



8TH GRADE **ELA**

# Student Materials

## **Unit 3** ***Abusing Power:*** ***Animal Farm and*** ***Wicked History***





# Daily Lesson Materials

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anticipation Guide

**Directions:** For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: When individuals or communities resist unjust leadership, it can lead to lasting societal change.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 5: Those who do not learn from history are doomed to repeat it.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: There is a limit to how far people will go in committing evil.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 7: People in power often make intentional choices about how historical events are portrayed in order to advance their own agendas.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 8: Propaganda is not an effective tool for social control in today's world because people have learned how to identify and resist it.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 9: Greed and hunger for power are fundamental aspects of human nature.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: True equality in society is not possible.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: "[Capitalism vs. Communism: Systems that Shape Our World \(G8, U3\)](#)" by Caitlyn Meagher

**Objective:** Define and articulate the differences between capitalism and communism.

1. How does the author use details to develop the reader's understanding of how capitalism works? Provide examples from paragraphs 1–5 to support your answer.

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2. How does the author develop the idea that a capitalist economy can have negative impacts on society? Provide examples from paragraphs 6–10 to support your answer.

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3. How does the author use distinctions between theory and practice to develop the idea of communism? Cite at least two pieces of evidence from paragraphs 11–21 to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anticipation Guide

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Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
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<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

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<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
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Statement 4: When individuals or communities resist unjust leadership, it can lead to lasting societal change.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 5: Those who do not learn from history are doomed to repeat it.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: There is a limit to how far people will go in committing evil.					
<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
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<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

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<b>Before reading . . .</b>	Agree	Disagree	<b>After reading . . .</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		





Name: \_\_\_\_\_

Date: \_\_\_\_\_

In what part of the world do the events in this text take place?

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What was Joseph Stalin's home life like? How would you describe his parents?

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What different names did Stalin have in these chapters? Why did he change them?

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What kind of government was in place during this time period?

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What kind of government did Stalin want?

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How was Stalin punished for his political beliefs and actions?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 1–31 , Prologue and Chapters 1–3

**Objective:** Determine a central idea about Joseph Stalin and explain how the author uses supporting details to develop this idea.

1. How does the author use details about Joseph Stalin as a teenager and young man to develop a central idea of the text? Cite evidence from pages 16–26 to support your answer.

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2. What central idea does the author develop about Stalin by providing details about his engagement with revolutionary activity? Cite evidence from pages 21–26 to support your answer.

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3. How does the author use the sidebar about Marxism to develop a central idea of the text?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Why did Tsar Nicholas II finally step down?

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What happened during the October Revolution? Who took power?

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Who was the White Army and what were they fighting for?

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Who was the Red Army and what were they fighting for?

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Who won the Russian civil war?

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What did Stalin do to anyone he thought was a traitor?

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What happened to Stalin when Lenin died?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – pp. 32–49 , Chapters 4–6

**Objective:** Identify the causes that led to the Russian Revolution, and explain Stalin's role in the establishment of a new communist society and government.

1. Provide an objective summary of the Russian Revolution. Include the most important information from the beginning, middle, and end of Chapter 4.

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2. Provide an objective summary of Chapter 5 that explains how the Bolsheviks imposed communism on the Russian people. Include information about how the most important individuals, ideas, and events are connected.

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3. Summarize the events that occurred after Lenin became ill and died, and explain how they impacted the relationship between Stalin and Trotsky.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – pp. 32–49 , Chapters 4–6

**Objective:** Identify the causes that led to the Russian Revolution, and explain Stalin's role in the establishment of a new communist society and government.

**Discussion & Writing Prompt**

What does the aftermath of the Russian Revolution reveal about Stalin as a person and as a leader? Provide examples from Chapters 5–6 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

According to Strong, what are some qualities of socialism?

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What was the standard of living like in Russia in the early 1920s?

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What idea does Strong give Stalin credit for formulating?

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Why does Strong think that Stalin was a "natural choice" (para. 12) for the job of General Secretary of the Communist Party?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — Chapters 1–6
- Excerpt: [“Socialism in One Country”](#) by Anna Louise Strong — (excerpt from Chapter 1)

**Objective:** Identify an author's perspective in a nonfiction text and explain the various techniques authors use to establish their perspectives.

1. How does McCollum's tone in Chapter 5 of *Joseph Stalin (A Wicked History)* reveal his perspective on Stalin and the Bolshevik Revolution?

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2. How does Strong's tone in paragraphs 1–9 of "Socialism in One Country" reveal her perspective on Stalin and the Bolshevik Revolution?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – Chapters 1–6
- Excerpt: "[Socialism in One Country](#)" by Anna Louise Strong – (excerpt from Chapter 1)

**Objective:** Identify an author's perspective in a nonfiction text and explain the various techniques authors use to establish their perspectives.

**Discussion & Writing Prompt**

Compare and contrast pages 22–25 of *Joseph Stalin (A Wicked History)* with paragraphs 10–11 of "Socialism in One Country". How does each author develop their unique perspective on the topic of Stalin's youth?

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Name: \_\_\_\_\_

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What was collectivization? What was its purpose?

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How did many peasants respond to collectivization?

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What are kulaks?

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What is a gulag?

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Was the Five-Year Plan successful, according to Stalin?

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Why did so many people starve, even as large amounts of grain were produced?

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What do many Ukrainians believe was the purpose of the Holodomor?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 52–67 , Chapters 7–9

**Objective:** Explain how the author develops central ideas about Stalin's policies and their impact on the people of the Soviet Union.

1. What was the purpose of Stalin's Five-Year Plan, and what effect did it have on Soviet peasants? Cite evidence from pages 52–56 to support your answer.

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2. What central idea is developed by the quotations on page 56? Explain how the quotations develop or support the central idea.

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3. What central idea about gulags does the author communicate in Chapter 8? How does the author use diction and tone on page 60 to support and develop this idea?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

In general, what is propaganda, and how does it work?

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Define two different propaganda techniques.

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Provide an example of how propaganda has been used in advertising.

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Provide an example of how propaganda has been used in politics.

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Describe two actions a person can take to avoid being tricked by propaganda.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: "[Propaganda](#)" by Jennifer Fedor

**Objective:** Determine the article's central idea about propaganda and analyze how the author develops that idea using key details and examples.

1. What is **propaganda**? Explain how the term applies to the advertisement discussed in paragraphs 1–5.

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2. How do the specific **propaganda** techniques discussed in paragraphs 8–22 support or develop the central idea that **propaganda** works by **manipulating** people's emotions? Provide examples to support your answer.

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3. According to the section, "Recognizing and Resisting Modern Propaganda," why is it important to be able to identify **propaganda**, and what are some methods for doing so?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: ["Propaganda"](#) by Jennifer Fedor

**Objective:** Determine the article's central idea about propaganda and analyze how the author develops that idea using key details and examples.

**Discussion & Writing Prompt**

How does **propaganda** influence human behavior? Analyze a specific example of **propaganda** from the article to explain its impact. Cite evidence to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is a "cult of personality" (p. 71)?

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What did Stalin want people to believe about him?

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Who was Sergei Kirov? What happened to him?

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Who were Zinoviev and Kamenev? What happened to them?

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What was the NKVD?

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How many people were killed during the Great Terror?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Informational Brainstorming Page

Propaganda Type: \_\_\_\_\_

<b>Definition</b>	
<b>Aspects / Qualities / Characteristics</b>	
<b>Intended impacts</b>	
<b>Specific examples</b> (from history, culture, politics, or advertising)	
<b>How to identify and resist it</b>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum
- Article: "[Propaganda](#)" by Jennifer Fedor

**Objective:** Write an explanatory paragraph to inform peers about a propaganda technique.

**Writing Prompt**

Write an explanatory paragraph that educates your classmates about a specific propaganda technique.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Informational Brainstorming Page

Propaganda Type: \_\_\_\_\_

<b>Definition</b>	
<b>Aspects / Qualities / Characteristics</b>	
<b>Intended impacts</b>	
<b>Specific examples</b> (from history, culture, politics, or advertising)	
<b>How to identify and resist it</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum
- Article: ["Propaganda"](#) by Jennifer Fedor

**Objective:** Gather relevant definitions and examples about a specific propaganda technique.

**Writing Prompt**

Conduct research to complete the [Informational Brainstorming Page \(G8, U3, L7\)](#) in preparation for responding to the prompt:

- Write an explanatory paragraph that educates your classmates about a specific propaganda technique.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Paragraph Outline

Topic Sentence: \_\_\_\_\_

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● Detail 1: \_\_\_\_\_

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● Detail 2: \_\_\_\_\_

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● Detail 3: \_\_\_\_\_

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● Detail 4: \_\_\_\_\_

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Concluding Sentence: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

**Objective:** Outline and draft a logically structured explanatory paragraph that develops well-chosen details while maintaining a formal style.

**Writing Prompt**

formal style

Outline and begin drafting an explanatory paragraph in a formal style in response to the prompt:

- Write an explanatory paragraph that educates your classmates about a specific propaganda technique.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [\*Joseph Stalin \(A Wicked History\)\*](#) by Sean McCollum

**Objective:** Revise informational paragraphs to ensure accuracy, concision, cohesion, and comprehensibility.

**Writing Prompt**

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Finalize paragraphs by revising them for accuracy, clarity, relevance, and style for the prompt:

- Write an explanatory paragraph that educates your classmates about a specific propaganda technique.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

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What was the NKVD?

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How many people were killed during the Great Terror?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 68–83 , Chapters 10–12

**Objective:** Identify examples of propaganda and explain how Stalin used them to control the people of the Soviet Union.

1. What message about himself did Stalin promote through the use of **propaganda**, and what was its impact on the Soviet people? Cite evidence from Chapter 10 to support your answer.

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2. How did Stalin use the **propaganda** techniques of plain folks and glittering generalities, and what was their impact on the Soviet people? Cite evidence from Chapter 10 to support your answer.

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3. Write an objective summary of Chapter 11. Include information about how the most important individuals, ideas, and events are connected.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [\*Joseph Stalin \(A Wicked History\)\*](#) by Sean McCollum — pp. 68–83 , Chapters 10–12

**Objective:** Identify examples of propaganda and explain how Stalin used them to control the people of the Soviet Union.

**Discussion & Writing Prompt**

What **propaganda** technique did Stalin use during the Great Terror, and what was its impact? Cite evidence from Chapters 11–12 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – Chapters 1–12

**Objective:** Explain how the author's purpose for writing contributes to how he develops and supports the central ideas of the text.

1. What do the text's diction and structure reveal about its intended audience?

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2. In Chapter 3, what details does McCollum include to develop and support the central idea that Stalin was a gangster who behaved brutally and violently? What does the inclusion of these details reveal about McCollum's purpose for writing?

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3. In Chapter 9, how does McCollum develop and support the central idea that Stalin let millions of his own people die of starvation? What does this reveal about McCollum's purpose for writing?

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# Version 1

## **PART 1: Stalin's Childhood and Adolescence**

- Ch. 1: The Choirboy: Joseph overcomes a difficult childhood.
- Ch. 2: Becoming Koba: Joseph leaves seminary.
- Ch. 3: Lenin's Associate: Koba supports Lenin and the Bolsheviks.
- Ch. 4: The Russian Revolution: The Bolsheviks seize power from the tsar.
- Ch. 5: Red Alert: The Russian people are forced to be communist.
- Ch. 6: Last Testament: Lenin dies, and Stalin tries to take over.

