

Grade 10
English Language Arts/Literacy
Literary Analysis Task

2019 Released Items

2019 Released Items: Grade 10 Literary Analysis Task

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2019 blueprint for the grade 10 Literary Analysis Task includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as Prose Constructed Response prompt.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring

Note: This item set contains items with embedded multimedia (video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click the "play" arrow to start the video for the items.

**Release Items Answer and Alignment Document ELA/ Literacy:
Grade 10**

Text Type: LAT											
Passage(s): Animal Farm											
Item Code	Answer(s)	Standards/Evidence Statement Alignment									
HH509625213	Item Type: EBSR Part A: D Part B: A	L 10.4.1 RL 10.1.1 RL 10.4.1									
HH509625316	Item Type: EBSR Part A: A Part B: C, D	RL 10.1.1 RL 10.5.1									
HH509625288	Item Type: TECR <table border="1" data-bbox="441 779 1068 1213"> <thead> <tr> <th></th> <th>Snowball</th> <th>Napoleon</th> </tr> </thead> <tbody> <tr> <th>Character Development</th> <td>offers long-range proposal to earn support</td> <td>identifies immediate needs and uses fear to win obedience</td> </tr> <tr> <th>Supporting Evidence</th> <td>"But he maintained that it could all be done in a year." (paragraph 1)</td> <td>". . . if they could not defend themselves they were bound to be conquered . . ." (paragraph 2)</td> </tr> </tbody> </table>		Snowball	Napoleon	Character Development	offers long-range proposal to earn support	identifies immediate needs and uses fear to win obedience	Supporting Evidence	"But he maintained that it could all be done in a year." (paragraph 1)	". . . if they could not defend themselves they were bound to be conquered . . ." (paragraph 2)	RL 10.1.1 RL 10.3.1 RL 10.3.3
	Snowball	Napoleon									
Character Development	offers long-range proposal to earn support	identifies immediate needs and uses fear to win obedience									
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HH509625407	Item Type: EBSR Part A: C Part B: A, F	L 10.5.1 RL 10.1.1 RL 10.4.1									
HH509625472	Item Type: TECR <table border="1" data-bbox="441 1446 1068 1843"> <thead> <tr> <th></th> <th>Earlier in Video</th> <th>Later in Video</th> </tr> </thead> <tbody> <tr> <th>Napoleon's Character</th> <td>Napoleon isolates himself from the group.</td> <td>Napoleon intimidates other animals into following him.</td> </tr> <tr> <th>Supporting Evidence</th> <td>Working alone, Napoleon spies on Snowball's research.</td> <td>Squealer and the dogs cluster close to Napoleon as he delivers a public address.</td> </tr> </tbody> </table>		Earlier in Video	Later in Video	Napoleon's Character	Napoleon isolates himself from the group.	Napoleon intimidates other animals into following him.	Supporting Evidence	Working alone, Napoleon spies on Snowball's research.	Squealer and the dogs cluster close to Napoleon as he delivers a public address.	RL 10.1.1 RL 10.3.1
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HH509625537	Item Type: EBSR Part A: C Part B: B	RL 10.1.1 RL 10.2.1 RL 10.7.1
HH509625578	Item Type: PCR Refer to Grade 10 Scoring Rubric	RL 10.1.1 RL 10.3.1 RL 10.7.1
HH509625258	Item Type: EBSR (additional item) Part A: B Part B: C	L 10.5.1 RL 10.1.1 RL 10.4.1
HH509625384	Item Type: EBSR (additional item) Part A: D Part B: C	RL 10.1.1 RL 10.2.1

Today you will read a passage from *Animal Farm* by British author George Orwell and then watch a video based on the novel. Focus on the representation of the scene in the two different sources, including what is emphasized or absent in the text and the video. You will answer questions and write a written response.

