

ELA/Literacy
Released Item 2019

Grade 10
Literary Analysis Task
Animal Farm Development of Characters
HH509625578

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

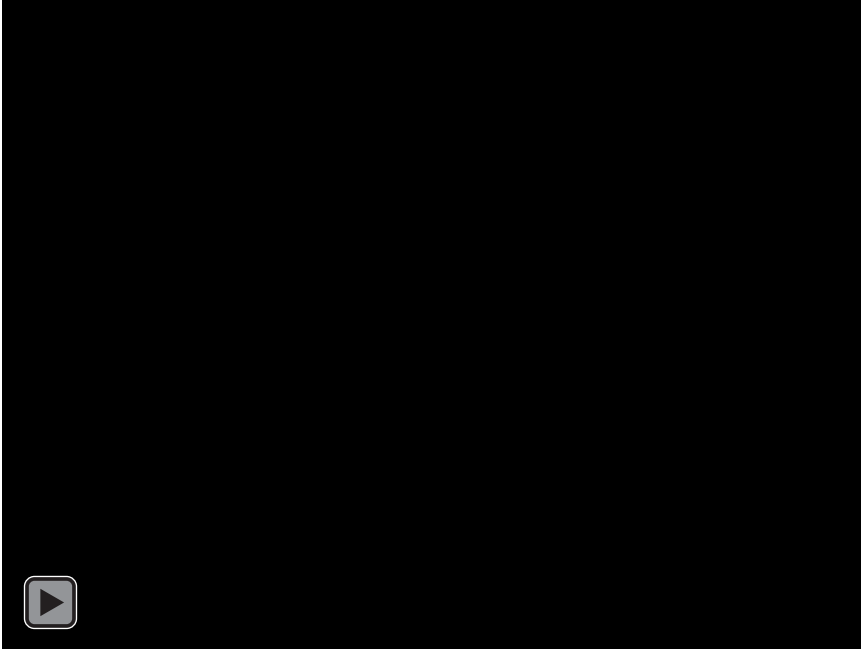
disapproval, and all four of them sprang to their feet and began speaking at once. But suddenly the dogs sitting round Napoleon let out deep, menacing growls, and the pigs fell silent and sat down again. Then the sheep broke out into a tremendous bleating of "Four legs good, two legs bad!" which went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

From ANIMAL FARM by George Orwell, Houghton Mifflin Company. Copyright © 1945 by Eric Blair. This edition copyright © The Estate of the late Sonia Brownell Orwell, 1987.

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

Animal Farm

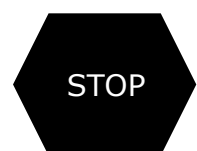


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Note: This item set contains items with embedded multimedia (video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click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

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.



Anchor Set A1 – A10

With Annotations

The way in which characters, and the setting of a story is depicted plays an impactful role on the development of the story as a whole. The way that the reader, or viewer, perceives the scene is pivotal to the way the story plays out for them. Often times, the way a scene is laid out changes slightly from a book to a movie. Actions are often emphasized, characters dramatized, and scenes exemplified. However, no matter how small the changes are, they can have a huge impact on the viewer, or readers comprehension of the story.

In the story of Animal Farm by George Orwell, both Snowball and Napoleon are portrayed as equals in the beginning of the story. Although they both have very different ideas and motives, they both seem to be on the same playing field, with the same advantages. They are both trying to win over the rest of the farm by their speeches and proposals. On the farm "the animals listened first to Napoleon, then to Snowball, and could not make up their minds which was right," (Orwell). However, in the video, they are both depicted in very different ways. Snowball is a white pig with an air of innocence surrounding him. The use of the color white makes Snowball look like an angel, making the viewer believe that Snowball is the pig who is right and just. Napoleon on the other hand is brown and white. The color choice makes him look dirty and menacing, causing the viewer to not trust Napoleon from the getgo. The depiction of the characters in the video cause the viewer to jump to conclusions on which character to trust, even before they really get to know them or their motives. The story, rather, lets the reader make up his or her own mind as the story progresses.

The video also showed the viewer more about the farm itself than the story did. In the video, it was clear of the harsh conditions on the farm. There was a blanket of snow around the farm and cold weather constantly. In the story we knew there were some rough winters, but in the video, it made the farm appear constantly dreary and hopeless. This depiction allowed Napoleon to seem even more menacing and powerful. Napoleon got rid of Snowball who was trying to help the farm come out of their suffering in the cold. The scenery aids the viewer into believing, even more strongly, that Snowball was going to make the farm better.

