



Lesson Guidance 13	
Grade	8
Unit	4
Selected Text(s)	Animal Farm Chapter 6 p. 66-71
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 evaluate how the pigs actions, particularly their move into the farmhouse, is a betrayal of the tenets of animalism.

Students will analyze the significance of Napoleon's decree that Snowball is responsible for the destruction of the windmill and the purpose it serves in maintaining his control over 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.

End of lesson task *Formative assessment*

Napoleon has branded Snowball a traitor to the farm. He has pronounced the death sentence upon Snowball and offered a reward for any animal who brings him to justice. Squealer needs help in developing a "Wanted Poster" to display throughout the farm for Snowball's capture. Your job will be to design a poster for Squealer's (and Napoleon's) approval. Be sure to use some of the propaganda techniques that we have studied.

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

Background Knowledge

- Propaganda
- Totalitarianism

Key Terms *(domain specific terms to analyze the text)*

- **Foreshadowing:** a hint that suggests what events might happen in the future.

Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Repose:** a state of rest, sleep, or tranquility
- **Compensated:** give (someone) something, typically money, in recognition of loss, suffering, or injury incurred; recompense
- **Mournful:** feeling, expressing, or inducing sadness, regret, or grief
- **Ignominious:** deserving or causing public disgrace or shame
- **Avenge:** inflict harm in return for justice
- **Indignation:** anger or annoyance provoked by what is perceived as unfair treatment



Implicit Instruction (while reading)

- **Regarded:** consider or think of (someone or something) in a specified way
- **Perpendicularity:** two objects or spaces intersecting at a 90 degree angle
- **Gale:** a very strong wind
- **Alteration:** the act or process of changing, like a piece of clothing

Core Instruction

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

Opening Activity:

Ask students to read the article from Pew Research

 Don't Blame Us: Views of Political Consultants on Campaign Practices

Think, Pair, Share

What surprises you in the article?

Do you agree that negative campaigning is an effective campaign strategy? Why or Why not?

Extension: Have students share their thoughts with the whole class.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Repose:** a state of rest, sleep, or tranquility
 - b. **Compensated:** give (someone) something, typically money, in recognition of loss, suffering, or injury incurred; recompense
 - c. **Mournful:** feeling, expressing, or inducing sadness, regret, or grief
 - d. **Ignominious:** deserving or causing public disgrace or shame
 - e. **Avenge:** inflict harm in return for justice
 - f. **Indignation:** anger or annoyance provoked by what is perceived as unfair treatment
2. Model how each word can be used in a sentence.
 - a. My comfortable home is a place of **repose** where I can relax and be myself.
 - b. The man who was injured by the drunk driver was **compensated** by the insurance company for his pain and suffering.
 - c. I was feeling **mournful** when I heard the very sad news.
 - d. The politician was forced to resign from office after the **ignominious** situation.
 - e. The superhero Batman was known for **avenging** crimes committed against people.
 - f. The innocent man was **indignant** that he was accused of a crime.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that people generally find **repose** at a yoga retreat?
 - b. Should you be **compensated** if you fail a test? Why or why not?
 - c. How is it different to state that someone is **mournful** as opposed to indifferent?
 - d. Would it be normal to strive to be involved in something **ignominious**?
 - e. Is there a difference between being an **avenger** and a vigilante?
 - f. Would you rather feel **indignation** or happiness? Explain your answer.



Content Knowledge:

Animal Farm explores how propaganda can be used to control people. From the beginning of the novel, the animals are shown as being influenced by propaganda techniques. In this chapter, Napoleon relies on transferring blame to Snowball and destroying Snowball's reputation. Napoleon relies on fear and **glittering generalities** (an emotionally appealing phrase without much substance).

Name-calling and Scapegoating:

"The name-calling technique links a person, or idea, to a negative symbol," Delwiche writes. "The propagandist who uses this technique hopes that the audience will reject the person or the idea on the basis of the negative symbol, instead of looking at the available evidence. Scapegoating is another form of name-calling. Scapegoating redirects the responsibility or blame for something to a person or party that isn't actually at fault, typically to deflect it from the actual person or party responsible."

Shared Reading:

Pages 66-71

1. How does Squealer frame his argument for the pigs moving into the farmhouse?
 - a. What propaganda techniques are used by rewriting the commandments?
2. Why does Clover not confront Squealer over the 4th commandment change?
 - a. Possible responses:
 - i. Clover cannot push back because of the dogs
 - ii. Clover accepts the fact that because it is in writing it must be true
3. What role, if any, do the animals have in their current treatment by the pigs?
4. How does the windmill compensate for a hard year with limited food stores?
 - a. What has the windmill come to symbolize to the animals?
 - i. The windmill symbolizes the dreams of independence and a brighter future for the animals. It represents all that was the promise of the revolution.
 - b. Why does Benjamin refuse to grow enthusiastic about the windmill?
 - i. Benjamin has been skeptical of the revolution from the beginning and sees the corruption of the pigs, but he isn't surprised by it. He believes this is just the way of things and that life will always be difficult for the animals. But he refuses to explain or intercede or even inform the other animals of this.

Discuss:

When the storm destroys the windmill, Napoleon blames the destruction on Snowball. Why is this significant? **It takes the blame away from Napoleon.** What purpose does it serve? **It unites the animals against a common enemy and incentivizes the animals to work harder to rebuild. It also establishes Snowball as a traitor, removing any possible opposition to Napoleon as leader.**

5. Consider the significance of the following quote and what it reveals about the effectiveness of propaganda:
 - a. "If a window was broken or a drain was blocked up, someone was certain to say that Snowball had come in the night and done it, and when the key of the store-shed was lost, the whole farm was convinced that Snowball had thrown it down the well. Curiously enough, they went on believing this even after the mislaid key was found under a sack of meal."
 - i. The animals' reaction and total acceptance of Snowball's guilt (even when evidence like the found keys prove them wrong) shows that the pigs have successfully changed the way the animals think. They no longer can see the ineffectiveness and brutality of Napoleon's leadership or the pigs' corruption; they are consumed by the belief that all their problems stem from the outside.

6. How does the destruction of the windmill and Napoleon's subsequent reaction foreshadow what is to come on the farm?

Formative Assessment:

Exit Ticket:

Napoleon has branded Snowball a traitor to the farm. He has pronounced the death sentence upon Snowball and offered a reward for any animal who brings him to justice. Squealer needs help in developing a "Wanted Poster" to display throughout the farm for Snowball's capture. Your job will be to design a poster for Squealer's (and Napoleon's) approval. Be sure to use some of the propaganda techniques that we have studied.

Teacher Note: This assignment could alternatively be modified to be a campaign ad against Snowball.

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