## **PART 2: Stalin's Rule**

- Ch. 7: The Five-Year Plan: Stalin quickly changes the Soviet Union into an industrial power.
- Ch. 8: Kulaks and Gulags: Stalin sends dissidents to prison camps.
- Ch. 9: Widespread Famine: Stalin's plan to industrialize causes an epidemic of hunger throughout the Soviet Union.
- Ch. 10: The Red Tsar: Stalin uses his charisma to maintain power.
- Ch. 11: An Assassination: Stalin uses Kirov's death to raise suspicions about counter-revolutionaries.
- Ch. 12: Fear and Horror: Stalin's henchmen kill more Soviet people.

# Original

## **PART 1: Birth of a Revolutionary (p. 15)**

- Ch. 1: "The Toughest Choirboy: Joseph uses his brains and fists to overcome A HARSH CHILDHOOD" (p. 16)
- Ch. 2: "Becoming Koba: Joseph leaves seminary and EMBRACES REVOLUTION" (p. 22)
- Ch. 3: "Lenin's Gangster: Koba and his gang fund LENIN'S SCHEMES, but the Bolsheviks struggle" (p. 28)
- Ch. 4: "The Russian Revolution: The Bolsheviks seize power in the midst of A WORLDWIDE WAR" (p. 32)
- Ch. 5: "Red Alert: The Bolsheviks fight to IMPOSE COMMUNISM on the Russian people" (p. 38)
- Ch. 6: "Last Testament: With Lenin on his deathbed, Stalin MANEUVERS FOR POWER" (p. 44)

## **PART 2: Man of Steel (p. 51)**

- Ch. 7: "The Five-Year Plan: Stalin tries to turn the Soviet Union into an industrial power—NO MATTER THE COST" (p. 52)
- Ch. 8: "Kulaks and Gulags: Stalin clears the countryside of ALL RESISTANCE" (p. 57)
- Ch. 9: "Murder by Starvation: THE FIVE-YEAR PLAN causes famine in the breadbasket of the Soviet Union" (p. 62)
- Ch. 10: "The Red Tsar: From inside the Kremlin, Stalin builds a CULT OF PERSONALITY" (p. 68)
- Ch. 11: "A Mysterious Murder: The assassination of Kirov OPENS THE GATE TO TERROR" (p. 73)
- Ch. 12: "The Great Terror: Stalin turns the SECRET POLICE LOOSE on the Soviet people" (p. 77)

## Version 1

### PART 1: Stalin's Childhood and Adolescence

- Ch. 1: The Choirboy: Joseph overcomes a difficult childhood.
- Ch. 2: Becoming Koba: Joseph leaves seminary.
- Ch. 3: Lenin's Associate: Koba supports Lenin and the Bolsheviks.
- Ch. 4: The Russian Revolution: The Bolsheviks seize power from the tsar.
- Ch. 5: Red Alert: The Russian people are forced to be communist.
- Ch. 6: Last Testament: Lenin dies, and Stalin tries to take over.

### PART 2: Stalin's Rule

- Ch. 7: The Five-Year Plan: Stalin quickly changes the Soviet Union into an industrial power.
- Ch. 8: Kulaks and Gulags: Stalin sends dissidents to prison camps.
- Ch. 9: Widespread Famine: Stalin's plan to industrialize causes an epidemic of hunger throughout the Soviet Union.
- Ch. 10: The Red Tsar: Stalin uses his charisma to maintain power.
- Ch. 11: An Assassination: Stalin uses Kirov's death to raise suspicions about counter-revolutionaries.
- Ch. 12: Fear and Horror: Stalin's henchmen kill more Soviet people.

## Original

### PART 1: Birth of a Revolutionary (p. 15)

- Ch. 1: "The Toughest Choirboy: Joseph uses his brains and fists to overcome A HARSH CHILDHOOD" (p. 16)
- Ch. 2: "Becoming Koba: Joseph leaves seminary and EMBRACES REVOLUTION" (p. 22)
- Ch. 3: "Lenin's Gangster: Koba and his gang fund LENIN'S SCHEMES, but the Bolsheviks struggle" (p. 28)
- Ch. 4: "The Russian Revolution: The Bolsheviks seize power in the midst of A WORLDWIDE WAR" (p. 32)
- Ch. 5: "Red Alert: The Bolsheviks fight to IMPOSE COMMUNISM on the Russian people" (p. 38)
- Ch. 6: "Last Testament: With Lenin on his deathbed, Stalin MANEUVERS FOR POWER" (p. 44)

### PART 2: Man of Steel (p. 51)

- Ch. 7: "The Five-Year Plan: Stalin tries to turn the Soviet Union into an industrial power—NO MATTER THE COST" (p. 52)
- Ch. 8: "Kulaks and Gulags: Stalin clears the countryside of ALL RESISTANCE" (p. 57)
- Ch. 9: "Murder by Starvation: THE FIVE-YEAR PLAN causes famine in the breadbasket of the Soviet Union" (p. 62)
- Ch. 10: "The Red Tsar: From inside the Kremlin, Stalin builds a CULT OF PERSONALITY" (p. 68)
- Ch. 11: "A Mysterious Murder: The assassination of Kirov OPENS THE GATE TO TERROR" (p. 73)
- Ch. 12: "The Great Terror: Stalin turns the SECRET POLICE LOOSE on the Soviet people" (p. 77)

McCollum, S. (2010) *Joseph Stalin (a wicked history)*. New York, NY: Franklin Watts.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [\*Joseph Stalin \(A Wicked History\)\*](#) by Sean McCollum — Chapters 1–12

**Objective:** Explain how the author's purpose for writing contributes to how he develops and supports the central ideas of the text.

**Discussion & Writing Prompt**

Why did McCollum write *Joseph Stalin (A Wicked History)*? How does his purpose for writing shape the way he develops the central and supporting ideas?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – Chapters 1–12
- Short Story: [“Selected Fables by Aesop”](#)

**Objective:** Analyze fables to apply their morals to various contexts, including historical situations.

1. Summarize "The Goose & the Golden Egg." Analyze how the characters and plot of the fable contribute to the meaning of the moral.

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2. Compare "The Goose & the Golden Egg" and "The Wolf & the Shepherd." Based on what these fables have in common, what conclusions can you draw about what elements are essential to fables and what purposes these elements serve?

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3. Compare and contrast the language of the morals in all three fables. What kind of language do morals tend to use and why?

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4. Explain how the moral "The tyrant can always find an excuse for his tyranny" ("Wolf & Lamb," para. 9) applies to a situation described in Chapter 11 of *Joseph Stalin (A Wicked History)*.

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# Version 1

- The Goose & the Golden Egg: If you are greedy, you will regret it.
- The Wolf & the Shepherd: Don't be a hypocrite.
- The Wolf & the Lamb (1): When you're evil, you'll make any excuse to justify your evil deeds, no matter how ridiculous your reasoning is.
- The Wolf & the Lamb (2): When you're evil, you won't listen to what others tell you, even if they're right.

## Version 2

- The Goose & the Golden Egg: The Countryman had plenty of golden eggs, but he wanted more, and that caused him to lose what he had.
- The Wolf & the Shepherd: The Shepherd would not have liked it if the Wolf feasted on the lamb, but he had no problem feasting on the lamb himself.
- The Wolf & the Lamb (1): The Wolf made up all kinds of nonsensical excuses for killing and eating the Lamb.
- The Wolf & the Lamb (2): The Wolf did not believe the Lamb's reasoning even though the Lamb was telling the truth.

# Original

- The Goose & the Golden Egg: "Those who have plenty want more and so lose all they have."
- The Wolf & the Shepherd: "Men often condemn others for what they see no wrong in doing themselves."
- The Wolf & the Lamb (1): "The tyrant can always find an excuse for his tyranny."
- The Wolf & the Lamb (2): "The unjust will not listen to the reasoning of the innocent."

The fables "The Goose & the Golden Egg," "The Wolf & the Shepherd," and "The Wolf & the Lamb" by Aesop (n.d.) are in the public domain.

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### Version 1

- The Goose & the Golden Egg: If you are greedy, you will regret it.
- The Wolf & the Shepherd: Don't be a hypocrite.
- The Wolf & the Lamb (1): When you're evil, you'll make any excuse to justify your evil deeds, no matter how ridiculous your reasoning is.
- The Wolf & the Lamb (2): When you're evil, you won't listen to what others tell you, even if they're right.

### Version 2

- The Goose & the Golden Egg: The Countryman had plenty of golden eggs, but he wanted more, and that caused him to lose what he had.
- The Wolf & the Shepherd: The Shepherd would not have liked it if the Wolf feasted on the lamb, but he had no problem feasting on the lamb himself.
- The Wolf & the Lamb (1): The Wolf made up all kinds of nonsensical excuses for killing and eating the Lamb.
- The Wolf & the Lamb (2): The Wolf did not believe the Lamb's reasoning even though the Lamb was telling the truth.

### Original

- The Goose & the Golden Egg: "Those who have plenty want more and so lose all they have."
- The Wolf & the Shepherd: "Men often condemn others for what they see no wrong in doing themselves."
- The Wolf & the Lamb (1): "The tyrant can always find an excuse for his tyranny."
- The Wolf & the Lamb (2): "The unjust will not listen to the reasoning of the innocent."

The fables "The Goose & the Golden Egg," "The Wolf & the Shepherd," and "The Wolf & the Lamb" by Aesop (n.d.) are in the public domain.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum – Chapters 1–12
- Short Story: [“Selected Fables by Aesop”](#)

**Objective:** Analyze fables to apply their morals to various contexts, including historical situations.

**Discussion & Writing Prompt**

Choose one of the three fables you engaged with today. Explain how the moral of the fable relates to what you have learned from reading *Joseph Stalin (A Wicked History)*. Provide examples from both texts to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is Mr. Jones?

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Why does old Major gather all of the animals together?

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Who does old Major think is the biggest enemy of the animals?

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What does old Major think that animals must do in order to achieve rich, free lives?

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How do the animals respond to the song old Major teaches them?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 3–14 , Chapter 1

**Objective:** Explain how the author develops old Major's perspective and makes connections to real-world economic systems.

1. How does old Major convey his perspective on the lives of farm animals in England? Cite evidence from pages 6–9 to support your answer.

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2. How does old Major convey his perspective on human beings? Cite evidence from pages 7–11 to support your answer.

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3. What is the central idea of the song *Beasts of England*? What specific words and phrases from the song contribute most to the development of this idea? Cite evidence from the song on pages 12–13 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 3-14 , Chapter 1

**Objective:** Explain how the author develops old Major's perspective and makes connections to real-world economic systems.

**Discussion & Writing Prompt**

How is the current farm system that old Major describes similar to capitalism? How is the system that old Major imagines for the future of the farm similar to communism? Provide evidence from pages 7-10 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What event finally sparks the rebellion?

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How do Mr. Jones and the other humans respond when the animals begin to rebel?

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What rule do the animals make about clothing?

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What rule do the animals make about the farmhouse?

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What do the pigs reveal that they have been learning?

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What is the purpose of the Seven Commandments?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 15–26 , Chapter 2

**Objective:** Identify specific events and lines of dialogue that reveal character perspectives, and explain the impact of events on the plot of *Animal Farm*.

1. How does the event of the Rebellion change the animals' perspectives on their lives? Cite evidence from Chapter 2 to support your answer.

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2. What is the difference between Mollie's perspective of the Rebellion and Boxer's perspective of the Rebellion? Cite evidence from Chapter 2 to support your answer.

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3. What do specific events or lines of dialogue reveal about the emerging leaders of Animal Farm? Cite at least two pieces of evidence from Chapter 2 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 15–26 , Chapter 2

**Objective:** Identify specific events and lines of dialogue that reveal character perspectives, and explain the impact of events on the plot of *Animal Farm*.