In addition, in the story, the other animals on the farm seemed to have a say. They would listen to both sides, Napoleon and Snowball's, and make up their mind as to who they would support. When Napoleon gained power, the animals tried to oppose his ideas; "four young weals of disapproval, and all four of them sprang to their feet and began speaking at once," (Orwell).

However, in the video, all the animals seemed more submissive. When Napoleon took over the farm, the animals did not protest, but rather looked shocked and helpless as Napoleon implemented new rules. The video gave the animals more of a sense of innocence and defenselessness. In doing so, Napoleon was portrayed as even more powerful and successful. It made it seem that there were only two sides to the story and the issue; Napoleon's and Snowball's, rather than it effecting all the animals of the farm.

It is clear that even small factor changes such as scenery, dialouge, and character descriptions can impact and change a story drastically. Any changes to a story, no matter how small, can change the way in which a viewer or reader interprets the story and makes their own decisions. In this way, filmmakers and storytellers can use this to their advantage to play on the viewer or reader's emotions to get them to believe in what they are trying to convey. Readers and viewers must be aware of factors like this, and ensure they are making their own decision on the story, not allowing the maker to dominate their opinion.

Annotation

Anchor Paper 1

Reading Comprehension and Written Expression

Score Point 4

The response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis of how the depictions of the characters in the passage and the video affect the way these stories unfold (*The way that the reader, or viewer, perceives the scene is pivotal to the way the story plays out for them. Often times, the way a scene is laid out changes slightly from a book to a movie. Actions are often emphasized, characters dramatized, and scenes exemplified. However, no matter how small the changes are, they can have a huge impact on the viewer, or readers comprehension of the story*). The response provides effective and comprehensive development of the claim that is consistently appropriate to the task (*In the story of Animal Farm by George Orwell, both Snowball and Napoleon are portrayed as equals in the beginning of the story. Although they both have very different ideas and motives, they both seem to be on the same playing field, with the same advantages. . . . However, in the video, they are both depicted in very different ways. Snowball is a white pig with an air of innocence surrounding him. The use of the color white makes Snowball look like an angel, making the viewer believe that Snowball is the pig who is right and just*). An introduction, three body paragraphs, and a convincing conclusion contribute to effective organization (*Any changes to a story, no matter how small, can change the way in which a viewer or reader interprets the story and makes their own decisions. In this way, filmmakers and storytellers can use this to their advantage to play on the viewer or reader's emotions to get them to believe in what they are trying to convey*). Precise word choices (*impactful, dramatized, exemplified, constantly dreary and hopeless*) and sentence variety contribute to an effective style.

In the passage and the video of Animal Farm, two characters are depicted in specific ways. Their given characteristics affect the plot of the story. Snowball is shown a certain way in the video and so is Napoleon.

In the passage, Snowball is trying to get the animals to vote for a three day work week to build a windmill. He talks about how it would be difficult but it can be done quickly. Snowball also suggests an idea for defending their farm. "According to Snowball, they must send out more and more pigeons and stir up rebellion among the animals on the other farms." (paragraph 2) Snowball is written as a caring and thoughtful character. He does not threaten the other animals to follow his plan. In the video, Snowball is working hard to keep the animals safe and warm from the cold weather. "Snowball continued thinking for the future..." (00:41-00:49) His characteristics affect how the stories unfold because he has good intentions and is trying to help the farm.

On the other hand, Napoleon is the opposite of Snowball. Napoleon is sneaky and he intimidated the other animals so they vote for him. In paragraph 3, Napoleon stands up the animals and voices his opinion. "Then Napoleon stood up to reply. He said very quietly that the windmill was nonsense and that he advised nobody vote for it, and promptly sat down again; he had spoken for barely thirty seconds..." Napoleon intimidates the other animals. He calls Snowball's idea for the windmill nonsense and he does not explain a better plan. In the video, Napoleon calls for the dogs and they chase Snowball. (02:37- 03:14) Napoleon chased Snowball out of the farm so he could be the leader now. Napoleon is a controlling character that tries to get his way and antagonized others. He affects how the stories unfold because he interrupts the other characters because he does not like their ideas. Napoleon does not help the plot and he acts like the boss of everyone.

