What notions about the basic nature of humanity is implicit in the seven commandments drawn up for Animal Farm?

25 Minutes: Read aloud Ch 3

5 Minutes: Wrap Up and Announcements

- a. Students should finish Ch. 3 for homework.
- b. Pass out Portfolio assignment (Appendix J). Students should be thinking of ideas for homework. Tomorrow we will have class time to work on it.
- c. Create a replica of the flag described in *Animal Farm*. The flag should be no bigger than a normal sized piece of construction paper. On the back, write a small paragraph explaining what the elements of the flag represent. Due Friday.

Friday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Discussion of Ch 3.

- In what ways do you see that the animals of *Animal Farm* are building a new society?
- What clues show that Napoleon and Snowball are beginning to vie for power?
- What maxim does Snowball use to simplify the Seven Commandments? Why do you think he does this?

25 Minutes: Literary Device Point of View worksheet (See Appendix K).

20 Minutes: Students may work on portfolio.

5 Minutes: Wrap Up and Announcements

- Write a one-page paper describing the events in the first three chapters of *Animal Farm* from the point of view of one of the animals on the farm.

Week 4:

Monday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

20 Minutes: Have students listen to the tape of Ch 4 of *Animal Farm*.

15 Minutes: Discussion of Ch 4.

- What part do you think Squealer plays in the brainwashing of the animals?
- How do you think the Battle of Cowshed is different from the Rebellion, specifically in the battle techniques?
- Why are Snowball and Boxer decorated? How do you think they feel about their success?
- Why do you think Napoleon decided to educate the young puppies in seclusion? What purpose might this isolation serve? What might the outcome of the puppies' education?

20 Minutes: Have students make a replica of the Windmill. The replica may be drawn or cut out from magazines, made from construction paper and popsicle sticks, be creative! You may work in groups but everyone has to turn in a replica.

5 Minutes: Wrap Up and Announcements.

- Assign Vocabulary words, quiz on Friday.
- Creative Writing Homework Assignment: Imagine that you are a reporter for a newspaper near *Animal Farm*. Write an article about the Battle of Cowshed. Make your story as impartial as possible, reporting facts and avoiding editorial comments. Remember, a good newspaper story answers the questions: *Who? What? When? Where? How? and Why?* Due Wednesday.

Tuesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Finish up Windmills and turn in for daily/quiz grade.

15 Minutes: Present Windmills to class with brief descriptions.

30 Minutes: Silent reading Ch 5.

5 Minutes: Wrap Up and Announcements.

Wednesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

25 Minutes: Listen to Ch 6 on tape.

30 Minutes: Discussion of Ch 5 & 6.

- Why do you think Mollie leaves the farm? How do the other animals react to her leaving?
- In what ways do you suppose the idea of building the windmill serves to deepen the animosity between Snowball and Napoleon?
- How does Napoleon overthrow Snowball?
- After Napoleon takes control of the farm, how does life for the animals compare to the life that they led under Mr. Jones?
- What argument does Squealer use to keep the animals from protesting Napoleon's takeover?

- f. Because Boxer believes that “Napoleon is always right,” his personal motto becomes, “I will work harder.” What do you think this reveals about Boxer’s character?
- g. Consider the way Napoleon bends the truth and manipulates others in order to ensure his ultimate power and control. How do you think his words and actions exemplify “Power corrupts”?
- h. How do you think Animal Farm would have been different if it had been Napoleon that was exiled?
- i. How does Napoleon use Snowball as a scapegoat when the windmill is blown down?

5 Minutes: Wrap Up and Announcements

- a. Read Ch 7 for homework

Thursday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Discussion of Ch 7

- a. How do you think the poem “Comrade Napoleon” enhances Napoleon’s image?
- b. What reason does Napoleon give the other animals for abolishing the song “Beasts of England”? What do you think his real reasons for banning the song are?
- c. What evidence do you see that Napoleon is systematically lying to the other animals?

25 Minutes: Literary Devices Worksheet: Symbolism Students should work in groups of 4 (See Appendix L).

15 Minutes: Class discussion of Symbolism worksheet.

5 Minutes: Wrap Up and Announcements

- a. Create a short poem titled “Comrade _____.” Pick a character of your choice and model it after the poem in the book.