**Discussion & Writing Prompt**

Reread page 26. How do the characters' perspectives differ from the reader's perspective regarding the incident of the disappearing milk? Cite evidence to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What successes and challenges do the animals have during their first harvest?

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Why do the other animals admire Boxer?

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What happens when the pigs try to teach the other animals to read?

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What do the animals learn about the missing milk? How do they respond?

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Who are Mr. Pilkington and Mr. Frederick?

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How do human beings pretend to feel about Animal Farm? How do they really feel?

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What happens when the humans try to take back the farm?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 27–44 , Chapters 3–4

**Objective:** Identify the actions that various animals take to develop, support, and defend Animal Farm, and explain what these actions reveal about their characters.

1. Which incidents establish that the pigs are different from the other animals? Cite evidence from Chapter 3 to support your answer.

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2. How does Squealer convince the animals that the pigs should get all of the apples? What does his reasoning reveal about him? Cite evidence to support your answer.

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3. How has the establishment of Animal Farm impacted other animals around the countryside? How has it impacted humans? Provide examples from Chapter 4 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 27–44 , Chapters 3–4

**Objective:** Identify the actions that various animals take to develop, support, and defend Animal Farm, and explain what these actions reveal about their characters.

**Discussion & Writing Prompt**

Why are Boxer and Snowball awarded "Animal Hero, First Class" (p. 44) after the Battle of the Cowshed? What do their actions in battle reveal about their characters, especially in comparison to the actions of other animals like Mollie or Napoleon?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happens to Mollie?

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How would you describe the relationship between Snowball and Napoleon?

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What does Snowball want to build on Animal Farm?

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How does Napoleon respond to Snowball's idea about what he wants to build?

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What do Napoleon's dogs do to Snowball?

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How do the animals respond to what Napoleon's dogs do to Snowball?

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What does Napoleon claim was his idea originally?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 45–58 , Chapter 5
- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 44–49 (Chapter 6) and pp. 52–56 (Chapter 7)

**Objective:** Explain how the author has interpreted individuals and events from the Russian Revolution and Stalin's regime and portrayed them in the allegorical text, *Animal Farm*.

1. Which aspect of Stalin's regime does the windmill in *Animal Farm* symbolize? Cite evidence from each text to support your answer.

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2. Which aspect of Stalin's regime do the dogs in *Animal Farm* symbolize? Cite evidence from each text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Napoleon say that the hens may have to do? Why?

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Who is Mr. Whymper?

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Where have the pigs moved? What reason do they give for this move?

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Whom or what does Napoleon blame for the destruction of the windmill?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 59–71 , Chapter 6

**Objective:** Explain how the pigs use propaganda techniques to manipulate the other animals and how the author reveals this to the reader.

1. What are conditions like for the animals living on Animal Farm at this point in the text? How is their morale? Cite evidence from pages 59–62 to support your answer.

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2. Explain how Squealer uses the **propaganda** technique of gaslighting on the animals on page 64 and how this use of dramatic irony impacts the reader. Cite evidence from page 64 to support your answer.

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3. How does Napoleon's use of the **propaganda** technique of scapegoating impact the animals? How does Orwell's use of dramatic irony impact the reader? Cite evidence from pages 69–71 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How would you describe the conditions for animals on Animal Farm at this point in the text?

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What does Napoleon tell the hens that they must do? How do they react?

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Who does Napoleon make into a scapegoat? Provide specific examples.

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What crimes do some of the animals confess to?

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What actions does Napoleon take in this chapter that shock the other animals?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 73–89 , Chapter 7
- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 52–83 , Chapters 7–12

**Objective:** Explain how the author portrays the events of the Russian Revolution and Stalin's regime in the allegorical text, *Animal Farm*.

1. Reread the following quote: "In Stalin's time, few people understood the extent of the disaster. Stalin banned journalists and other writers from publishing accounts of the famine" (McCollum, p. 67). What connections can be drawn between this and the conditions on *Animal Farm*? Cite evidence from pages 74–75 of *Animal Farm* to support your answer.

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2. Reread the incident of the hens' uprising on pages 76–77 of *Animal Farm*. What connections can be drawn between this scene and the real-life events discussed in Chapter 7 of *Joseph Stalin (A Wicked History)*? Cite evidence from both texts to support your answer.

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3. Reread the following quote from *Animal Farm*: "It seemed to them as though Snowball were some kind of invisible influence, pervading the air about them and menacing them with all kinds of dangers" (Orwell, p. 79). What connections can be drawn between this and the idea of scapegoating as discussed in Chapter 11 of *Joseph Stalin (A Wicked History)*? Cite evidence from both texts to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 73–89 , Chapter 7
- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum — pp. 52–83 , Chapters 7–12

**Objective:** Explain how the author portrays the events of the Russian Revolution and Stalin's regime in the allegorical text, *Animal Farm*.

**Discussion & Writing Prompt**

What connections can be drawn between the events of pages 83 and 84 in *Animal Farm* and real-life events as discussed in Chapter 12 of *Joseph Stalin (A Wicked History)*? Cite evidence from both texts to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are conditions like on Animal Farm at this point in the text?

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What does Squealer tell the animals about how the farm is doing?

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How does Napoleon initially feel about Frederick?

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Who does Napoleon decide to sell the timber to?

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What happens during the sale of the timber?

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What happens to the windmill?

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Why is Napoleon sick?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 91–109 , Chapter 8

**Objective:** Explain how the relationship between the pigs and the principles of *Animal Farm* has changed, and how the author uses dramatic irony to convey this change.

1. How does Orwell develop dramatic irony in the first paragraph of Chapter 8? What is the impact of this dramatic irony on the reader? Cite evidence from the text to support your answer.

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2. In Chapter 8, how does Orwell develop the idea that Napoleon has built a cult of personality? Cite evidence from the text to support your answer.

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3. How does Orwell create dramatic irony regarding the Fifth Commandment? What is the impact of this dramatic irony on the reader? Cite evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 91–109 , Chapter 8

**Objective:** Explain how the relationship between the pigs and the principles of *Animal Farm* has changed, and how the author uses dramatic irony to convey this change.

**Discussion & Writing Prompt**

How have the pigs betrayed the original principles of Animalism, and what role does dramatic irony play in portraying this betrayal? Provide at least two examples from Chapter 8 to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are conditions like on the farm at this point in the text?

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What do the animals believe will happen when they get older?

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What happens to Boxer as he is working to rebuild the windmill?

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Where do the pigs tell the other animals that they are sending Boxer?

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What do the animals see written on the side of the van that takes Boxer away? How do they respond?

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What do the pigs buy at the end of this chapter?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 111–126 , Chapter 9

**Objective:** Explain how the pigs use language and propaganda techniques to continue manipulating the other animals, and analyze the effect of this manipulation on both the characters and the reader.

1. What is the author saying about the idea that the animals "were truly their own masters and that the work they did was for their own benefit" (p. 116)? Cite evidence from Chapter 9 to support your answer.

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2. How does Napoleon use the **propaganda** technique of scapegoating on pages 116–117, and how does this affect the other animals? Cite evidence to support your answer.

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3. How is the **propaganda** technique of glittering generalities used on pages 117–118, and how does it impact the animals? Cite evidence to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 111–126 , Chapter 9

**Objective:** Explain how the pigs use language and propaganda techniques to continue manipulating the other animals, and analyze the effect of this manipulation on both the characters and the reader.

**Discussion & Writing Prompt**

What is the purpose and impact of the **propaganda** techniques that Squealer uses on pages 124–126? How is the reader impacted by dramatic irony on these pages? Cite at least two pieces of evidence to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

During what time period does this chapter take place?

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What are conditions like for the majority of the animals on *Animal Farm*?

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What are conditions like for the dogs and pigs on Animal Farm?

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How do the animals feel about living on Animal Farm? What do they hope for?

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What new chant do the pigs teach the sheep? Why?

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How has the pigs' relationship to humans changed?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 127–141 , Chapter 10

**Objective:** Analyze the significance of specific lines and plot events in *Animal Farm* and explain how they develop a theme of the text.

1. How does the line "Four legs good, two legs *better!*" (p. 134) develop a theme of the text? Cite at least two pieces of evidence to support your answer.

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2. What do carrying whips, wearing clothes, and changing the name of the farm back to "Manor Farm" (p. 140) represent about what the pigs have finally become? Cite evidence from the text to support your answer.

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3. What is the meaning of the last line of the text, and what major theme does it develop?

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# Version 1

They looked at the pigs. They looked at the men. They could not tell the difference.

## Version 2

The animals stood outside and looked inside at the pigs and the men.  
However, they didn't know who was who.

# Original

"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." (p. 141)

### **Version 1**

They looked at the pigs. They looked at the men. They could not tell the difference.

### **Version 2**

The animals stood outside and looked inside at the pigs and the men. However, they didn't know who was who.

### **Original**

"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." (p. 141)

Orwell, G. (2004). *Animal farm*. Signet. (Original work published 1945)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 127–141 , Chapter 10

**Objective:** Analyze the significance of specific lines and plot events in *Animal Farm* and explain how they develop a theme of the text.

**Discussion & Writing Prompt**

Explain the significance of the line: "All animals are equal, but some animals are more equal than others" (p. 134). Cite at least two pieces of evidence from the text to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell

**Objective:** Utilize historical context and analysis of characters and themes to draw conclusions about Orwell's purpose for writing *Animal Farm*.

1. How does Orwell use characterization to convey his perspective on **propaganda** to the reader?

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2. What is a theme that Orwell develops in *Animal Farm*, and what does this theme reveal about his purpose for writing?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell

**Objective:** Utilize historical context and analysis of characters and themes to draw conclusions about Orwell's purpose for writing *Animal Farm*.

**Discussion & Writing Prompt**

What is Orwell's purpose for writing *Animal Farm*? How does Orwell convey his purpose and perspective to readers? Provide historical context and examples from *Animal Farm* to support your answer.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are the key events in Chapter 1? Summarize the chapter.

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What are the key events in Chapter 2? Summarize the chapter.

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Why does old Major gather all of the animals together?

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Who does old Major think is the biggest enemy of the animals?

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What does old Major think that animals must do in order to achieve rich, free lives?

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What event finally sparks the Rebellion?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell — pp. 3–26 , Chapters 1–2
- Film: [Animal Farm](#) — (0:35–23:30)

**Objective:** Identify places where the film version of *Animal Farm* differs from the original novel and evaluate the choices made by the directors.

1. Which events from the first two chapters of *Animal Farm* did the directors choose to condense? What impact does this have on the audience's interpretation of the scene? Provide an example from the film to support your answer.

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2. Identify one event from the first two chapters of *Animal Farm* that the directors chose to extend. What impact does this choice have on the audience's interpretation of the scene?

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3. How does old Major's speech differ between the novel and the film? Identify two differences and explain their impact.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 3–26 , Chapters 1–2
- Film: [Animal Farm](#) – (0:35–23:30)

**Objective:** Identify places where the film version of *Animal Farm* differs from the original novel and evaluate the choices made by the directors.

**Discussion & Writing Prompt**

Contrast the ways that Napoleon is depicted early in the novel and early in the film. Evaluate the directors' choices.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are the key events in Chapter 3? Summarize the chapter.

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What are the key events in Chapter 4? Summarize the chapter.

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What are the key events in Chapter 5? Summarize the chapter.

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What are the key events in Chapter 6? Summarize the chapter.

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Why do the animals change the name of the farm? What do they change it to?

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What do Snowball and Napoleon disagree about? What does Napoleon do about it?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 27–71 , Chapters 3–6
- Film: [Animal Farm](#) – (22:30–44:47)

**Objective:** Identify places where the film version of *Animal Farm* differs from the original novel and evaluate the choices made by the directors.

