

Lesson Guidance 7	
Grade	8
Unit	4
Selected Text(s)	Animal Farm, Chapter 2 p. 21-26
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 examine the behaviors of various animals immediately following the rebellion and consider how they mirror human behaviors.

Students will analyze the emergence of the pigs as the leaders of "Animal Farm" and the implications of this for the farm's future.

Students will consider the significance of "The Seven Commandments" and their importance to the animals and the farm.

CCSS Alignment

RL.8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

End of lesson task

Formative assessment

Quick Write or Discuss:

Throughout this chapter, the pigs emerge as the leaders of the farm. Orwell often cites their intelligence as a factor that contributes to this rise in power. What statement is Orwell making about education or lack thereof? Be sure to cite evidence from the text.

Knowledge Check

What do students need to know in order to access the text?

Background Knowledge

- The Ten Commandments:
 - [Ten Commandments - World History Encyclopedia](#)
 - [Ten Commandments - New World Encyclopedia](#)

Vocabulary Words (words found in the text)

Explicit Instruction (before reading)

- **Awe:** a feeling of reverential respect mixed with fear or wonder
- **Reproached:** address (someone) in such a way as to express disapproval or disappointment



- **Preserved:** maintain in its original state
- **Commandment:** a divine rule; a rule to be strictly followed
- **Unalterable:** not able to be changed

Implicit Instruction (while reading)

- **Knoll:** a small hill or mound
- **Gamboled:** run or jump around playfully
- **Looking -glass:** a mirror
- **Scullery:** a small kitchen or room at the back of a house used for washing dishes and other dirty household work
- **Well-adapted:** having been made or adjusted to fit suitably into an environment, situation, etc.

Core Instruction

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

Opening Activity:

In this chapter, we see the pigs begin to use their intelligence and their “education” to exert power and influence over the other animals.

Through a shout-it out or jamboard activity ask students to consider the following question:

Does an education or lack of an education impact one’s ability to be successful? How?

Once students have responded, facilitate a discussion incorporating their responses. (Consider returning to this as the novella progresses and students can see the consequences of the animals’ lack of education.)

Quick Write:

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Awe:** a feeling of respect mixed with fear or wonder
 - b. **Reproached:** address (someone) in such a way as to express disapproval or disappointment
 - c. **Preserved:** maintain in its original state
 - d. **Commandment:** a rule to be strictly followed
 - e. **Unalterable:** not able to be changed
2. Model how each word can be used in a sentence.
 - a. I was in **awe** of how well the Eagles played when they won the Super Bowl.
 - b. The teacher **reproached** the student after he disrespected his classmate by laughing at her mistake.
 - c. The mummy was perfectly **preserved** so the archaeologists were able to study it in depth.
 - d. The king issued a **commandment** to the people that they were to collect all their metal items for the royal soldiers to collect on Sunday.
 - e. The Constitution of the United States is an **unalterable** document unless the states agree to pass an amendment.



3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that you would feel **awe** if you witnessed real magic?
 - b. Should you be **reproached** by your parent/guardian if you get suspended from school? Why or why not?
 - c. How is it different to state that something is **preserved** as opposed to being altered?
 - d. How is it different to state that something is a **commandment** as opposed to a suggestion?
 - e. Would it be normal to buy an **unalterable** outfit with plans to change the sleeves?

Content Knowledge:

Orwell makes religious references throughout the text. After Old Major's speech, Napoleon and Snowball establish "The Seven Commandments," based on Christianity's Ten Commandments. Define the word *commandment* for students. These are unalterable rules for the animals to live by. (See extension activity below.)

Shared Reading:

Pages 22-26

1. When the animals approach the farmhouse, they halt in silence and are frightened to go inside.
 - a. Why?
 - b. What is there to see/fear? (Consider having students go back to their mind maps hear and review Old Major's warnings.)
 - c. Why should no animal live there?
2. What does Mollie's behavior over the blue ribbons foreshadow?
 - a. That some animals will be attracted or attached to human things. Mollie's vanity shows that she is materialistic and selfish and that she is not willing to sacrifice these things for the sake of the farm.

Stop and Jot or Discuss:

The animals pass a unanimous resolution that the farmhouse should be preserved as a museum and that no animal must ever live there.

3. Is it always good to preserve artifacts of corruption?
4. The pigs reveal that they have taught themselves to read and write in the three months prior to the rebellion.
 - a. How does this shift the balance of power within the farm?
 - i. The pigs use their education to develop the rules by which the farm will operate allowing them to gain power over the other animals.
5. What is implied by the Seven Commandments of Animalism?
 - a. What purpose will they serve?
 - b. Why is it significant that the pigs are the animals that have come up with these? And determined that they are an unalterable law?
6. How does the disappearance of the milk foreshadow things to come?
 - a. The pigs are already establishing inequalities by keeping the milk for themselves.

Formative Assessment:

Quick Write or Discuss:

Throughout this chapter, the pigs emerge as the leaders of the farm. Orwell often cites their intelligence as a factor that contributes to this rise in power. What statement is Orwell making about education or lack

thereof? Be sure to cite evidence from the text.

Enrichment/Extension Activity for Seven Commandments:

Discuss the role of the Seven Commandments as they are first introduced in this chapter. The pigs initially refer to these as unalterable. Ask students to consider the words “commandments” and “unalterable” and what that implies.

Students may draw a connection to the biblical Ten Commandments. Students can draw a correlation between the tenets of animalism and those of the biblical ten commandments and discuss these similarities and how they both act as moral code or laws. The Ten Commandments are found in the Old Testament of the Bible and are foundational to Judaism and Christianity. Although Islam does not accept the biblical version of these commandments, it does make reference to similar moral codes.

Students can also consider that since the pigs are the originators of the commandments for animalism, this implies that they are the highest authority on the farm. There is irony here as this goes against the original idea of animalism that all animals are equal.

Teacher Note: These commandments will be referenced throughout the text, and they will be subsequently altered by the pigs.

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