Friday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Vocabulary Quiz

45 Minutes: Students may work on Portfolio for the remainder of the class period.

5 Minutes: Wrap Up and Announcements

- a. Writing Activity for homework. Propaganda can be defined as ideas, information, or allegations spread deliberately to further one’s cause or to harm an opposing cause. Propaganda is used to influence the thinking of others. It is found in print and speech, as well as on radio and television. Write a one-page dialogue between Napoleon and Squealer in which they decide how to manipulate the other animals on the farm. Think of the shortening of the Seven Commandments. Then, write an advertisement in which you try to influence the emotions of others in order to persuade them to buy a product from the farm.

Week 5:

Monday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

15 Minutes: Now that the class is well into *Animal Farm*, we will discuss 2 worksheets (Appendix M). Students will work in pairs and be assigned one row of one of the worksheets. They will have 10 minutes to think about and decide how to present their comparison of *Animal Farm* to its Russian counterpart.

25 Minutes: Students will share with the class their understanding of the comparisons listed on the worksheet, using at least one part of the text as support.

15 Minutes: Students may begin reading Ch 8 in small groups. What is not read in class will be assigned as homework.

5 Minutes: Wrap Up and Announcements.

- a. Assign Vocabulary words, quiz next Friday.
- b. Finish reading Ch 8.

Tuesday:**5 Minutes:** Attendance, Housekeeping, Tool Sharpening. (See Appendix A)**10 Minutes:** SST**15 Minutes:** Discussion of Ch 8

- What clues do you see that Napoleon is becoming more and more like a human?
- How do the animals feel about the Battle of the Windmill? How have their beliefs been manipulated?
- In what ways does Napoleon set himself up as a demigod, a person who has or thinks he has powers that are almost divine? What do you think is the significance of the purge in which Napoleon executes four pigs?

25 Minutes: Listen to Ch 9 on tape.**15 Minutes:** Discussion of Ch 9

- How do you think Squealer has become a master at explaining the shifts in Napoleon's policies?
- Why do you think Moses was allowed to return and remain on the farm?
- Why do you think the animals admire Boxer so much?
- Animal Farm has become a stratified society with two classes. What do you think those two classes are?

5 Minutes: Wrap Up and Announcements

a. Writing Activity: Prediction- What do you think will happen to the animals on the farm in the future? Think about all that has occurred so far. Consider what you know about political revolutions that have occurred in recent history. Based on the clues from the story and your own knowledge, write a one page summary describing how the novel might end.

Wednesday:**5 Minutes:** Attendance, Housekeeping, Tool Sharpening. (See Appendix A)**10 Minutes:** SST**30 Minutes:** Literary Devices :Irony Turn in as daily grade (See Appendix N).**25 Minutes:** Students may work on portfolios. Should almost be complete.**5 Minutes:** Wrap Up and Announcements**Thursday:****5 Minutes:** Attendance, Housekeeping, Tool Sharpening. (See Appendix A)**10 Minutes:** SST**30 Minutes:** Read Ch 10 aloud**25 Minutes:** Discussion of Ch 10

- What began as a paradise for the animals has ended. How do you think the last scene shows the completion of the transformation from pig to human?
- Napoleon is praised by neighboring farms for increased production with less food for his workers. Why do you think this praise is ironic?
- Do you think it was ever possible for Animal Farm to reach Utopia? Why or Why not?
- How has Napoleon become indistinguishable from Mr. Jones?
- Elitism is leadership by a socially superior minority group. In what ways is elitism fostered among the pigs on Animal Farm? Do you think they are justified in the belief that they are superior animals?

5 Minutes: Wrap Up and Announcements

a. Writing Activity: Imagine you are a literary critic. Write a review of the novel, and tell why you liked the novel, or why you did not. Describe the ways Orwell used animals to portray his political beliefs. Tell whether or not you agree with the viewpoint. You may also want to include Orwell's simple, straightforward writing style and conclude whether or not it is effective in the novel.