1. Provide at least three examples from this section of the film where the directors stayed faithful to the events, pacing, or characterization in the original novel. How do the author and directors each convey a shared central idea of the novel?

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2. What decision have the directors made about the use of dialogue in the film? Is this choice faithful to the original novel, and what is the impact of this choice on the viewer's interpretation of the story? Provide examples to support your answer.

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3. Where in the film have the directors condensed the timeline of events from Chapters 3–6 of the novel, or omitted events (or characters) altogether? Choose at least one example and explain its impact on the viewer's interpretation of the story.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 27–71 , Chapters 3–6
- Film: [Animal Farm](#) – (22:30–44:47)

**Objective:** Identify places where the film version of *Animal Farm* differs from the original novel and evaluate the choices made by the directors.

**Discussion & Writing Prompt**

Consider the scene where Snowball is chased off the farm (34:08–37:55). Where have the directors stayed faithful to the original novel (pp. 52–53) and where have they deviated? How do these choices impact the viewer's understanding of Napoleon? Provide examples from both the novel and film versions to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Narrative Brainstorming Page

- What if Napoleon's dogs failed to force Snowball off the farm? (pp. 52–53)
- What if Boxer broke out of the carriage that was taking him to the knacker's? (pp. 122–123)
- What if the animals took action against the pigs in the final scene? (pp. 140–141)

<b>Summary of scene from <i>Animal Farm</i></b>	Setting:  Characters:  Event sequence:
<b>Ideas about what could happen instead</b>	Possible plot events:

<b>Synthesis statement</b>	Rather than _____ _____ _____, what if _____ _____ _____
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<b>"Linking" line from <i>Animal Farm</i></b>	
<b>Main events of my rewrite</b>	<ul style="list-style-type: none"><li>● First,</li>  <li>● Then,</li>  <li>● Next,</li></ul>
<b>Conclusion</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [\*Animal Farm\*](#) by George Orwell

**Objective:** Write an alternate ending for a scene in *Animal Farm*.

**Writing Prompt**

Rewrite the ending of a scene from *Animal Farm* by responding to a "What if . . . ?" question.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Narrative Brainstorming Page

- What if Napoleon's dogs failed to force Snowball off the farm? (pp. 52–53)
- What if Boxer broke out of the carriage that was taking him to the knacker's? (pp. 122–123)
- What if the animals took action against the pigs in the final scene? (pp. 140–141)

<b>Summary of scene from <i>Animal Farm</i></b>	Setting:  Characters:  Event sequence:
<b>Ideas about what could happen instead</b>	Possible plot events:

<b>Synthesis statement</b>	Rather than _____ _____ _____, what if _____ _____ _____
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<b>"Linking" line from <i>Animal Farm</i></b>	
<b>Main events of my rewrite</b>	<ul style="list-style-type: none"><li>● First,</li>  <li>● Then,</li>  <li>● Next,</li></ul>
<b>Conclusion</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell

**Objective:** Plan a rewrite of a scene from *Animal Farm* by completing a graphic organizer.

**Writing Prompt**

Complete the [Narrative Brainstorming Page \(G8, U3, L23\)](#) for your scene by determining details for the prompt:

- Rewrite the ending of a scene from *Animal Farm* by responding to a "What if . . . ?" question.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell

**Objective:** Draft an alternate ending to a scene from *Animal Farm* that reimagines what might have occurred if characters acted differently.

**Writing Prompt**

resolution    resolved ending    unresolved ending

Rewrite the ending of a scene from *Animal Farm* by responding to a "What if . . . ?" question.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Animal Farm](#) by George Orwell – pp. 73–141 , (Chapter 7–end)
- Film: [Animal Farm](#) – (44:47–end)

**Objective:** Identify places where the film version of *Animal Farm* differs from the original novel and evaluate the choices made by the directors.

1. Consider the scene where the hens rebel against the new rule about giving up their eggs (44:51–49:30). Where have the directors stayed faithful to the original novel (p. 76) and where have they deviated? What is the impact of any deviations from the original novel?

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2. Consider the scene where Squealer describes Boxer's death (1:03:18–1:04:22). Where have the directors stayed faithful to the original novel (pp. 124–125) and where have they deviated? How do these choices impact the viewer's interpretation of the story?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does having power influence a person's character and behavior?

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What is **propaganda**, and how can it be used as a tool of social control?

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By the end of *Animal Farm*, are the animals better off than when Mr. Jones ran the farm? Why or why not? Use examples from history and from either version of *Animal Farm* to support your thinking.

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How have human beings tried to solve the problem of inequality in society, and what were the results?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [Joseph Stalin \(A Wicked History\)](#) by Sean McCollum
- Book: [Animal Farm](#) by George Orwell
- Film: [Animal Farm](#)

**Objective:** Engage in a Socratic Seminar with peers, demonstrating a deep understanding of the text and topic by posing and responding to questions, and providing evidence to support ideas.

1. How does having power influence a person's character and behavior?

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2. What is **propaganda**, and how can it be used as a tool of social control?

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3. By the end of *Animal Farm*, are the animals better off than when Mr. Jones ran the farm? Why or why not? Use examples from history and from either version of *Animal Farm* to support your answer.

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4. How have human beings tried to solve the problem of inequality in society, and what were the results?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Argumentative Brainstorming Page

**Prompt:** How does old Major use propaganda techniques to influence the animals' behavior?

Technique	Definition	Examples
<b>name-calling</b>	connects a person or idea to a negative symbol	
<b>glittering generalities</b>	using positive but vague words to make ideas seem good without specific evidence	
<b>transfer</b>	associates a product or idea with a positive symbol, making the former seem trustworthy or desirable	
<b>testimonial</b>	when a respected or famous person endorses a product, candidate, or idea, leading the audience to connect that person's traits to what they are endorsing	

<b>plain folks</b>	makes rich and famous people seem like regular, everyday people so their ideas or products appear relatable and beneficial to everyday people	
<b>bandwagon</b>	convinces audiences to believe, desire, or do something because many others seem to	
<b>fear</b>	exaggerating the negative consequences of failing to take a specific course of action	
<b>scapegoating</b>	when blame for a problem is unfairly placed on one person or group	
<b>gaslighting</b>	aims to confuse a victim and undermine their sense of what's real	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Argumentative Multi-Paragraph Outline

**Prompt:**

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Reason 2:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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## Argumentative Mentor Text

**Prompt:** How do the pigs use propaganda techniques to influence the animals' behavior?

Can one person's words change the way that others see the world? People in power may use propaganda techniques to shape how others think and behave, generally to promote a particular political cause or point of view. In George Orwell's *Animal Farm*, the pigs regularly use different propaganda techniques to **manipulate** the other animals and maintain their position of power. This is especially clear after Napoleon's rival Snowball is run off the farm, and as the animals are **toiling** to build their windmill. The pigs use the propaganda techniques of scapegoating and gaslighting to ensure they maintain full control of Animal Farm.

One propaganda technique that the pigs use to manipulate the other animals is scapegoating. Scapegoating is when a leader blames all problems on one person or group. For instance, Napoleon scapegoats Snowball when the windmill is destroyed. Although it is obvious to the reader that an intense storm caused the damage, Napoleon uses it as an opportunity to vilify Snowball. He declares, "Do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL" (69–70). Instead of admitting that the windmill was destroyed by a natural disaster—and therefore out of anyone's control—Napoleon manipulates the animals into believing that just one pig in particular caused the extraordinary destruction. In doing this, he establishes his old rival Snowball as the one true enemy of Animal Farm and affirms his own position of power as the leader of the animals.

In addition to maintaining control through scapegoating, Napoleon's spokesperson Squealer uses the propaganda technique of gaslighting when some animals begin to question the pigs' actions. Gaslighting is a propaganda technique that manipulates people into doubting their own memories or **perceptions** of reality so that the propagandist can maintain control. After the animals witness the pigs trading with human beings, they recall that this was forbidden under old Major's rules of Animalism. Squealer responds by gaslighting them, asking, "Are you certain this is not something that you have dreamed, comrades?" (64). Squealer uses his authority to make the animals doubt what they know to be true, and they ultimately believe him and allow the pigs to continue trading with humans. Later, when the animals learn that the pigs are sleeping in beds, Squealer continues to lie to them. They recall that old Major warned them never to live in a house or sleep on a bed, but Squealer says, "You did not suppose, surely, that there was ever a ruling against *beds*?" (67). Squealer makes the animals question their own memories to convince them that they are wrong about beds. Squealer is taking advantage of his position of power and the other animals' trust by blatantly lying so that he and the other pigs can continue doing whatever they want. In both circumstances, Squealer gaslights the other animals so that he and the pigs can keep the material comforts they have come to enjoy.

As a reader, it is easy to see that the pigs in *Animal Farm* are manipulating the other animals to maintain power. Scapegoating and gaslighting are just two of the many propaganda techniques they use throughout the text to control the thoughts and behaviors of the animals. While the pigs' actions and motivations may be obvious to the reader, the animals seem oblivious. Orwell's book may be an allegory for the Russian Revolution, but it should also be taken as a lesson for the present and future. People must be able to identify for themselves when their own leaders try to use propaganda as a tool of manipulation.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Argumentative Brainstorming Page

**Prompt:** How does old Major use propoganda techniques to influence the animals' behavior?

Technique	Definition	Examples
<b>name-calling</b>	connects a person or idea to a negative symbol	
<b>glittering generalities</b>	using positive but vague words to make ideas seem good without specific evidence	
<b>transfer</b>	associates a product or idea with a positive symbol, making the former seem trustworthy or desirable	
<b>testimonial</b>	when a respected or famous person endorses a product, candidate, or idea, leading the audience to connect that person's traits to what they are endorsing	

<b>plain folks</b>	makes rich and famous people seem like regular, everyday people so their ideas or products appear relatable and beneficial to everyday people	
<b>bandwagon</b>	convinces audiences to believe, desire, or do something because many others seem to	
<b>fear</b>	exaggerating the negative consequences of failing to take a specific course of action	
<b>scapegoating</b>	when blame for a problem is unfairly placed on one person or group	
<b>gaslighting</b>	aims to confuse a victim and undermine their sense of what's real	



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Argumentative Brainstorming Page

**Prompt:** How does old Major use propaganda techniques to influence the animals' behavior?

Technique	Definition	Examples
<b>name-calling</b>	connects a person or idea to a negative symbol	
<b>glittering generalities</b>	using positive but vague words to make ideas seem good without specific evidence	
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<b>scapegoating</b>	when blame for a problem is unfairly placed on one person or group	
<b>gaslighting</b>	aims to confuse a victim and undermine their sense of what's real	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Argumentative Multi-Paragraph Outline

**Prompt:**

Claim:	
Reason 1:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Reason 2:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Reason 3 (Optional):	<p>Topic Sentence:</p> <hr/> <hr/> <hr/> <p>Supporting Details:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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# Vocabulary

Word	Part of Speech	Definition
abolish	v.	to get rid of completely; to do away with; to totally eliminate
adversary	n.	enemy, competitor, or opponent
allegory		a narrative in which the characters, actions, and sometimes the setting symbolically represent an idea or moral, political, or religious principles
analysis		an interpretation that tells how a detail conveys meaning and why it is significant
author's perspective		the author's view of a specific topic, idea, or event, or their view of the world more generally
author's purpose		the author's motivation for writing a text, specifically as it relates to the impact on the reader
central idea		an essential idea that the writer is communicating to the reader in a text
charismatic	adj.	possessing an extraordinary ability to attract or charm; inspiring devotion from followers
complicity	n.	involvement with others in an illegal activity or wrongdoing; the act of agreeing, going along with, or allowing something that is usually disapproved of