What is emphasized in Snowball's depiction is how he cares for others and how he always does good. He does not talk down to anyone and he does not threaten others to follow his ideas. What is absent in his development is how he does not do anything to fight back to Napoleon. He seems like a pushover and someone that is scared of Napoleon. What is emphasized in Napoleon's depiction is that he is mean and will do anything so others will follow him and listen to him. He makes the dogs chase Snowball out of the farm and towards the end of the video and the passage, he threatens the animals to work or they will not get fed. What is absent in his depiction is that he never listens to other ideas. He is stubborn and will not follow anyone else. If he listened to others, he might change his mind and be more considerate.

Annotation

Anchor Paper 2

Reading Comprehension and Written Expression

Score Point 4

This response demonstrates full comprehension of ideas by providing accurate analysis of how the depictions of characters in both the passage and the video affect the way the story unfolds (*Snowball is written as a caring and thoughtful character. He does not threaten the other animals to follow his plan [and] On the other hand, Napoleon is the opposite of Snowball. Napoleon is sneaky and he intimidated the other animals so they vote for him*). The response provides effective development of the claim that is consistently appropriate to the task by using clear reasoning and relevant text-based evidence (*In the video, Snowball is working hard to keep the animals safe and warm from the cold weather. "Snowball continued thinking for the future..." (00:41-00:49) [and] In paragraph 3, Napoleon stands up the animals and voices his opinion. "Then Napoleon stood up to reply. He said very quietly that the windmill was nonsense and that he advised nobody vote for it, and promptly sat down again; he had spoken for barely thirty seconds..." Napoleon intimidates the other animals*). The response addresses all aspects of the prompt. In addition to addressing what is emphasized, the response includes a discussion of what is absent in the development of each of the characters (*What is absent in his [Snowball's] development is how he does not do anything to fight back to Napoleon. He seems like a pushover and someone that is scared of Napoleon. [and] What is absent in his [Napoleon's] depiction is that he never listens to other ideas. He is stubborn and will not follow anyone else. If he listened to others, he might change his mind and be more considerate*). The response is effectively organized with clear and coherent writing. However, the absence of a conclusion is a weakness. For this reason, the response is seen as a lower score point 4. Overall, the response has an effective style.

The way in which characters are depicted in the passage versus in the video results in a different tone. In *Animal Farm* by George Orwell, the drawn-out introduction and rising action in the story provide a more tense and ultimately climactic plot line. In the *Animal Farm* video, the majority of the introductory information is condensed and/or omitted, likely for cinematic purposes. Both forms of the story, however, include the same basic information.

The passage, as it was written first, shows more minute details and specific actions. There are many times during the story where the animals get together and talk before the final vote; this is mentioned in paragraph 2, but not ever mentioned in the video. The video, as it was meant for young kids' entertainment, was more action oriented and focused almost entirely on the disagreement between Napoleon and Snowball. The passage explains more of the specific plans as well as mentions undecided people. Realistically, it mentions, "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"(1). In the video there is no time given to the likelihood that both parties are using hyperboles and lies. Though the video is different than the passage, they both tell the same basic story.

In both the video and the passage, Snowball gives an exciting speech in comparison to Napoleon's. In both formats Napoleon uses fear to corner the animals. Also, Napoleon kills Snowball in both ways this story was presented. In the video Napoleon states, "Let's have no more of these useless meetings. From now on, I'll protect your interests"(4:10 - 4:22). The passage portrays this scene saying, "He [Napoleon] 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 farm would be settled by a special committee of pigs, presided over by himself" (6). Both of these quotes convey the same meaning.

In both the passage and the video form of *Animal Farm*, the same basic plot of Napoleon ruling with fear after murdering Snowball is presented. The differences were mainly due to the different audiences to whom the story was catered.

Annotation

Anchor Paper 3

Reading Comprehension and Written Expression

Score Point 3

The response demonstrates comprehension of ideas by providing a mostly accurate analysis of how the depictions of the characters in both the passage and the video affect the way the stories unfold (*The way in which characters are depicted in the passage verses in the video results in a different tone. . . . The passage, as it was written first, shows more minute details and specific actions*). The response addresses the prompt, and uses mostly clear reasoning supported by relevant text-based evidence (*The passage explains more of the specific plans as well as mentions undecided people. Realistically, it mentions, "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"*). However, a minor lapse in understanding in the first paragraph demonstrates somewhat less than full comprehension of the video clip (*In the video there is no time given to the likelihood that both parties are using hyperboles and lies*). The progression of ideas is easy to follow, as paragraphs follow the norms of the discipline by including an introduction, two solid body paragraphs, and a brief conclusion (*In both the passage and the video form of Animal Farm, the same basic plot of Napoleon ruling with fear after murdering Snowball is presented. The differences were mainly due to the different audiences to whom the story was catered*). Word choices are appropriate and occasionally precise (*drawn-out introduction; rising action; climactic plot line; cinematic purposes*), demonstrating a mostly effective style.

