

Animal Farm

2018 Summer Reading Expectations

Requirements

#1. Annotations

To make sure you are critically and academically engaged with the text, we expect that you make **four solid annotations per chapter**. An annotation is a thought you express in the margins of the text, and this thought can be a question, a connection, a reaction, an inference, an evaluation, or a summary. We expect that you will have **a balance of all six types of annotations**. For more information about these types, see the example annotated section of the novel and/or the bookmark we gave you.

#2. Discussion Questions

For every chapter, you must create at least ONE open-ended discussion question. That means that by the end of the novel, you should have ten questions in total. Record your questions on the handout provided in this packet.

How to Make an Open-Ended Discussion Question

Open-ended means the question allows for multiple answers and interpretations. That means the question should generate a variety of answers from your classmates. This will make our whole-class discussion (to be held when you return in August) that much more interesting.

DO'S AND DON'T'S

Close-ended Questions (AVOID THESE):

1. What is the name of the strong horse?
2. How did the animals take over the farm?

Open-ended Questions (SHOOT FOR THESE):

1. What is the significance of the use of the term "comrade" when animal address one another?
2. What is implied by the statement "Some animals are more equal than others"?

Common Errors

Avoid leading us to an answer. Check out the following question:

1. Do you think that Snowball and Napoleon's behavior suggests that those in power will eventually become corrupt?

This question already feeds us an answer. BUT, if you were to change it to this:

1. What do you think the way the pigs rule Animal Farm says about rulers in general?

See, NOW it's open for a VARIETY of answers. Try to make your questions as open as possible.

Types of questions you could potentially ask:

- Ask about the significance of something in the novel (What is the significance of _____?)
- Ask why a character did, thought, or said something (assuming we don't know)
- Ask why the author made a specific choice
- Ask if your classmates agree with something a character said, did, etc.
- Ask your classmates to closely re-read a passage to determine its significance
- Ask your classmates what they think about a certain character
- Ask your classmates a question that relates the reading to current times

Use the **QCRIES** acronym when annotating the text. Next to each annotation, mark the type of annotation you made by writing a letter next to the annotation. See example on next page.

Question – ask a question for clarification or further discussion

Connect – connect anything you read to another text, history, other concepts, or your own life

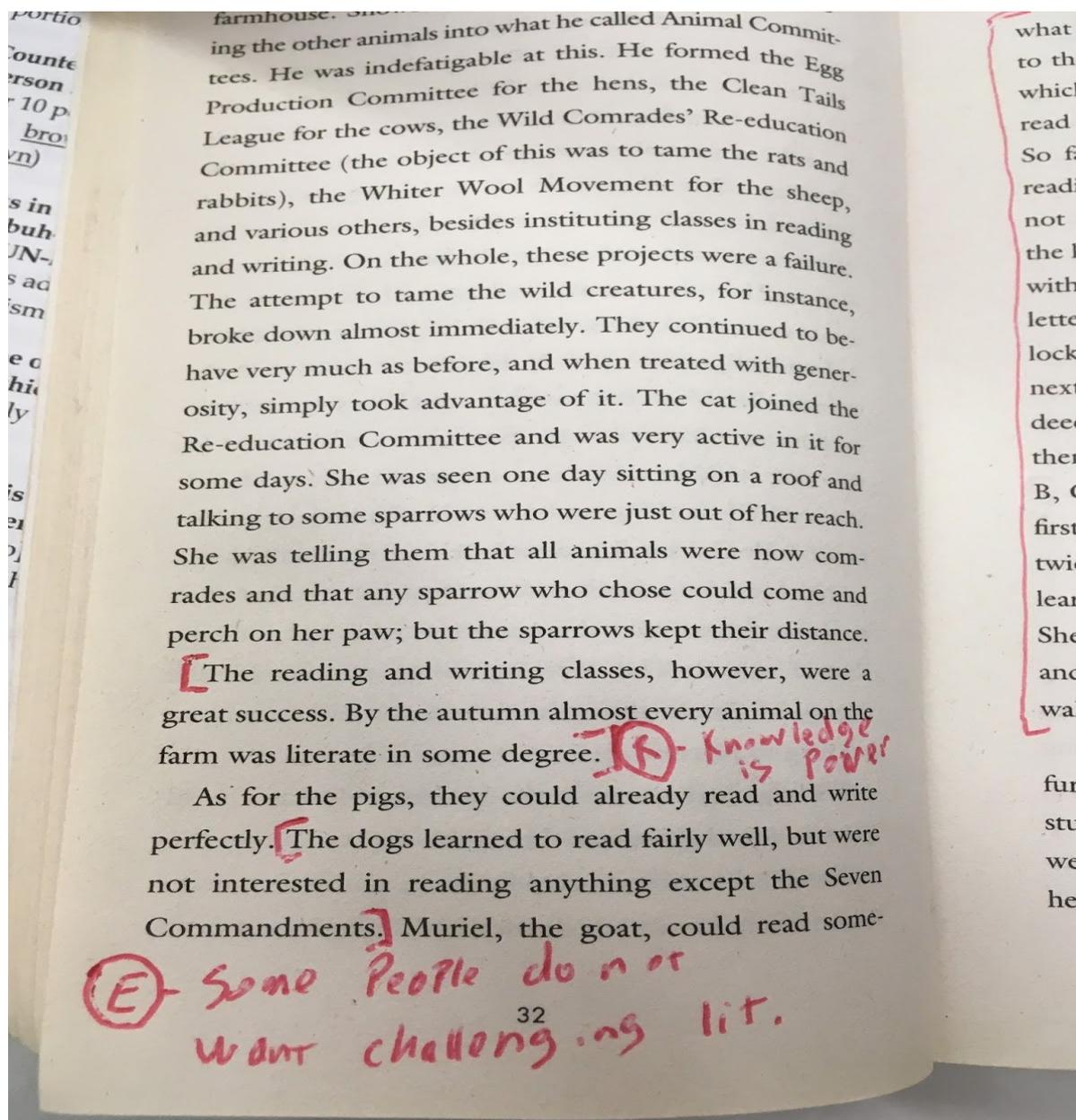
React – emotionally or intellectually respond to what the author says