Word	Part of Speech	Definition
credible		believable; trustworthy
devotion	n.	dedication to something, such as a person or a cause (Strong, para. 6)
dict-		to say or speak
dictatorial	adj.	relating to a ruler with total power over a country, typically one who has taken control by force
diction		a speaker or writer's word choice
dissident	n.	a person who publicly opposes and criticizes their government
dramatic irony		when the author provides information to the reader that the characters are not aware of, evoking humor, suspense, or tragedy
ellipsis		an omission from a sentence or paragraph, often represented by three dots to indicate that text has been removed
em dash		a punctuation mark that allows a writer to separate additional information from the rest of the sentence for purposes of clarity or emphasis

Word	Part of Speech	Definition
exploitation	n.	taking advantage of someone or something for one's own personal gain (para. 13)
fable		a brief story meant to teach a specific lesson or moral, often featuring talking animals or inanimate objects
formal style		writing that is clear and professional and uses complete sentences, standard grammar, and precise vocabulary
laborious	adj.	difficult; requiring significant physical energy and work
lead		the opening sentence or sentences of an introduction that capture the reader's interest and encourage them to keep reading
manipulation	n.	the act of controlling or influencing a person or situation, usually in a way that is unfair (para. 4)
maxim	n.	a rule or principle
notorious	adj.	famous for doing bad things
objective		not influenced by personal beliefs or opinions

Word	Part of Speech	Definition
oppression	n.	the state of being burdened by a cruel or unjust application of power (para. 14)
paraphrase		to restate an author's words in one's own words
perception	n.	a way of seeing, understanding, or interpreting something; a mental impression (para. 4)
propaganda	n.	information that is used to shape the way that people think and behave, generally as a way to promote a particular political cause, point of view, or product (para. 4)
resolution		the conclusion of the story, generally when the conflict is finally and fully settled
resolved ending		an ending in which the main conflicts or questions of the story are clearly settled
ruthless	adj.	merciless; cruel; showing no pity or compassion
satire		a literary and artistic genre that uses humor to point out hypocrisy and flaws in human nature
shrewdly	adj.	cleverly; using intelligence to gain advantage in a situation

Word	Part of Speech	Definition
situational irony		when the opposite of what is expected occurs, which usually has a humorous, tragic, or surprising effect
toil	v.	to work hard
treachery	n.	betrayal, deception, disloyalty
tyrannical	adj.	using power in a cruel, oppressive way
unresolved ending		an ending in which some of the main conflicts or questions of the story remain unsettled
verbal irony		when a person says the opposite of what they mean

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## VOCABULARY PRACTICE

8th Grade ELA

*Abusing Power: Animal Farm & Joseph Stalin*

### WORD LIST

1. **abolish (v.):** to get rid of completely; to do away with; to totally eliminate
2. **adversary (n.):** enemy, competitor, or opponent
3. **charismatic (adj.):** possessing an extraordinary ability to attract or charm; inspiring devotion from followers
4. **complicity (n.):** involvement with others in an illegal activity or wrongdoing; the act of agreeing, going along with, or allowing something that is usually disapproved of
5. **devotion (n.):** dedication to something, like a person or a cause
6. **dictatorial (adj.):** relating to a ruler with total power over a country, typically one who has taken control by force
7. **dissident (n.)** a person who publicly opposes and criticizes their government
8. **exploitation (n.):** taking advantage of someone or something for one's own personal gain
9. **laborious (adj.):** difficult; requiring significant physical energy and work
10. **manipulation (n.):** the act of controlling or influencing a person or situation, usually in a way that is unfair
11. **maxim (n.):** a rule or principle
12. **notorious (adj.):** famous for doing bad things
13. **oppression (n.):** the burden of a cruel or unjust application of power
14. **perception (n.):** a way of seeing, understanding, or interpreting something; a mental impression
15. **propaganda (n.):** information that is used to shape the way that people think and behave, generally as a way to promote a particular political cause, point of view, or product
16. **ruthless (adj.):** merciless; cruel; showing no pity or compassion
17. **shrewdly (adv.):** cleverly; using intelligence to gain advantage in a situation
18. **toil (v.):** to work hard
19. **treachery (n.):** betrayal, deception, disloyalty
20. **tyrannical (adj.):** cruel and oppressive government or rule

## ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition.

### WORD BANK

abolish adversary charismatic complicity devotion dictatorial dissident	exploitation laborious manipulation maxim notorious oppression perception	propaganda ruthless shrewdly toil treachery tyrannical
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### ANSWER

### DEFINITION

1.		involvement with others in an illegal activity or wrongdoing; the act of agreeing, going along with, or allowing something that is usually disapproved of
2.		difficult; requiring significant physical energy and work
3.		relating to a ruler with total power over a country, typically one who has taken control by force
4.		information that is used to shape the way that people think and behave, generally as a way to promote a particular political cause, point of view, or product
5.		cruel and oppressive government or rule
6.		to get rid of completely; to do away with; to totally eliminate
7.		merciless; cruel; showing no pity or compassion
8.		the act of controlling or influencing a person or situation, usually in a way that is unfair
9.		betrayal, deception, disloyalty

10.		a person who publicly opposes and criticizes their government
11.		to work hard
12.		taking advantage of someone or something for one's own personal gain
13.		cleverly; using intelligence to gain advantage in a situation
14.		possessing an extraordinary ability to attract or charm; inspiring devotion from followers
15.		a way of seeing, understanding, or interpreting something; a mental impression
16.		famous for doing bad things
17.		the burden of a cruel or unjust application of power
18.		dedication to something, like a person or a cause
19.		enemy, competitor, or opponent
20.		a rule or principle

## ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. In a bold move to \_\_\_\_\_ food insecurity and hunger in her hometown, Shazia, a young activist inspired by Malala Yousafzai, organized a community garden that provided fresh produce to all in need.
2. The "Phantom," was a \_\_\_\_\_ hacker known for leaving a trail of chaos in their wake, but never getting caught. After hacking into Gotham City's electric grid last year, nearly 7,000 residents lost power.
3. Jake used \_\_\_\_\_ to get his friends to do his homework for him, promising favors in return, until they realized he wasn't being fair and stood up to his tricks.
4. When the scandal broke, it was revealed that several high-ranking officials, including the once-respected Senator Thompson, were in \_\_\_\_\_ with the corrupt corporation.
5. Emily \_\_\_\_\_ planned her group project for history class, assigning tasks based on each person's strengths and ensuring they met every deadline. Her thoughtful organization and strategic approach paid off when their presentation received praise from both classmates and the teacher.
6. With his \_\_\_\_\_ charm and eloquent speeches, Nelson Mandela rallied the people of South Africa during the struggle against apartheid, often sharing meals of traditional dishes like bobotie with supporters to foster unity and resilience.
7. Even though some people viewed the protesters as \_\_\_\_\_—and it is true that they opposed the president's official policy about not allowing anyone to criticize him—the protesters saw themselves as upholding the American ideal of exercising their right to free speech.
8. As a show of \_\_\_\_\_ to their heritage, many Mexican families celebrate Día de los Muertos by meticulously preparing *ofrendas* adorned with cultural foods like tamales and pan de muerto, honoring ancestors with unwavering reverence and love.

9. The substitute teacher's behavior made everyone afraid to speak up or ask questions. They yelled at students who spoke too softly, and made students who spoke out of turn sit in the corner. As a result, the students united to talk to the principal about the substitute's \_\_\_\_\_ behavior and bring positive changes to the classroom.
10. The \_\_\_\_\_ task of making kimchi, a staple in Korean cuisine, involves hours of fermenting and seasoning cabbage, a tradition that dates back to the Silla Dynasty in 57 BCE, and symbolizes the enduring spirit of Korean culture.
11. Joseph Stalin, the \_\_\_\_\_ leader of the Soviet Union during World War II, tightly controlled all major decisions, including military strategies against Nazi Germany. His authoritarian rule ensured Soviet involvement in defeating the Nazis but also imposed hardships on Soviet citizens, who lacked input in governance.
12. The soccer team captain was \_\_\_\_\_ during practice, making the team run 6 miles and continuously pushing everyone hard to win games. After a while, the team realized they needed to work together and support each other instead.
13. In the historic rivalry between Nikola Tesla and Thomas Edison, Tesla's innovative ideas faced relentless opposition from his established enemy and \_\_\_\_\_, Edison, whose influence in the electrical industry posed significant challenges to Tesla's revolutionary AC system.
14. The \_\_\_\_\_ of laborers during the Industrial Revolution, exemplified by the harsh conditions in factories, led to social movements and labor reforms aimed at improving working conditions worldwide.
15. The construction of the Panama Canal in the early 20th century required immense hard work, \_\_\_\_\_, and sacrifice, with thousands of laborers enduring harsh conditions to connect the Atlantic and Pacific Oceans.
16. Julius Caesar's assassination by senators, including his trusted friend Brutus, in 44 BCE marked a shocking act of \_\_\_\_\_ that led to political upheaval in ancient Rome.

17. Michael Jordan's meticulously crafted image as a basketball icon not only propelled him to legendary status, but also influenced global culture, fashion, and advertising, shaping \_\_\_\_\_ of greatness for generations.
18. After reading the \_\_\_\_\_, "To thine own self be true" in Shakespeare's *Hamlet*, Pierre took these wise words to heart and promised himself that he would always try to live his life by this rule, regardless of what difficulties he faced.
19. During school elections, candidates used \_\_\_\_\_, such as posters and speeches, to convince students to vote for them, but not everyone believed everything they heard or saw because of the outlandish claims each candidate made about their opponent.
20. Serena Williams has confronted both overt and subtle forms of \_\_\_\_\_ throughout her tennis journey—from biased officials critiquing her assertiveness to being criticized for her fashion choices—yet she continues to challenge barriers and inspire millions worldwide.

## PART TWO: EXAMPLES AND NONEXAMPLES

### ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

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<i>definition of the word</i>	<i>synonyms</i>
<b>to get rid of completely; to do away with; to totally eliminate</b>	Eliminate, annihilate, rescind, revoke
<b>1. ABOLISH</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>
The government decided to <b>abolish</b> the outdated law that no longer served the needs of its citizens.	Create, retain, enact, establish, found

<i>definition of the word</i>	<i>synonyms</i>
<b>enemy, competitor, or opponent</b>	

## 2. ADVERSARY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>possessing an extraordinary ability to attract or charm; inspiring devotion from followers</b>	

## 3. CHARISMATIC

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>involvement with others in an illegal activity or wrongdoing; the act of agreeing, going along with, or allowing something that is usually disapproved of</b>	

## 4. COMPLICITY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>dedication to something, like a person or a cause</b>	

## 5. DEVOTION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>relating to a ruler with total power over a country, typically one who has taken control by force</b>	
<b>6. DICTATORIAL</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a person who publicly opposes and criticizes their government</b>	
<b>7. DISSIDENT</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>taking advantage of someone or something for one's own personal gain</b>	

## 8. EXPLOITATION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>difficult; requiring significant physical energy and work</b>	

## 9. LABORIOUS

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the act of controlling or influencing a person or situation, usually in a way that is unfair</b>	

## 10. MANIPULATION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a rule or principle</b>	

## 11. MAXIM

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>famous for doing bad things</b>	

## 12. NOTORIOUS

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the burden of a cruel or unjust application of power</b>	

## 13. OPPRESSION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a way of seeing, understanding, or interpreting something; a mental impression</b>	

## 14. PERCEPTION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>information that is used to shape the way that people think and behave, generally as a way to promote a particular political cause, point of view, or product</b>	

## 15. PROPAGANDA

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>merciless; cruel; showing no pity or compassion</b>	