Friday:**5 Minutes:** Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

20 Minutes: Conclude *Animal Farm* with discussion

5 Minutes: Hand out essay assignment and explain (Appendix O).

30 Minutes: Students May put finishing touches on portfolios or begin writing Essay.

5 Minutes: Wrap Up and Announcements.

- a. Vocab Quiz next Friday
- b. Portfolios Due Thursday, Presentations Thursday.
- c. Essay due Wednesday. We will spend Wednesday in the computer lab.

Week 6:

Monday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: Movie of *Animal Farm*

5 Minutes: Wrap Up and Announcements.

- a. Assign Vocabulary words, quiz on Friday.

Tuesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: Finish Movie, Classtime to finish portfolio or essay.

5 Minutes: Wrap Up and Announcements

- a. Essays due at end of class tomorrow.

Wednesday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: Computer Lab

5 Minutes: Wrap Up and Announcements

- a. Portfolios Due Friday
- b. Vocab Quiz Friday

Thursday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

55 Minutes: Completion of Essays- Computer Lab

5 Minutes: Wrap Up and Announcements

Friday:

5 Minutes: Attendance, Housekeeping, Tool Sharpening. (See Appendix A)

10 Minutes: SST

10 Minutes: Vocabulary Quiz (See Appendix G)

45 Minutes: Presentations of Portfolios, Conclude Unit.

5 Minutes: Wrap Up and Announcements

Appendix C

Name: _____

Opinionnaire

The statements below are related to important themes and ideas found in *Animal Farm* by George Orwell. These statements will allow you to begin thinking about some of the ideas found in the novel before we begin reading. Circle your response, and be able to defend your opinion.

1. I think that people that are different from me are of less importance and value than myself.

Strongly Agree Agree Disagree Strongly disagree

2. Animals, unlike mankind, are more compassionate and understanding. All animals are born nice and are formed by their experiences with the world.

Strongly Agree Agree Disagree Strongly disagree

3. Based on what I have seen of human nature, I believe that all people are good on the inside.

Strongly Agree Agree Disagree Strongly Disagree

4. People who cannot read are easily controlled.

Strongly Agree Agree Disagree Strongly Disagree

5. Our society is consisted of too many different people. A society where all people were the same race and class would be better.

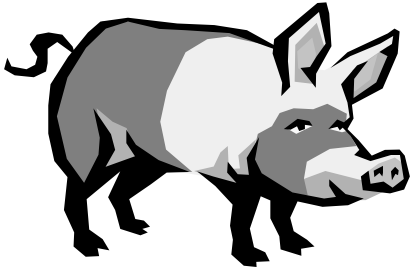
Strongly Agree Agree Disagree Strongly Disagree

6. People always have the ability to make their own choices.

Strongly Agree Agree Disagree Strongly Disagree

7. The nature of human beings makes it impossible to envision a world of peace without racism, classism, sexism, etc.

- | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|--|--------------|-----------------|--------------------------|
| 8. | All people are created equal. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 9. | It would be impossible for communist beliefs to penetrate the United States. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 10. | Animals could survive alone on the farm if there was no farmer. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 11. | People who do most of the work deserve most of the money. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 12. | Animals can truly talk if we would just listen. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |



Animal Farm Intro Activity

1. We will be defining the following forms of government. Be sure to use more than one source (printed and computer based) for each! You may work in groups of 6, and each group will be responsible for researching one of the following forms of government.

- Totalitarianism
- Socialism
- Communism
- Democracy

2. Each group will analyze one of these groups. You will have 15 minutes on Monday to put any finishing touches on your groups work before you present them to the class. You first need a “group definition” for your system and write the definition on a poster board. Your group must devise a method by which you present this system of government to the class. Be creative! Think of a way you can bring this governing concept “to life” so the audience will clearly see how it operates.

3. Be prepared to answer any class questions for clarification after your presentation has ended.

4. You will turn in your group definition and any notes or outlines you made for your presentation. This activity will be worth 10 points, and all points will be awarded if it is obvious that you followed instructions and was able to present your ideas to the class.

Follow Up Discussion: Think of the two major parties in the United States. What is the symbol for a Republican? A Democrat? Why do you think these symbols were “assigned” to these parties?

Animal Farm Essay Assignment

Purpose: To write a thesis-driven essay that deals with ideas found in *Animal Farm*.