In the video "Animal Farm" Snowball is portrayed as an innovator; he is drawing plans for the construction of a windmill that will improve the poor conditions of the farm. Napoleon is shown as leader. Snowball wanted to solve the electricity problem while Napoleon wished to fix the problem with authority on the farm. After Napoleon got rid of Snowball he went on ahead to build the windmill. He thought Snowball wasn't fit to lead the construction. These lack of conflict between Snowball and Napoleon as well as the emphasis on the windmill made the story unfold rather smoothly.

However, in the passage, Snowball is depicted as leader. He has a vision for the farm: the windmill, but Napoleon has a different one: food production. Napoleon was illustrated as a schemer. Snowball thought working on the windmill was the top priority which Napoleon shut down saying there was no need for one. In paragraph 3, it says " Napoleon stood up to reply . He said it tvery 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 indiffernt as to the the effect he produced." This shows how much Napoleon was opposed to Snowball's idea because he didn't argue for his idea instead arguing against Snowball's idea. It is almost as if he had a personal conflict with Snowball, and was plotting to take him down. Snowball's leadership abilites were on display in paragraph 3 when it says "Until now the animals had been about equally divided in their sympathies, but in a moment Snowball's eloquence had carried them away." This shows that Snowball was a man of the animals while Napoleon was all about himself.

Napoleon's dislike for Snowball was emphasized. After he kicked Snowball out of the barn, he proceeded to use intimidation and fear to get the other animals to follow him and his plans. There was and absence of alliance between the animals. This made the story go in the expected direction; one animal gains all the control over the farm.

Annotation

Anchor Paper 4

Reading Comprehension and Written Expression

Score Point 3

The response demonstrates comprehension of ideas stated explicitly and inferentially by providing a mostly accurate analysis of how the depictions of the characters in the passage and the video affect the way the story unfolds (*However, in the passage, Snowball is depicted as leader. He has a vision for the farm: the windmill, but Napoleon has a different one: food production. Napoleon was illustrated as a schemer. . . . There was and absence of alliance between the animals. This made the story go in the expected direction; one animal gains all the control over the farm*). The response addresses the prompt and provides mostly clear reasoning supported by relevant text-based evidence (*Snowball's leadership abilites were on display in paragraph 3 when it says "Until now the animals had been about equally divided in their sympathies, but in a moment Snowball's eloquence had carried them away." This shows that Snowball was a man of the animals while Napoleon was all about himself*). However, the response is somewhat uneven, as the analysis of the characters in the video clip is more general and demonstrates a misunderstanding (*These lack of conflict between Snowball and Napoleon as well as the emphasis on the windmill made the story unfold rather smoothly*). The response is organized with mostly clear and coherent writing. Although an introduction is not used, the writing is primarily organized into two main body paragraphs, aided by transitional phrases that clarify relationships between ideas (*In the video; However, in the passage; After he kicked Snowball out of the barn*). Word choices are appropriate and occasionally precise (*innovator; vision for the farm; schemer*). Overall, the response has a style that is mostly effective.

Snowball and Napoleon shared a common goal. They each wanted leadership and to better the community Animal Farm. However the way they each went about achieving that goal was very different. Snowball believed in hard work and effort while Napoleon just wanted to look good and take all the credit. Their personalities made the story even more interesting being as it made people not know what to expect next, and making the story more suspenseful.

In the story Animal Farm George Orwell depicts the character Snowball as a devoted hardworking pig. The reader expects to enjoy this character and have a good outcome from his decisions. However Napoleon is already shown to be sneaky and lack good character. The plot of the story unfolds very slowly in the text because we think that Napoleon is trying to be a good pig and do the best for Animal Farm but we find out that he really has bad intentions.

In the video however with each scene the plot thickens. Not only do we see Napoleon's behavior from the beginning but we also see Snowball's passion. In fact at one point in the video after Napoleon gets rid of Snowball, he steals Snowball's plans for Animal Farm. This is just showing that his character was very mean and made the story unfold quicker.