Read the passage from *Animal Farm* by George Orwell. Then answer the questions.

from *Animal Farm*

by George Orwell

- 1** The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. Stone would have to be carried and built up into walls, then the sails would have to be made and after that there would be need for dynamos and cables. (How these were to be procured, Snowball did not say.) But he maintained that it could all be done in a year. And thereafter, he declared, so much labour would be saved that the animals would only need to work three days a week. Napoleon, on the other hand, argued that the great need of the moment was to increase food production, and that if they wasted time on the windmill they would all starve to death. The animals formed themselves into two factions under the slogan, "Vote for Snowball and the three-day week" and "Vote for Napoleon and the full manger." Benjamin was the only animal who did not side with either faction. He refused to believe either that food would become more plentiful or that the windmill would save work. Windmill or no windmill, he said, life would go on as it had always gone on—that is, badly.
- 2** Apart from the disputes over the windmill, there was the question of the defence of the farm. It was fully realised that though the human beings had been defeated in the Battle of the Cowshed they might make another and more determined attempt to recapture the farm and reinstate Mr. Jones. They had all the more reason for doing so because the news of their defeat had spread across the countryside and made the animals on the neighbouring farms more restive than ever. As usual, Snowball and Napoleon were in disagreement. According to Napoleon, what the animals must do was to procure firearms and train themselves in the use of them.

According to Snowball, they must send out more and more pigeons and stir up rebellion among the animals on the other farms. The one argued that if they could not defend themselves they were bound to be conquered, the other argued that if rebellions happened everywhere they would have no need to defend themselves. The animals listened first to Napoleon, then to Snowball, and could not make up their minds which was right; indeed, they always found themselves in agreement with the one who was speaking at the moment.

- 3** At last the day came when Snowball's plans were completed. At the Meeting on the following Sunday the question of whether or not to begin work on the windmill was to be put to the vote. When the animals had assembled in the big barn, Snowball stood up and, though occasionally interrupted by bleating from the sheep, set forth his reasons for advocating the building of the windmill. Then Napoleon stood up to reply. He said very quietly that the windmill was nonsense and that he advised nobody to vote for it, and promptly sat down again; he had spoken for barely thirty seconds, and seemed almost indifferent as to the effect he produced. At this Snowball sprang to his feet, and shouting down the sheep, who had begun bleating again, broke into a passionate appeal in favour of the windmill. Until now the animals had been about equally divided in their sympathies, but in a moment Snowball's eloquence had carried them away. In glowing sentences he painted a picture of Animal Farm as it might be when sordid labour was lifted from the animals' backs. His imagination had now run far beyond chaff-cutters and turnip-slicers. Electricity, he said, could operate threshing machines, ploughs, harrows, rollers, and reapers and binders, besides supplying every stall with its own electric light, hot and cold water, and an electric heater. By the time he had finished speaking, there was no doubt as to which way the vote would go. But just at this moment Napoleon stood up and, casting a peculiar sidelong look at Snowball, uttered a high-pitched whimper of a kind no one had ever heard him utter before.
- 4** At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball, who only sprang from his place just in time to escape their snapping jaws. In a moment he was out of the door and they were

after him. Too amazed and frightened to speak, all the animals crowded through the door to watch the chase. Snowball was racing across the long pasture that led to the road. He was running as only a pig can run, but the dogs were close on his heels. Suddenly he slipped and it seemed certain that they had him. Then he was up again, running faster than ever, then the dogs were gaining on him again. One of them all but closed his jaws on Snowball's tail, but Snowball whisked it free just in time. Then he put on an extra spurt and, with a few inches to spare, slipped through a hole in the hedge and was seen no more.