I. The thesis statement.

A thesis is your statement of purpose; it should be a statement that could be argued and will be proven in the course of your paper. Create a catchy introduction paragraph, something that will interest and captivate your audience. Your thesis should be the last sentence of your introduction paragraph. Also, the author and title of the works should be included in your first paragraph.

II. Possible Topics

1. Compare and contrast Czar Nicholas to Mr. Jones. How were the pigs worse than he was?
2. Orwell chose animals to represent human extremes. Now imagine that human beings, as well as animals, *are* equal. Mr Jones is now gone, and the revolution is over. Animal Farm as a society is now established. Choose **two** characters from the novel and discuss what steps they must take to ensure that “all animals are (indeed) equal.” Be **creative, specific, and convincing** in your response.
3. Compare and contrast the cartoon version of the movie to the novel. Which characters were omitted? How was the ending different? You must discuss at least five differences, including the ending.
4. Write an essay demonstrating how Animal Farm would have been different had Snowball taken the role as leader and Napoleon had been exiled.
5. George Orwell subtitles this novel, *A Fairy Story*. Why do you think Orwell chose that subtitle for *Animal Farm*? In what ways is the novel a fairy story? In what ways is it very different from conventional fairy stories? What irony is there in this subtitle?

III. The Body of your paper

The body of your paper should consist of at least three paragraphs of supporting detail for your thesis. That means you will need to show specific examples from the texts. You can either paraphrase a part of the text and describe how that scene supports and proves your thesis, or you can use direct quotes and examples from the text that are relevant and also support your thesis. Fully develop each of your arguments for your thesis, and remember to include support for each main idea.

IV. Concluding Paragraph

Your concluding paragraph sums up the points you have made in your paper, and the message should apply to “us” in general. Think about what lessons can be learned from the examples you have provided. You should refer back to your introduction and comment further on what you started in your introductory paragraph.

Requirements:

- Your paper should be at least two pages, possibly three. Pages should be typed, with 1-inch margins. Your type should be 12-point New Times Roman font. Please include a cover page with your name, date, teacher, and class.
- Your paper must include examples from the text. Document these examples using MLA style. Also, because some of these essay topics require the use of numerous texts, include a bibliography page documenting texts used along with any outside sources that you may have found.
- Your paper will be worth 32 points. You will be graded on your introduction, thesis, body support and organization, quotes, grammar, creativity and your conclusion. Make sure you put careful thought into your work.
- You will have one day in the computer lab to type and proofread your paper. Be sure to have a rough draft ready, for you will not have enough time to construct and type your paper in class. Leave time to proofread your paper carefully before turning it in.



Multi-genre Project: An Animals as Symbols Portfolio

Throughout this unit, we have looked at different types of literature, all pertaining to our unit topic, “Animals as Symbols.” In our discussions, we have identified several ways of detecting animals as symbols. These are things that are important to understanding literary works rich with satire and irony. For this project, you will focus on Animals as Symbols, and create a portfolio that demonstrates your progress, your hard work, and your understanding of this unit.

For this project you will find pieces of **literature** and **art** relating to your Animals as Symbols topic. Some of these pieces will be created in class, and others you will do on your own time. You will **collect** these works, which can be original (made by you) or made by someone else, and arrange them in a portfolio. Your portfolio will be made of writing that you have completed, both in and out of class, as well as drawings and other artworks related to this unit. **Other elements** of your portfolio will include a brief essay explaining the significance of this unit, a table of contents, and a bibliography.

This is a **creative** project. As long as you include all the required elements, you can arrange your portfolio however you like. It can be as **colorful** and as crazy as you want it to be. (One limitation, though, is that it must fit on the legal-sized paper provided.) Although everything in the portfolio need not be typed, it must be handwritten legibly.

After you finish making your portfolio, you will be required to **one or two parts** to the class. You can select any page you wish. **Talk** about the selection you choose (or read it if it’s short enough), tell how it fits in with your topic, and tell where you found it (in which book, CD, video store, etc.). This presentation can be short, taking maybe 5 minutes.

We will work on your portfolios several times in class. You will have plenty of time to finish without any stress. If you use class time wisely, you should probably be able to finish 95% of this **during** class time.