## 16. RUTHLESS

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>cleverly; using intelligence to gain advantage in a situation</b>	

## 17. SHREWDLY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to work hard</b>	

## 18. TOIL

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>betrayal, deception, disloyalty</b>	

## 19. TREACHERY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>cruel and oppressive government or rule</b>	
<b>20. TYRANNICAL</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

## PART THREE: ADDING COMPLEXITY

### ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

*Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).*

The following words have been omitted from this activity:

- propaganda
- notorious
- adversary
- dissident
- maxim

<b>abolish (v.):</b> to get rid of completely; to do away with; to totally eliminate	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>abolished</i>	The government <b>abolished</b> the outdated law to ensure fairness and equality for all citizens.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to past tense</i>	
<i>Formally put an end to (a system, practice, or institution).</i>	

<b>charismatic (adj.):</b> possessing an extraordinary ability to attract or charm; inspiring devotion from followers	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>charismatically</i>	The leader spoke <b>charismatically</b> , captivating the audience with his vision for the future.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adverb</i>  <i>In a way that exhibits a special magnetic charm or appeal.</i>	

<b>complicity (n.):</b> involvement with others in an illegal activity or wrongdoing; the act of agreeing, going along with, or allowing something that is usually disapproved of	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>complicit</i>	By remaining silent, she felt <b>complicit</b> in the company's unethical practices.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adjective</i>  <i>Involved with others in an illegal activity or wrongdoing.</i>	

<b>devotion (n.):</b> dedication to something, like a person or a cause	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>devoted</i>	He made incredible sacrifices for his family because he was so <b>devoted</b> to them.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Showing love, loyalty, or enthusiasm for a person, activity, or cause.</i></p>	

<b>dictatorial (adj.):</b> relating to a ruler with total power over a country, typically one who has taken control by force	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>dictator</i>	The <b>dictator</b> enforced strict rules and punished anyone who opposed his regime.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>A ruler with total power over a country, typically one who has obtained control by force.</i></p>	

<b>exploitation (n.):</b> taking advantage of someone or something for one's own personal gain	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>exploit</i>	The company was accused of trying to <b>exploit</b> its workers by paying them very low wages.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to verb</i></p> <p><i>To make use of a situation or person in an unfair or selfish way.</i></p>	

<b>laborious (adj.):</b> difficult; requiring significant physical energy and work	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>Labor</i>	The <b>labor</b> required to build the pyramid was immense and took many years to complete.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>Work, especially hard physical work.</i></p>	

<b>manipulation (n.):</b> the act of controlling or influencing a person or situation, usually in a way that is unfair	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>manipulate</i>	He tried to <b>manipulate</b> the conversation to his advantage.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to verb</i></p> <p><i>to control or influence (a person or situation) cleverly or in a sly way.</i></p>	

<b>oppression (n.):</b> the burden of a cruel or unjust application of power	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>Oppress</i>	The regime continued to <b>oppress</b> the minority groups within the country.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to verb</i></p> <p><i>To keep a person or a group in subservience and hardship, especially by the unjust exercise of authority.</i></p>	

<b>perception (n.):</b> a way of seeing, understanding, or interpreting something; a mental impression	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>perceive</i>	She could <b>perceive</b> the tension in the room as soon as she walked in.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to verb</i>  <i>To become aware or conscious of something.</i>	

<b>ruthless (adj.):</b> merciless; cruel; showing no pity or compassion	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>ruthlessly</i>	The CEO <b>ruthlessly</b> cut jobs to increase profits.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adverb</i>  <i>Without pity or compassion for others.</i>	

<b>shrewdly (adv.):</b> cleverly; using intelligence to gain advantage in a situation	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>shrewd</i>	She made a <b>shrewd</b> investment that paid off handsomely.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Having or showing sharp powers of judgment; astute.</i></p>	

<b>toil (v.):</b> to work hard	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>toiled</i>	The farmers <b>toiled</b> from dawn till dusk to harvest the crops last season.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to past tense verb</i></p> <p><i>Worked extremely hard or incessantly.</i></p>	

<b>treachery (n.):</b> betrayal, deception, disloyalty	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>treacherous</i>	The journey through the mountains was <b>treacherous</b> due to the unpredictable weather.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Involving betrayal or deception; presenting hidden or unpredictable dangers.</i></p>	

<b>tyrannical (adj.):</b> cruel and oppressive government or rule	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>tyranny</i>	The people rose up against the <b>tyranny</b> of the king and demanded their freedom.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>Cruel and oppressive government or rule.</i></p>	



# Unit Rubrics & Assessments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

<b>Formatting and Evidence</b>	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
<b>Sentence Structure and Grammar</b>	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
<b>Punctuation and Mechanics</b>	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

# Informational Writing Rubric

## 8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Introduction</b> Establishes the main topic; previews the ideas that will be developed throughout the piece; may provide additional relevant context to frame the information	4 3 2 1	
<b>Organization</b> Organizes complex ideas into broader categories; supports deeper understanding of the topic; creates cohesion through varied and purposeful transitional language	4 3 2 1	
<b>Conclusion</b> Summarizes, reinforces, and/or reflects on the topic logically; connects directly to the major ideas presented; emphasizes the significance of the information	4 3 2 1	

Development	Rubric Score	Notes
<b>Details</b> Incorporates relevant and accurate information such as facts, definitions, quotations, and examples; explains ideas thoroughly; deepens the reader's understanding of the topic	4 3 2 1	
<b>Text Features</b> Uses formatting, graphics, or multimedia strategically; selects features that enhance comprehension; integrates features purposefully to support the information	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Style</b> Maintains a formal, objective, and academic tone; uses precise, varied, and domain-specific vocabulary; strengthens clarity and accuracy of information</p>	4 3 2 1	
<p><b>Grammar</b> Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	4 3 2 1	
<p><b>Conventions</b> Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Informational Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Information and Examples</b>		I include relevant information, such as examples, descriptions, and quotations, to develop my topic.	
<b>Organization</b>		I organize information logically in order to present relevant content in a clear and engaging way.	
<b>Objective Tone</b>		I use diction that is neutral, specific, accurate, and concise to convey an objective tone.	
<b>Formal Style</b>		I use complete sentences, standard grammar, and logical structures to create a formal style in my writing.	
<b>Language</b>		I use punctuation such as em-dashes to indicate a pause, to add emphasis, or to include non-essential information.	

My goal for the next informational writing cycle is \_\_\_\_\_

# Narrative Writing Rubric

## 8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Event Sequence</b> Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution	4 3 2 1	
<b>Point of View</b> Establishes and maintains a clear and purposeful perspective that engages and orients the reader and shapes the reader's interpretation of events and characters	4 3 2 1	
<b>Setting</b> Introduces and develops the setting with descriptive details that show when and where the story takes place. The development of the setting shapes the mood and meaning of the narrative and supports the development of the plot and characters	4 3 2 1	

Development	Rubric Score	Notes
<b>Character(s)</b> Introduces and develops one or more well-developed characters whose actions, thoughts, dialogue, descriptions, and reflections reveal complex traits, motivations, and growth that shape the plot and theme	4 3 2 1	
<b>Plot</b> Builds a natural and logical sequence of events; uses dialogue, pacing, and description to develop and resolve conflicts; concludes with a resolution that reflects the significance of the events and their impact on characters	4 3 2 1	

<p><b>Precise Language</b> Uses precise words and phrases, relevant descriptive details, and sensory language to capture action and vividly convey experiences and events; explicitly indicates relationships among events; shows changes over time or across the narrative</p>	4 3 2 1	
<p><b>Dialogue</b> Reveals inner thoughts, complex traits, motivations, and reflections to show characters' perspectives clearly over the course of the narrative</p>	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Literary Devices</b> Uses sensory and figurative language to enhance details and convey perspective; uses tone and connotation to enhance dialogue and description.</p>	4 3 2 1	
<p><b>Grammar</b> Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood.</p>	4 3 2 1	
<p><b>Conventions</b> Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break.</p>	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Event Sequence</b>		My alternate ending reimagines what occurs in a scene by creating new action that unfolds in a logical order and is based on the established setting and plot.	
<b>Development</b>		I use dialogue, descriptive details, and reflection in a way that is consistent with the original text's characters and themes.	
<b>Conclusion</b>		I use a resolved or unresolved ending that logically follows from the events of my scene and provides the reader with closure and/or an idea to keep thinking about.	
<b>Language</b>		I use punctuation such as em-dashes to emphasize details, indicate an interruption or digression, or provide additional descriptions.	

My goal for the next narrative writing cycle is \_\_\_\_\_

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# Academic Discourse Rubric

## 6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
<b>Tier 1:</b> <b>Clarify and share their own thoughts</b>	<ul style="list-style-type: none"> <li>● Attempts to provide evidence, but the evidence is unrelated or wrong</li> <li>● Does not use vocabulary that is specific to the subject or task</li> </ul>	<ul style="list-style-type: none"> <li>● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence</li> <li>● Uses some vocabulary that is specific to the subject and task, but misses opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Provides relevant evidence or examples to justify and defend their point clearly</li> <li>● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts</li> </ul>
<b>Tier 2:</b> <b>Engage with the thinking of others</b>	<ul style="list-style-type: none"> <li>● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea</li> <li>● Does not track other students' ideas</li> <li>● Does not ask follow-up questions to clarify ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to build on a peer's ideas, but the connection may be limited</li> <li>● Attempts to restate others' ideas, but is unable to retell key ideas</li> <li>● Asks follow-up questions, but they may be generic and not specific</li> </ul>	<ul style="list-style-type: none"> <li>● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas</li> <li>● Paraphrases what others are saying in order to keep track of key ideas in a discussion</li> <li>● Seeks to clarify a particular point by asking follow-up questions</li> </ul>
<b>Tier 3:</b> <b>Critique and analyze the reasoning of others</b>	<ul style="list-style-type: none"> <li>● Does not engage with the thinking of their peers</li> <li>● Does not compare and contrast different arguments</li> <li>● Unable to synthesize ideas from the discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Begins to challenge the thinking of their peers, but may be limited</li> <li>● Attempts to compare and contrast different arguments, but misses the nuance</li> <li>● Attempts to synthesize the discussion, but misses key understandings</li> </ul>	<ul style="list-style-type: none"> <li>● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking</li> <li>● Compares and contrasts the effectiveness of different arguments</li> <li>● Synthesizes everything they have heard into coherent statements</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>● Language is not always clear</li> <li>● Eye contact and posture are not consistent</li> <li>● Interrupts or speaks over students</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate language</li> <li>● Uses eye contact and appropriate posture</li> <li>● Awareness of own airtime in order to ensure participation by others</li> </ul>	<ul style="list-style-type: none"> <li>● Sophisticated and appropriate language</li> <li>● Consistent eye contact and professional posture</li> <li>● Actively solicits contributions from others</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>● Is not prepared for the discussion; has not identified key pieces of evidence or details</li> </ul>	<ul style="list-style-type: none"> <li>● Is prepared for the discussion with some evidence and details</li> </ul>	<ul style="list-style-type: none"> <li>● Is prepared to share the best reasons and evidence to support a particular point or idea</li> </ul>

# Argumentative Writing Rubric

## 8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Introduction</b> Provides a purposeful and well-crafted introduction that proposes and contextualizes the argument; clearly states the claim; establishes the significance of the argument	4 3 2 1	
<b>Organization</b> Builds the argument by addressing only relevant ideas in claims, counterclaims, and evidence; presents ideas in a logical order; clarifies relationships among ideas using words, phrases, and clauses to create cohesion	4 3 2 1	
<b>Conclusion</b> Provides a purposeful and well-crafted conclusion that logically follows from the argument; summarizes main points and/or reinforces the argument's larger significance	4 3 2 1	

Development	Rubric Score	Notes
<b>Claim/Counterclaim</b> States a precise, debatable claim and, when appropriate, a counterclaim; clearly distinguishes the claim from opposing or alternate claims; supports claims with evidence and reasoning	4 3 2 1	
<b>Reasoning</b> Provides logical support for claims by establishing clear relationships between claims and evidence; demonstrates understanding of the topic; organizes reasons in a purposeful and logical progression	4 3 2 1	

<p><b>Evidence</b>          Incorporates accurate, credible sources to support claims or oppose counterclaims; organizes evidence logically; connects evidence to claims or counterclaims using clear and effective reasoning</p>	<p>4 3 2 1</p>	
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<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Style</b>            Maintains a formal, objective, and persuasive tone appropriate to the task and audience, using precise, varied, and deliberate word choice to strengthen and clarify the argument</p>	<p>4 3 2 1</p>	
<p><b>Grammar</b>            Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	<p>4 3 2 1</p>	
<p><b>Conventions</b>            Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	<p>4 3 2 1</p>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Argumentative Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Introduction</b>		My introduction paragraph engages my reader, contextualizes and previews my argument, and clearly states my claim.	
<b>Conclusion</b>		My conclusion paragraph restates my claim, summarizes the main points of my argument, and explains my argument's overall significance.	
<b>Analysis</b>		I analyze each piece of evidence by explicitly stating what it means and why it matters for my argument.	
<b>Language</b>		I use an ellipsis to omit unnecessary information in a direct quotation.	