- 5** Silent and terrified, the animals crept back into the barn. In a moment the dogs came bounding back. At first no one had been able to imagine where these creatures came from, but the problem was soon solved: they were the puppies whom Napoleon had taken away from their mothers and reared privately. Though not yet full-grown, they were huge dogs, and as fierce-looking as wolves. They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way as the other dogs had been used to do to Mr. Jones.
- 6** Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech. He announced that from now on the Sunday-morning Meetings would come to an end. They were unnecessary, he said, and wasted time. In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself. These would meet in private and afterwards communicate their decisions to the others. The animals would still assemble on Sunday mornings to salute the flag, sing *Beasts of England*, and receive their orders for the week; but there would be no more debates.
- 7** In spite of the shock that Snowball's expulsion had given them, the animals were dismayed by this announcement. Several of them would have protested if they could have found the right arguments. Even Boxer was vaguely troubled. He set his ears back, shook his forelock several times, and tried hard to marshal his thoughts; but in the end he could not think of anything to say. Some of the pigs themselves, however, were more articulate. Four young porkers in the front row uttered shrill squeals of

disapproval, and all four of them sprang to their feet and began speaking at once. But suddenly the dogs sitting round Napoleon let out deep, menacing growls, and the pigs fell silent and sat down again. Then the sheep broke out into a tremendous bleating of "Four legs good, two legs bad!" which went on for nearly a quarter of an hour and put an end to any chance of discussion.

- 8** Afterwards Squealer was sent round the farm to explain the new arrangement to the others.
- 9** "Comrades," he said, "I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrades, that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be? Suppose you had decided to follow Snowball, with his moonshine of windmills? Snowball, who, as we now know, was no better than a criminal?"
- 10** "He fought bravely at the Battle of the Cowshed," said somebody.
- 11** "Bravery is not enough," said Squealer. "Loyalty and obedience are more important. And as to the Battle of the Cowshed, I believe the time will come when we shall find that Snowball's part in it was much exaggerated. Discipline, comrades, iron discipline! That is the watchword for today. One false step, and our enemies would be upon us. Surely, comrades, you do not want Jones back?"
- 12** Once again this argument was unanswerable. Certainly the animals did not want Jones back; if the holding of debates on Sunday mornings was liable to bring him back, then the debates must stop. Boxer, who had now had time to think things over, voiced the general feeling by saying: "If Comrade Napoleon says it, it must be right." And from then on he adopted the maxim, "Napoleon is always right," in addition to his private motto of "I will work harder."

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1. Part A

What does the word **factions** mean as it is used in paragraph 1 of the passage from *Animal Farm*?

- A. gatherings that promote debate
- B. teams with charismatic leaders
- C. families in a tightly knit community
- D. groups with strongly held opinions

Part B

Which quotation from the passage **best** supports the answer to Part A?

- A. "The whole farm was deeply divided on the subject of the windmill."
(paragraph 1)
- B. "Windmill or no windmill, he said, life would go on as it had always gone on. . . ." (paragraph 1)
- C. "Apart from the disputes over the windmill, there was the question of the defence of the farm." (paragraph 2)
- D. ". . . indeed, they always found themselves in agreement with the one who was speaking at the moment." (paragraph 2)

2. Part A

How does the author create tension in paragraph 3 of the passage?

- A. He creates a contrast between Snowball's showy appeal to the group and Napoleon's curt address.
- B. He uses paraphrasing rather than direct quotations in order to emphasize Snowball's and Napoleon's diminishing control over their own actions.
- C. He repeatedly interrupts his narration about the animals' meeting to describe details about farming equipment that electricity would enable.
- D. He methodically notes which animals interrupt the speakers, which listen carefully to the arguments, and which seem to pay no attention.

Part B

Which **two** quotations from paragraph 3 **best** support the answer to Part A?

- A. ". . . the question of whether or not to begin work on the windmill was to be put to the vote."
- B. ". . . though occasionally interrupted by bleating from the sheep . . ."
- C. ". . . he had spoken for barely thirty seconds, and seemed almost indifferent as to the effect he produced."
- D. ". . . but in a moment Snowball's eloquence had carried them away."
- E. "Electricity, he said, could operate threshing machines, ploughs, harrows, rollers, and reapers and binders. . . ."
- F. ". . . there was no doubt as to which way the vote would go."

3. Analyze how Snowball and Napoleon develop as characters throughout the passage. Drag and drop **one** character trait and **one** piece of supporting evidence into the chart for **each** character.