Materials for the Coming of Age Portfolio

1. 8 ½" X 14" construction paper (provided)
2. Glue, scissors, markers, crayons, glitter (provided)
3. Photo corners for framing (provided)
4. Ribbon for binding (provided)

You must provide for yourself any other materials you might need. See me if you have difficulty.

Elements of the Animals as Symbols Portfolio

1. Table of Contents
2. Student created fable and illustration
3. Short story or comic strip
4. Your Government Assignment
5. Creative Writing: Point of View
6. Windmill project
7. Newspaper Article
8. Creative Writing: Propaganda
9. Creative Writing: Prediction
10. Creative Writing: Literary Critic
11. Animal Farm Flag and explanation
12. Comrade Poem
13. New Poem
14. Diamond Poem
15. Author's Piece
16. Photo Collage
17. Essay
18. Bibliography

Requirements for each Element

1. **Table of Contents:** Each page of your portfolio must be titled and numbered. Your TOC should reflect this.
- 2-12. These are things we did in class. You will turn them in as daily grades, and unless you received comments back, they should be ready to touch up and put in the portfolio.
13. **Poem:** Find any poem or write your own which deals with your topic. There are many out there that we did not look at in class, so be creative. Remember to provide a paragraph in which you describe the work and explain why you chose to include it, and some sort of visual element (a drawing, photo, design, etc.).
14. **Diamond Poem:** Create a diamond poem or two of characters from the novel.
15. **Author's Piece:** Find an article written by George Orwell about *Animal Farm*, and an article written by any of the authors of the poems or short story. Include this in your portfolio. If you absolutely can not find pieces written by the author, you may use **scholarly** essays or articles written by someone else.

16. **Photo Collage:** Use pictures from magazines, newspapers, or photographs that illustrate animals as symbols. Be creative! Arrange the photos in a way that speaks to the audience, or have them tell a story.
17. **Essay:** You may or may not have your final essay back in time to include in the portfolio, but a copy should be included in the end, to show what you have learned and as an exemplar of your writing and understanding.
18. **Bibliography:** Very important: You must include a bibliography listing your sources for every piece of art, literature, and film in your portfolio. Follow MLA style. This will be helpful to you when you are looking at this portfolio years from now, wondering where on earth you found that poem, song, etc.

Appendix N

Literary Devices: *Animal Farm*

I. Symbolism

1. What does the windmill symbolize at the beginning of the novel, before it is built?

2. How does the symbolism grow and change as the novel progresses?

3. How does the windmill reflect and support the political climate on the farm?

II. Satire- Satire is a literary device in which the vices and follies of characters or situations are held up to ridicule and scorn.

- In what ways does Orwell use the novel to satirize extreme political views?
- How are both the leaders and followers of *Animal Farm* satirized?
- What viewpoints does Orwell express through his use of satire?

III. Irony- Irony refers to the use of a word or phrase to mean the exact opposite of its literal or normal meaning. In general discussion, to be human or humane suggests the qualities of compassion and kindness. What ironic comment does the author make when he suggests that Napoleon is becoming more human?

Appendix L

Literary Device: Symbolism

Symbolism in literature refers to simple ideas, objects, or events that represent complex sets of ideas. In the chart below, indicate what each element from the novel might symbolize.

| Object/Idea | Symbol |
|---------------------------------------|--------|
| 1. The song, "Beasts of England" | |
| 2. Sugarcandy Mountain | |
| 3. The whips of Mr. Jones and his men | |
| 4. The horses' ribbons | |
| 5. The Seven Commandments | |
| 6. The milk and the windfall apples | |
| 7. The Battle of Cowshed | |
| 8. The Windmill | |

Literary Devices: Point of View

Point of view in literature refers to the person telling the story. *Animal Farm* is written from the third-person point of view, with an omniscient narrator who knows about all the events that occur on the farm, as well as the thoughts and feelings of all the characters. Why do you think Orwell chose to use the third-person point of view in the novel? How does the third-person point of view help you understand the novel?

Writing Activity:

Describe the events in the first two chapters from the point of view of one of the animals on the farm. Use the space below and the back of this page for your response.

Compare and Contrast: Snowball and Napoleon

Use the Venn diagram below to compare and contrast the two young boars, Snowball and Napoleon. Write their unique qualities below their names. Write the qualities that they share in the overlapping section of the diagram.