My goal for my next argumentative writing cycle is \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

## Text 1

### Excerpt from *1984*

By George Orwell

*The following is an excerpt from George Orwell's book, 1984. Written after Animal Farm in 1949, this book imagines a future in which people are under constant surveillance by their oppressive government, which attempts to control everything that people do, say, or think. The main character, Winston Smith, featured in the excerpt, is a writer whose job it is to rewrite historical documents to reflect the government's continually changing version of history. He secretly opposes the government, but knows that he must hide this fact or risk serious consequences.*

- 1 He picked up the children's history book and looked at the portrait of Big Brother<sup>1</sup> which formed its frontispiece. The hypnotic eyes gazed into his own. It was as though some huge force were pressing down upon you—something that penetrated inside your skull, battering against your brain, frightening you out of your beliefs, persuading you, almost, to deny the evidence of your senses. In the end the Party would announce that two and two made five, and you would have to believe it. It was inevitable that they should make that claim sooner or later: the logic of their position demanded it. Not merely the validity of experience, but the very existence of external reality, was tacitly denied by their philosophy. The heresy of heresies<sup>2</sup> was common sense. And what was terrifying was not that they would kill you for thinking otherwise, but that they might be right. For, after all, how do we know that two and two make four? Or that the force of gravity works? Or that the past is unchangeable? If both the past and the external world exist only in the mind, and if the mind itself is controllable what then?
- 2 The Party<sup>3</sup> told you to reject the evidence of your eyes and ears. It was their final, most essential command. His heart sank as he thought of the enormous power arrayed against him, the ease with which any Party intellectual would overthrow him in debate, the subtle arguments which he would not be able to understand, much less answer. And yet he was in the right! They were wrong and he was right. The obvious, the silly, and the true had got to be defended. Truisms are true, hold on to that! The solid world exists, its laws do not change. Stones are hard, water is wet, objects unsupported fall towards the earth's centre. With the feeling that he was speaking to O'Brien<sup>4</sup>, and also that he was setting forth an important axiom<sup>5</sup>, he wrote:
- 3 *Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.*

From *1984* by George Orwell. Copyright (c) 1949 by Harcourt, Inc. and renewed 1977 by Sonia Brownell Orwell. Used by permission of HarperCollins Publishers.

<sup>1</sup> **Big Brother:** the leader of the government

<sup>2</sup> **heresy:** a belief or opinion that drastically goes against what is generally accepted to be true

<sup>3</sup> **The Party:** the government

<sup>4</sup> **O'Brien:** another character whom Winston believes secretly opposes the Party

<sup>5</sup> **axiom:** a statement which is regarded as being accepted or obviously true

1. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** Which central idea is most strongly developed in this excerpt?

- a. The danger of advanced technology in society
- b. The conflict between personal truth and imposed belief
- c. The importance of historical knowledge
- d. The power of friendship and loyalty

**Part B:** Which lines from the excerpt above best support the answer to Part A?

- a. "He picked up the children's history book and looked at the portrait of Big Brother which formed its frontispiece." (par. 1)
  - b. "It was as though some huge force were pressing down upon you—something that penetrated inside your skull, battering against your brain" (par. 1)
  - c. "And what was terrifying was not that they would kill you for thinking otherwise, but that they might be right. For, after all, how do we know that two and two make four?" (par. 1)
  - d. "The Party told you to reject the evidence of your eyes and ears." (par. 2)
2. Which of the following best reveals the difference between the Party's beliefs and the narrator's beliefs?
    - a. "how do we know that two and two make four?" (par. 1)
    - b. "reject the evidence of your eyes and ears." (par. 2)
    - c. "The obvious, the silly, and the true had got to be defended." (par. 2)
    - d. "Freedom is the freedom to say that two plus two make four." (par. 3)
  3. How does Winston's reaction to the Party's commands reflect his overall perspective on the Party's control?
    - a. He finds the commands reasonable and adapts his beliefs accordingly.
    - b. He is confused by the commands but accepts them without question.
    - c. He perceives the commands as an attempt to suppress objective reality and resists them.
    - d. He disregards the commands as irrelevant to his personal beliefs.
  4. How might a filmmaker best show the phrase "battering against your brain" (par. 1) on screen?
    - a. Posters from the Party all over the setting of the film.
    - b. Drawn images of words and phrases surrounding the narrator while he looks confused.
    - c. The narrator hitting himself in the head and looking frustrated.
    - d. A crowd of people with a battering ram banging down the doors to the Party headquarters.

## Text 2

### The Very Proper Gander

By James Thurber

- 1 Not so very long ago there was a very fine gander. He was strong and smooth and beautiful and he spent most of his time singing to his wife and children.
- 2 One day somebody who saw him strutting up and down in his yard and singing remarked, "There is a very proper gander."
- 3 An old hen overheard this and told her husband about it that night in the roost. "They said something about propaganda," she said.
- 4 "I have always suspected that," said the rooster, and he went around the barnyard next day telling everybody that the very fine gander was a dangerous bird, more than likely a hawk in gander's clothing.
- 5 A small brown hen remembered a time when at a great distance she had seen the gander talking with some hawks in the forest. "They were up to no good," she said.
- 6 A duck remembered that the gander had once told him he did not believe in anything. "He said to hell with the flag, too," said the duck.
- 7 A guinea hen recalled that she had once seen somebody who looked very much like the gander throw something that looked a great deal like a bomb.
- 8 Finally everybody snatched up sticks and stones and descended on the gander's house. He was strutting in his front yard, singing to his children and his wife.
- 9 "There he is!" everybody cried. "Hawk-lover! Unbeliever! Flag-hater! Bomb-thrower!" So they set upon him and drove him out of the country.
- 10 *Moral: Anybody who you or your wife thinks is going to overthrow the government by violence must be driven out of the country.*

Thurber, J. (1939, January 28). Fables for our time—II. *The New Yorker*.  
<https://www.newyorker.com/magazine/1939/02/04/james-thurber-fables-for-our-time-ii>

5. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** What does the reader understand that the animals in this story do not?

- a. The gander was aware that the other animals were turning against him.
- b. The rooster was threatened by the gander and deliberately tricked the other animals into turning against him.
- c. The entire conflict was caused by a misheard word.
- d. None of the animals truly believed that the gander was dangerous, but nobody wanted to speak up.

**Part B:** What is the result of this difference in point of view between the reader and characters?

- a. The reader feels sympathy for the animals for their honest misunderstanding.
  - b. The reader feels frustrated by the absurdity of the situation.
  - c. The reader feels suspense and wonders when the animals will realize their mistake.
  - d. The reader feels concerned by how gullible the animals are.
6. Which of the following lines best develop the idea that the animals' perspectives may not be reliable?
- a. "'I have always suspected that,' said the rooster..." (par. 4)
  - b. "A small brown hen remembered a time when at a great distance she had seen the gander talking with some hawks in the forest. "They were up to no good," she said." (par. 5)
  - c. "A guinea hen recalled that she had once seen somebody who looked very much like the gander throw something that looked a great deal like a bomb." (par. 7)
  - d. "Finally everybody snatched up sticks and stones and descended on the gander's house. He was strutting in his front yard, singing to his children and his wife." (par. 8)
7. How does the author develop the central idea over the course of the passage?
- a. By gradually building false accusations that lead to violence
  - b. By explaining the gander's beliefs in detail
  - c. By describing the beauty of the barnyard
  - d. By showing how animals learn to cooperate
8. Which line of dialogue from the text would a filmmaker most want to preserve exactly as written when performed by an actor?
- a. "They said something about propaganda," she said. (par. 3)
  - b. "I have always suspected that" (par. 4)
  - c. "They were up to no good," (par. 5)
  - d. "Hawk-lover! Unbeliever! Flag-hater! Bomb-thrower!" (par. 9)
9. What theme about human nature is developed in this allegory?
- a. People are more likely to believe conspiracy theories if they hear them from their friends.
  - b. Most conflict between people is caused by simple misunderstandings.
  - c. Uneducated people are more likely to act cruelly toward others.
  - d. People are often quick to believe rumors, even if they are absurd or baseless.



### Text 3

## Speech at the Red Army Parade on the Red Square, Moscow November 7, 1941

By Josef V. Stalin, adapted for length by Fishtank Staff

*The following is an excerpt from a speech that Josef Stalin gave at Red Army Square in Moscow (the capital of the Soviet Union) on November 7, 1941. At this time, the German army was actively attempting to invade the Soviet Union.*

- 1 COMRADES, men of the Red Army and Red Navy, commanders and political instructors, working men and working women, collective farmers—men and women, workers in the intellectual professions, brothers and sisters in the rear of our enemy who have temporarily fallen under the yoke of the German brigands, and our valiant men and women guerillas who are destroying the rear of the German invaders!
- 2 On behalf of the Soviet Government and our Bolshevik Party I am greeting you and congratulating you on the twenty-fourth anniversary of the Great October Socialist Revolution.  
[...]
- 3 To-day the position of our country is far better than twenty-three years ago. Our country is now many times richer than it was twenty-three years ago as regards industry, food and raw materials. We now have allies, who together with us are maintaining a united front against the German invaders. We now enjoy the sympathy and support of all the nations of Europe who have fallen under the yoke of Hitler's tyranny. We now have a splendid Army and a splendid Navy, who are defending with their lives the liberty and independence of our country. We experience no serious shortage of either food, or armaments or army clothing. Our entire country, all the peoples of our country, support our Army and our Navy, helping them to smash the invading hordes of German fascists. Our reserves of man-power are inexhaustible. The spirit of the great Lenin and his victorious banner animate us now in this patriotic war just as they did twenty-three years ago.
- 4 Can there be any doubt that we can, and are bound to, defeat the German invaders?  
[...]
- 5 Comrades, men of the Red Army and Red Navy, commanders and political instructors, men and women guerillas, the whole world is looking to you as the force capable of destroying the plundering hordes of German invaders. The enslaved peoples of Europe who have fallen under the yoke of the German invaders look to you as their liberators. A great liberating mission has fallen to your lot. Be worthy of this mission! The war you are waging is a war of liberation, a just war. Let the manly images of our great ancestors—Alexander Nevsky, Dimitry Donskoy, Kuzma Minin, Dimitry Pozharsky, Alexander Suvorov and Mikhail Kutuzov—inspire you in this war! May the victorious banner of the great Lenin be your lodestar!
- 6 For the complete destruction of the German invaders!
- 7 Death to the German invaders!
- 8 Long live our glorious Motherland, her liberty and her independence!
- 9 Under the banner of Lenin, forward to victory!