	Snowball	Napoleon
Character Development		
Supporting Evidence		

offers long-range proposal to earn support	proposes several options and encourages group discussion	identifies immediate needs and uses fear to win obedience
"But he maintained that it could all be done in a year." (paragraph 1)	". . . if they could not defend themselves they were bound to be conquered. . . ." (paragraph 2)	"He said very quietly that the windmill was nonsense. . . ." (paragraph 3)

Watch the 1955 video based on George Orwell's novel *Animal Farm*. Then answer the questions.

Animal Farm



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4. Part A

At 0:01–0:11 of the video, the narrator says, “Snowball set himself to solve the problem of **power** on the farm, and so did Napoleon.” What are the two meanings for **power** as used in the sentence?

- A. debate and consensus
- B. struggle and victory
- C. electricity and authority
- D. hunger and cold

Part B

Which **two** statements about the video **best** support the answer to Part A?

- A. Snowball sketches ideas for the construction of a windmill on the farm.
- B. A harsh winter and poor farm management result in suffering for the animals.
- C. Napoleon secretly observes Snowball’s careful drawings.
- D. Snowball skillfully persuades the animals of the value of his plan.
- E. Napoleon mocks Snowball’s proposals for the windmill.
- F. Napoleon has Snowball removed from the farm.



5. Analyze how Napoleon’s character develops from the beginning to the end of the video. Drag and drop **two** statements about Napoleon’s character into the chart. Then drag and drop **two** pieces of evidence from the video into the appropriate boxes.

	Earlier in Video	Later in Video
Napoleon’s Character		
Supporting Evidence		

Napoleon intimidates other animals into following him.	Napoleon inspires the animals to work harder by warning of starvation.	Napoleon isolates himself from the group.
Napoleon shows compassion by caring for the abandoned puppies.	Boxer pledges his loyalty to Napoleon.	Napoleon issues a signal to the dogs.
Squealer and the dogs cluster close to Napoleon as he delivers a public address.	Working alone, Napoleon spies on Snowball’s research.	

6. Part A

Which central idea is represented in the scene of the video at 2:35–3:00, in which Napoleon releases the dogs?

- A. Individualism encourages necessary innovation.
- B. Leadership often requires self-sacrifice.
- C. Power should not be abused by those in authority.
- D. Personal hardship often causes negative behavior.

Part B

Which paragraph from the passage **best** supports the answer to Part A?

- A. paragraph 7
- B. paragraph 9
- C. paragraph 11
- D. paragraph 12



7. You have read a passage from *Animal Farm* and watched a video of the same scene.

Write an analytical essay in which you discuss how the depictions of characters in the passage and the video affect the way the stories unfold. Discuss what is emphasized and what is absent in the development of Snowball and/or Napoleon in each of the scenes. Use specific details from **both** the passage and the video to support your response.



8. Part A

What does the narrator mean when he describes Boxer's efforts to **marshal his thoughts** in paragraph 7 of the passage from *Animal Farm*?

- A. that Boxer attempts to encourage the other animals to speak up
- B. that Boxer struggles to organize and voice his reactions
- C. that Boxer quietly resists the new farm leadership structure
- D. that Boxer suppresses his concerns and pledges his loyalty

Part B

Which quotation from paragraph 7 **best** supports the answer to Part A?

- A. ". . . the animals were dismayed by this announcement."
- B. "He set his ears back, shook his forelock several times. . . ."
- C. ". . . in the end he could not think of anything to say."
- D. "Some of the pigs themselves, however, were more articulate."

9. Part A

Which statement represents a theme of the passage?

- A. Consensus results in the most valuable ideas for building teams.
- B. Anything is possible through teamwork.
- C. Genius is poorly understood by others.
- D. Intimidation can be a powerful way of controlling public opinion.

Part B

Which paragraph provides the **best** support for the answer to Part A?

- A. paragraph 2
- B. paragraph 3
- C. paragraph 7
- D. paragraph 10

