

Lesson Guidance 10	
<b>Grade</b>	8
<b>Unit</b>	4
<b>Selected Text(s)</b>	Animal Farm Chapter 4
<b>Duration</b>	1-2 Days

*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 significance of the Battle of the Cowshed and its impact on the animals.

Students will examine the roles that Snowball, Napoleon and Mollie play in the battle and consider how those roles might influence the future of the farm.

<b>CCSS Alignment</b>	<b>RL.8.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>End of lesson task</b> <i>Formative assessment</i>	<p>Snowball and Boxer receive “Animal Hero, First Class” medals. Why are these decorations significant? The animals also decide to fire the gun twice a year - once on the anniversary of the battle and once on the anniversary of the Rebellion. How do these actions mirror human power structures?</p> <p><b>Jamboard or Shout It Out Activity:</b> Predict how Napoleon will respond to Snowball’s elevation to “War Hero?”</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Content Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>October Revolution</b></li> </ul> <p><b>Key Terms</b> <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> <li>• <b>Foreshadowing:</b> a hint that suggests what might happen in the future</li> <li>• <b>Allegory:</b> a narrative that uses characters or events to represent ideas or events.</li> </ul> <p><b>Vocabulary Words</b> <i>(words found in the text)</i></p> <p><b>Explicit Instruction (before reading)</b></p> <ul style="list-style-type: none"> <li>• <b>Misfortune:</b> bad luck</li> <li>• <b>Perpetual:</b> never ending or changing</li> <li>• <b>Shrewd:</b> having or showing sharp powers of judgment; astute.</li> <li>• <b>Scorn:</b> the feeling or belief that someone or something is worthless or despicable; contempt</li> <li>• <b>Contemptible:</b> despicable</li> <li>• <b>Impromptu:</b> done without being planned, organized, or rehearsed</li> </ul> <p><i>Implicit Instruction (while reading)</i></p>



- **Mingle:** mix or cause to mix together
- **Principle:** a fundamental truth or proposition that serves as the foundation for a system of belief
- **Disgraceful:** shockingly unacceptable
- **Flourished:** grow or develop in a healthy or vigorous way
- **Cannibalism:** the practice of eating the flesh of one's own species
- **Skirmishing maneuver:** light or sporadic combat to delay the movement of the enemy, disrupt their attack, or weaken their morale

## Core Instruction

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

### Opening Activity:

Quick Write: What makes a hero? What makes us admire them?

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
  - a. **Misfortune:** bad luck
  - b. **Perpetual:** never ending or changing
  - c. **Shrewd:** having or showing sharp powers of judgment; astute.
  - d. **Scorn:** the feeling or belief that someone or something is worthless or despicable; contempt
  - e. **Contemptible:** despicable
  - f. **Impromptu:** done without being planned, organized, or rehearsed
2. Model how each word can be used in a sentence.
  - a. The family suffered the **misfortune** of losing their house in a fire.
  - b. If someone is **perpetually** late then that person needs to come up with a solution to fix the problem.
  - c. She made a **shrewd** business decision and wound up making millions of dollars.
  - d. The detective felt complete **scorn** for the person who murdered the blind man.
  - e. Killing someone is a **contemptible** act.
  - f. As a nice surprise, my best friend planned an **impromptu** weekend at the shore for us.
3. Vocabulary slide deck [here](#).
4. Active practice:
  - a. Would it be accurate to say that you do not want to experience **misfortune**? Why or why not?
  - b. Should you continue to make the same mistakes in **perpetuity**? Why or why not?
  - c. How is it different to state that someone is shrewd as opposed to intelligent?
  - d. Would it be normal to feel **scorn** for someone who does something **contemptible**?
  - e. Would it be accurate to say that if something is **impromptu** then it is spur of the moment?

### Content Knowledge:

Connection to the Russian Revolution: [▶ The Bolshevik Revolution for Middle School](#)

### Additional information:

The Battle of the Cowshed represents The October Revolution. After the initial overthrow of Tzar Nicholas, an imperial leader, there are two distinct factions within the new temporary government. [Bolshevik](#)



### Definition, History, Beliefs, Flag, & Facts | Britannica

Allegorically:

In October, Jones and his men come to Animal Farm trying to retake control. However, the men are faced with significant resistance led by a fierce Snowball. Snowball's organization and tactical planning, leads the animals in defeating Jones and expelling him from the farm.

This is a first glance to show that Communism was starting to gain power and push back the capitalists.

### **Shared Reading:**

**Pages 37-40 (stop after "hearing in it a prophecy of their future doom.")**

1. What is the significance of sending flights of pigeons to other farms to tell the story of the rebellion and teach *Beasts of England*?
2. Mr. Jones complains about the monstrous injustice he has suffered; while the other farmers sympathize, they do not help him regain his farm.
  - a. What is Orwell communicating about human behavior?
  - b. What is the other farmers' immediate reaction to Mr. Jones's loss of power?
    - i. What does this say about the fragility of power?
3. How are Mr. Frederick and Mr. Pilkington's words about "Animal Farm" allegorical of their own relationships and that of the other farm owners?
4. What motivates Frederick and Pilkington to spread rumors about Animal Farm?

### **Pages 40-44 The Battle of the Cowshed**

5. What does Mr. Jones' attempts to recapture the farm symbolize?
6. What is Mr. Jones and his fellow humans' weakness?
  - a. How does Snowball capitalize on this?
7. What does the victory over Mr. Jones signify?
8. How does Snowball emerge as the hero of the battle?

### **Small Group Activity:**

9. Compare and contrast Snowball's response to the boy's death versus Boxer's.
  - a. What does this reveal about each of them?
  - b. How might this foreshadow things to come?

### **Formative Assessment:**

Snowball and Boxer receive "Animal Hero, First Class" medals. Why are these decorations significant? The animals also decide to fire the gun twice a year - once on the anniversary of the battle and once on the anniversary of the Rebellion. How do these actions mirror human power structures?

**Jamboard or Shout It Out Activity:** Predict how Napoleon will respond to Snowball's elevation to "War Hero?"



## Fluency, Comprehension and Writing Supports

Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence Protocol</a> Sample sentence:
Writing	<a href="#">Pattan Writing Scope and Sequence</a> Suggested writing skills for this lesson:

## Additional Supports

<a href="#">ELD Practices</a>	Practices to promote Tier 1 access
<a href="#">SpEd Practice</a>	Practices to promote Tier 1 access
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access