Stalin, J.V. "Speech at the Red Army Parade on the Red Square, Moscow." Modified by Fishtank Learning, Inc. "Speech at the Red Army Parade on the Red Square, Moscow" by Stalin (1941) is in the public domain.

11. How does Stalin's reference to historical figures like Alexander Nevsky and Dmitry Donskoy in paragraph 5 contribute to his purpose in the speech?
- It boosts morale and a sense of duty by creating a connection between the current war and the valor of past heroes.
  - It highlights the Soviet Union's success in regard to technological advancements despite being put down, and vilified by the international community.
  - It provides evidence of Soviet military strategies being successful against the Germans for centuries.
  - It details the personal contributions and sacrifices of Soviet leaders to the Soviet Union over the years.
12. What is the purpose of Stalin's repetition of phrases like "Death to the German invaders" (par. 7) and "Long live our glorious Motherland" (par. 8) in his speech?
- To provide a detailed analysis of the war's economic impact
  - To reinforce a sense of unity and determination among the Soviet people
  - To discuss the strategic military plans of the Soviet Union
  - To criticize the performance of Soviet allies
13. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A:** What central idea is emphasized in the article regarding the Soviet Union's role in the war?

- The Soviet Union is focusing on domestic issues rather than the war effort.
- The Soviet Union's military is weak and unable to resist the German invaders.
- The Soviet Union's historical figures are not relevant to the current war effort.
- The Soviet Union is leading a mission of liberation and has the support of its people and allies.

**Part B:** Which paragraph best illustrates the Soviet Union's mission of liberation?

- Paragraph 1 where various groups are addressed and honored.
- Paragraph 3 which details improvements and support for the military.
- Paragraph 5 which discusses the mission of liberation and the inspirational figures.
- Paragraph 6 which calls for the destruction of all enemy invaders.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read each question carefully and select the best answer(s).

1. A person who is **charismatic** is most likely to:
  - a. Analyze complex data for a research project, working independently and presenting findings in a detailed report to a small, specialized audience.
  - b. Follow instructions carefully, ensuring every task is completed accurately, but rarely taking initiative or suggesting new ideas in a group setting.
  - c. Frequently change their opinions and decisions in order to avoid conflict and maintain harmony within a team or group.
  - d. Persuade a group of people to support a new initiative through their compelling and confident communication skills.

2. Read the sentence.

Although the protestors were peaceful, local authorities still saw the **dissidents** as a threat.

What is the best meaning for the word **dissidents**, as used in the sentence above?

- a. people who publicly opposes and criticizes their government
  - b. people who participate in restoration of community
  - c. people who hide their intention in politics
  - d. people who privately criticizes their government
3. Select the vocabulary word that most logically completes the following sentence.

Amber's investigation exposed the \_\_\_\_\_ of local resources by large corporations.

- a. oppression
  - b. tyranny
  - c. exploitation
  - d. perception
4. Which of the following words are the closest synonyms?
    - a. notorious; intolerant
    - b. devoted; merciful
    - c. tyrannical; sympathetic
    - d. ruthless; cruel

5. Which of the following would not be considered a **laborious** task? Select all that apply.
- Preparing a multi-course meal from scratch for a large family gathering, working for hours to ensure everything is ready on time.
  - Completing a 10-mile hike through rugged terrain with a 50-pound backpack and minimal rest breaks.
  - Writing a detailed research paper on a complex topic with multiple citations and thorough analysis over several weeks.
  - Watching a documentary series on the history of art while taking occasional notes for a class assignment.
6. Which of the following sentences uses the word **notorious** correctly?
- The notorious casserole recipe was a favorite at every family gathering, even though no one could figure out the secret ingredient.
  - Despite the restaurant's notorious reputation for unfriendly staff, it was always crowded with customers eager to try their weekly specials.
  - The notorious book club met every week to discuss their favorite novels on their podcast, despite having less than 50 listeners.
  - They spent their summer vacation at a quiet lakeside cabin, notorious for having great WiFi despite being so remote.
7. Which of the following words are the closest antonyms?
- devoted; dependable
  - exploit; persuade
  - treachery; fidelity
  - shrewdly; calmly
8. Which of the following best illustrate the concept of **complicity**?
- A person who unknowingly buys stolen goods from their neighbor.
  - A company executive who secretly helps orchestrate fraudulent transactions.
  - A person who reports a crime they witnessed to the police.
  - A person who performs their job duties on a team as required.
9. What is **propaganda**? Select the best answer.
- A form of communication used by governments and organizations to inform the public about policies and encourage civic participation through unbiased information.
  - A form of communication aimed at spreading information or rumors to help or harm a person, group, or nation, often using emotional appeal and selective facts.
  - A type of journalism that ensures that all news stories are reported with complete objectivity and without any personal or organizational bias.
  - An educational strategy used in schools to teach students critical thinking and analytical skills by presenting them with various perspectives on historical events.

10. Select the vocabulary word that most logically completes the following sentence.

In a group project, Elizabeth insisted that she should make all of the decisions and proceeded to disregard any suggestions from the other group members. Her method for leading the project could be described as \_\_\_\_\_.

- a. devoted
- b. shrewd
- c. dictatorial
- d. manipulative

11. Read the sentence.

The mayor's campaign was criticized for its **manipulation** of public sentiment through misleading advertisements on social media. The community pushed for stricter regulations on advertising, including the need for fact-checking, hoping to restore trust in the process.

What is the best meaning of the word **manipulation** as it is used in the sentence above?

- a. being cautious of how a message can be interpreted
- b. conveying a message that is usually genuine and meant to encourage
- c. creating an environment that is counterproductive for everyone involved
- d. controlling or influencing a person or situation, usually in an unfair way

12. Which scenario most accurately reflects the concept of **toil**?

- a. A student diligently completes their homework every night.
- b. A factory worker repetitively assembles the same part for eight hours a day.
- c. An artist spends weeks perfecting a painting.
- d. A software engineer designs a new app.

13. Which of the following best describes a person who is **devoted** to their work?

- a. They are indifferent and frequently miss deadlines.
- b. They are enthusiastic and put significant effort into their tasks.
- c. They often are distracted and neglect their responsibilities.
- d. They aren't usually team players and avoid taking on new projects.

14. How might **oppression** be depicted in a story?

- a. Through characters enjoying a life of wealth and privilege without conflict.
- b. Through characters overcoming obstacles and achieving their goals.
- c. Through characters experiencing and resisting unjust treatment.
- d. Through characters working collaboratively on impactful projects.

15. Read the sentence.

The employees felt trapped under their **tyrannical** manager, whose unreasonable demands negatively affected their morale.

What is the best meaning of the word **tyrannical** as it is used in the sentence above?

- a. unjust
- b. unsupportive
- c. misunderstood
- d. unwavering

16. Read the sentences.

The **perception** of a company's brand can greatly influence a consumer's loyalty to that brand. For example, if a company is seen as environmentally conscious, customers may be inclined to support it, even if the products are priced higher.

What is the best meaning of the word **perception** as it's used in the sentence above?

- a. a way of misinterpreting of something
- b. a way of understanding something
- c. a way to promote something
- d. a way to diminish the value of something

17. Which of the following words are the closest synonyms?

- a. dissident; antagonist
- b. collaborator; complicit
- c. laborious; feasible
- d. adversary; challenger

18. Read the sentence.

After years of debate, the committee voted to **abolish** the outdated policy so they could replace it with more fair and more modern guidelines.

What is the best meaning of the word **abolish** as it is used in the sentence above?

- a. create
- b. eliminate
- c. question
- d. revise

19. How might someone act **shrewdly** in a story?

- a. Through characters making decisions quickly without thinking about the consequences.
- b. Through characters behaving kindly toward others, even when treated unfairly.
- c. Through characters using clever judgment to make well-planned choices.
- d. Through characters avoiding responsibility and letting others solve the problem.

20. Which of the following best describes a **maxim**?

- a. A rule that must be followed because it is required by law.
- b. A short statement that expresses a general truth or piece of advice.
- c. A detailed explanation used to persuade others during a debate.
- d. A personal opinion shared during a conversation with friends.

21. Read the sentence.

The volunteers worked with great **devotion**, spending their evenings organizing donations and delivering supplies to families in need.

What is the best meaning of the word **devotion** as used in the sentence above?

- a. a lack of interest in a task or responsibility
- b. strong loyalty and dedication to something or someone
- c. a quick decision made without careful thought
- d. a temporary feeling of excitement or curiosity about something

Student: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

Words Read Correctly: \_\_\_\_\_ Errors: \_\_\_\_\_

### Excerpt from *Animal Farm*

With one accord they dashed down to the spot. Napoleon, who seldom moved	13
out of a walk, raced ahead of them all. Yes, there it lay, the fruit of all their struggles,	32
leveled to its foundations, the stones they had broken and carried so	44
laboriously scattered all around. Unable at first to speak, they stood gazing	56
mournfully at the litter of fallen stone. Napoleon paced to and from in silence,	70
occasionally snuffing at the ground. His tail had grown rigid and twitched sharply	83
from side to side, a sign in him of intense mental activity. Suddenly, he halted as	99
though his mind were made up.	105
"Comrades," he said quietly, "do you know who is responsible for this? Do	118
you know the enemy who has come in the night and overthrown our	131
windmill? SNOWBALL!" he suddenly roared in a voice of thunder. "Snowball	142
has done this thing! In sheer malignity, thinking to set back our plans and	156
avenge himself for his ignominious expulsion, this traitor has crept here	167
under the cover of night and destroyed our work of nearly a year. Comrades,	181
here and now I pronounce the death sentence upon Snowball. 'Animal Hero,	193
Second Class,' and half a bushel of apples to any animal who brings him to justice.	209
A full bushel to anyone who captures him alive!"	218
The animals were shocked beyond measure to learn that even Snowball	229
could be guilty of such an action. There was a cry of indignation and everyone	244
began thinking of ways of catching Snowball if he should ever come back.	257

Orwell, George. *Animal Farm*. Signet; 50th Anniversary edition, 1996. Print. pp. 69–70.

### **Excerpt from *Animal Farm***

With one accord they dashed down to the spot. Napoleon, who seldom moved out of a walk, raced ahead of them all. Yes, there it lay, the fruit of all their struggles, leveled to its foundations, the stones they had broken and carried so laboriously scattered all around. Unable at first to speak, they stood gazing mournfully at the litter of fallen stone. Napoleon paced to and from in silence, occasionally snuffing at the ground. His tail had grown rigid and twitched sharply from side to side, a sign in him of intense mental activity. Suddenly, he halted as though his mind were made up.

"Comrades," he said quietly, "do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!" he suddenly roared in a voice of thunder. "Snowball has done this thing! In sheer malignity, thinking to set back our plans and avenge himself for his ignominious expulsion, this traitor has crept here under the cover of night and destroyed our work of nearly a year. Comrades, here and now I pronounce the death sentence upon Snowball. 'Animal Hero, Second Class,' and half a bushel of apples to any animal who brings him to justice. A full bushel to anyone who captures him alive!"

The animals were shocked beyond measure to learn that even Snowball could be guilty of such an action. There was a cry of indignation and everyone began thinking of ways of catching Snowball if he should ever come back.

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# Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/8th-grade/materials/>