

Lesson Guidance 6	
Grade	8
Unit	4
Selected Text(s)	Animal Farm, Chapter 2 (p.15-21, stop after “slept as they had never slept before.”)
Duration	1 day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today’s selected text?

Students will analyze the role the pigs play pre/post rebellion and explore how a power structure hierarchy begins to emerge.

Students will know how the role of the pigs pre-rebellion foreshadows the future of Animal Farm.

<u>CCSS</u> Alignment	RL.8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
End of lesson task <i>Formative assessment</i>	After running the humans off the farm, the animals sing <i>Beasts of England</i> seven times. Consider the events of the day – how does the song represent what has happened on the farm? Do you think the animals have reached “the golden time?” Why or why not?
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> Class systems <ul style="list-style-type: none"> Social Classes Defined https://classism.org/about-class/what-is-classism/ Social stratification - refers to a society's categorization of its people into rankings based on factors like wealth, income, education, family background, and power. <p>Key Terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> Foreshadowing: a hint that suggests what might happen in the future <p>Vocabulary Words (<i>words found in the text</i>)</p> <p><i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> Pre-eminent: surpassing all others; distinguished in some way Vivacious: attractively lively and animated Nimble: quick and light in movement or action Shrill: high-pitched and piercing Counteract: act against something in order to lessen its force Disciples: a follower or student of a teacher, leader, or philosopher Uprising: an act of resistance or rebellion; a revolt

Implicit Instruction (while reading)

- **Expounded:** present and explain (a theory or idea) systematically and in detail
- **Devoted:** very loving or loyal
- **Disheartened:** having lost determination or confidence
- **Idle:** avoiding work; lazy
- **Tormentors:** people who inflict severe mental or physical suffering on someone


Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Stratification: the division of something, especially society, into different classes or layers.

Read the article (as a class, in pairs, or independently based on teacher's discretion):

 What is Social Stratification: Rice University OpenStax

Then consider either of the following:

- How does class impact a person's opportunities?
- What do you think poses the biggest barrier to a person's ability to move from one class to another?

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Pre-eminent:** surpassing all others; distinguished in some way
 - b. **Vivacious:** attractively lively and animated
 - c. **Nimble:** quick and light in movement or action
 - d. **Shrill:** high-pitched and piercing
 - e. **Counteract:** act against something in order to lessen its force
 - f. **Disciples:** a follower or student of a teacher, leader, or philosopher
 - g. **Uprising:** an act of resistance or rebellion; a revolt
2. Model how each word can be used in a sentence.
 - a. We were so excited that the **pre-eminent** scientist in the United States was coming to our school to teach our class.
 - b. The **vivacious** teens were having a great time dancing and singing at the party.
 - c. The **nimble** running back took the handoff, avoided being tackled, and ran in for a touchdown.
 - d. Her **shrill** voice was hurting my ears; consequently, I put on my noise canceling headphones.
 - e. The patient took the antidote for snake venom after being bitten in order to **counteract** the poison.
 - f. He met with his **disciples** weekly in order to teach them new lessons.
 - g. The citizens staged an **uprising** in the streets in order to protest government actions.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that a **pre-eminent** person is the best at what they do?
 - b. Should you be **vivacious** at a funeral? Why or why not?



- c. How is it different to state that someone is **nimble** as opposed to clumsy?
- d. Would it be normal to abhor **shrill** sounds?
- e. Should you **counteract** good deeds? Why or why not?
- f. What is the difference between a **disciple** and a student?
- g. Would it be normal to abhor the violence that comes with an **uprising**?

Content Knowledge:

Animal Farm is allegorical to the Russian Revolution and it is important to note that Marx on whose ideas the revolution was initially based.

The Proletariat vs. the Bourgeoisie

Marx believed that the capitalist system was rooted in class conflict—specifically, the economic exploitation of the proletariat (workers) by the bourgeoisie (those who owned and controlled production). He reasoned that the system only functioned as long as the workers did not recognize their unity as a class of laborers, their shared economic and political interests, and the power inherent in their numbers. Marx argued that when workers came to understand the totality of these factors, they would achieve class consciousness, and this, in turn, would lead to a workers' revolution that would overthrow the exploitative system of capitalism.

Excerpt from [Class Consciousness and False Consciousness as Defined by Marx](#)

Shared Reading:

Pages 15-17 (stop after “They were unfailing in their attendance... the meeting always ended.”)

1. How do the pigs establish themselves as the “leaders” even before the rebellion?
2. Examine the descriptions of Napoleon, Snowball and Squealer.
 - a. What characteristics stand out to you?
 - b. How might these traits impact their standing with the other animals?
3. When Napoleon, Snowball and Squealer introduce “animalism,” they are met with “stupidity and apathy.”
 - a. Why is this an important detail?
 - i. What is Orwell trying to emphasize about education here?
 - ii. What is he trying to convey about allowing others to think for you?
 - b. What conclusions can you draw about the other animals?
4. What is the significance of Moses’s claims about Sugarcandy Mountain?
 - a. Why is the promise of a better place when you die important? What is Sugarcandy Mountain allegorical for?
 - i. **Heaven**
 - ii. **The promise of a better place in death is used to control the animals – if they work hard here – they will get a reward in the afterlife.**
 - b. What is Orwell commenting on here? What is his implication?
 - i. **Religion**
 - ii. **He implies that religion is used as a means to control the other animals.**
 - c. Why would the pigs need to “struggle to counteract the lies put about by Moses, the tame raven?”
5. In this section, Orwell calls Boxer and Clover “faithful disciples.” What conclusions can you draw about the two horses? How does this add to his comment on religion?
 - a. **He implies that both animals are content to rely on the thinking of others, rather than thinking**



- for themselves. They prefer to be guided by those they think are more intelligent.
- b. Orwell seems to be criticizing those who blindly follow others, especially when it is harmful.

Pages 18-21 (stop after “slept as they had never slept before.”)

6. What leads to Mr. Jones’ downfall?
7. What is ironic about the situation the farm workers find themselves in as the animals assert themselves?
- a. The situation is out of their control. They are normally the ones maltreating the animals.
8. The animals break into the harness room and throw all the things that were used to control them away, but Snowball also throws Mollie’s ribbons in the fire.
- a. What do Mollie’s ribbons represent?
- b. Why might this be significant?

Discuss: Do you think class distinctions are a natural part of our society? Why or Why not?

Formative Assessment:

After running the humans off the farm, the animals sing *Beasts of England* seven times. Consider the events of the day – how does the song represent what has happened on the farm? Do you think the animals have reached “the golden time?” Why or why not?

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence:
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson:

Additional Supports	
ELD Practices	Practices to promote Tier 1 access
SpEd Practice	Practices to promote Tier 1 access
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access