Infer – take an educated guess about something: what will happen, what something symbolizes, what the theme might be, etc.

Evaluate – agree or disagree with something in the text; give an opinion

Summarize – paraphrase and describe what is being said

Sample Annotations



to the others in the evenings from scraps of newspaper which she found on the rubbish heap. Benjamin could read as well as any pig, but never exercised his faculty. So far as he knew, he said, there was nothing worth reading. Clover learnt the whole alphabet, but could not put words together. Boxer could not get beyond the letter D. He would trace out A, B, C, D, in the dust with his great hoof, and then would stand staring at the letters with his ears back, sometimes shaking his forelock, trying with all his might to remember what came next and never succeeding. On several occasions, indeed, he did learn E, F, G, H, but by the time he knew them, it was always discovered that he had forgotten A, B, C, and D. Finally he decided to be content with the first four letters, and used to write them out once or twice every day to refresh his memory. Mollie refused to learn any but the six letters which spelt her own name. She would form these very neatly out of pieces of twig, and would then decorate them with a flower or two and walk round them admiring them.

None of the other animals on the farm could get further than the letter A. It was also found that the stupider animals, such as the sheep, hens, and ducks, were unable to learn the Seven Commandments by heart. After much thought Snowball declared that the

⑤ Animals are literature to their ability.

Seven Commandments could in effect be reduced to a single maxim, namely: "four legs good, two legs bad." This, he said, contained the essential principle of Animalism. Whoever had thoroughly grasped it would be safe from human influences. The birds at first objected, since it seemed to them that they also had two legs, but Snowball proved to them that this was not so.

"A bird's wing, comrades," he said, "is an organ of propulsion and not of manipulation. It should therefore be regarded as a leg. The distinguishing mark of man is the hand, the instrument with which he does all his mischief."

The birds did not understand Snowball's long words, but they accepted his explanation, and all the humbler animals set to work to learn the new maxim by heart.

Four legs good, two legs bad was inscribed on the end wall of the barn, above the Seven Commandments and in bigger letters. When they had once got it by heart, the sheep developed a great liking for this maxim, and often as they lay in the field they would all start bleating

"Four legs good, two legs bad! Four legs good, two legs bad!" and keep it up for hours on end, never growing tired of it.

Napoleon took no interest in Snowball's committees.

He said that the education of the young was more important than anything else.

Q - why do birds accept what they don't understand?

R - IT sounds like the chant of ignorant masses!

in the story like

ANIMAL FARM

②
were already grown up. It happened that Jessie and Bluebell had both whelped soon after the hay harvest, giving birth between them to nine sturdy puppies. As soon as they were weaned, Napoleon took them away from their mothers, saying that he would make himself responsible for their education. He took them up into a loft which could only be reached by a ladder from the harness-room, and there kept them in such seclusion that the rest of the farm soon forgot their existence.

The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass of the orchard was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness-room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanations to the others.

“Comrades!” he cried. “You do not imagine, I hope,

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Education
in 1984.

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Open-ended Discussion Questions

Please create one question for each chapter of the book.

Chapter	Open-ended Question
SAMPLE: Chapter One (I)	What can you infer given the pigs' explanation of what happened to the milk and apples?
One (I)	
Two (II)	
Three (III)	
Four (IV)	
Five (V)	
Six (VI)	
Seven (VII)	
Eight (VIII)	
Nine (IX)	
Ten (X)	