Annotation

Anchor Paper 5

Reading Comprehension and Written Expression

Score Point 2

This response demonstrates basic comprehension. Summaries of both sources include explicit and inferential text-based evidence to support generally accurate analyses of the differences of how the characters are portrayed (*The plot unfolds very slowly in the text because we think that Napoleon is trying to be a good pig and do the best for animal farm but we find out that he really has bad intentions [and] In the video however with each scene the plot thickens. Not only do we see Napoleon's behavior from the beginning but we also see Snowball's passion*). The response generally addresses the prompt and provides some development of the claim that is somewhat appropriate to the task (*In the story Animal Farm George Orwell depicts the character Snowball as a devoted hardworking pig. . . . However Napoleon is already shown to be sneaky and lack good character*).

Organization includes an introductory paragraph and transitional phrases to connect ideas (*In the story Animal Farm; In the video however*), creating a progression of ideas that is somewhat easy to follow. A somewhat effective style is demonstrated. Word choices are occasionally specific (*devoted, sneaky, depicts*); however, the overall effect is somewhat uneven. Sentence structures are somewhat varied.

In the passage of "from Animal Farm" the characters Snowball and Napoleon were both put into two factions with the slogan of "Vote for Napoleon and the full manger" and "Vote for snowball and the three-day week". This caused them to do political ideas. But Benjamin was on neither side of the two factions. For example in paragraph 1 you can see when it says " Benjamin was the only animal who did not side with either faction." This tells us that Benjamin did not take any sides on the factions. Also further down the passage we saw that a nine dogs dashed straight for Snowball who was running into the road. In paragraph 4 it says "...nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball..." This tells us that the dogs were aiming for Snowball.

In the video of " Animal Farm " you can see that Snowball was making a plan. You can see in minute (0:43-0:56) that Snowball was working in the plan for the Animal Farm and Napoleon was observing him. Then Napoleon called for the dogs to go attack Snowball in minutes (2:37-3:35) you can see that Napoleon called for the dogs to go attack Snowball. This is how I know that Napoleon stole Snowball's idea.

The difference between the two of the stories is that in the first one it talks about an animal named Benjamin and in the other one it does not say anything about the animal named Benjamin.

Annotation

Anchor Paper 6

Reading Comprehension and Written Expression

Score Point 2

The response demonstrates some comprehension of ideas from the sources through generally accurate analysis of quoted text. The claims are general in nature and demonstrates a basic grasp of the textual evidence (*This is how i know that Napoleon stole Snowball's idea [and] The difference between the two of the stories is that in the first one it talks about an animal named Benjamin and in the other one it does not say anything about the animal named Benjamin*). The response uses some reasoning and text-based evidence in the development of the claim (*But Benjamin was on neither side of the two factions. For example in paragraph 1 you can see when it says "Benjamin was the only animal who did not side with either faction." This tells us that Benjamin did not take any sides on the factions*). Some organization is evident through the use of two paragraphs that address each of the stimulus materials separately, as well as a brief conclusion. Transitional phrases help to clarify relationships, and a discernible progression of ideas is present (*In the passage; For example in paragraph 1; In the video*). Basic vocabulary and some varied sentence structures demonstrate a somewhat effective style.

There are some differences and similarities between the passage and the short video of the same scene. In the video it shows how Napoleon was caring for the dogs when they were puppies, which was not said in the short passage. Also in the short film there was no mention of Benjamin, the only animal who did not side with either faction. In the short video it showed how Napoleon was spying on Snowball, which is how Napoleon stole the idea of the windmill. In the passage it did not describe how Napoleon was spying on Snowball.

Annotation

Anchor Paper 7

Reading Comprehension and Written Expression

Score Point 1

The response demonstrates comprehension of limited sections of the sources. The response addresses the prompt and provides minimal development of the claim, and is limited in its appropriateness to the task (*In the short video it showed how Napoleon was spying on Snowball, which is how napoleon stole the idea of the windmill. In the passage it did not describe how napoleon was spying on snowball*). The analysis is further limited by including an inaccuracy, as the care of the puppies is mentioned in the passage (*In the video it shows how Napoleon was caring for the dogs when they were puppies, which was not said in the short passage*). The response demonstrates limited organization with an introductory sentence (*There are some differences and similarities between the passage and the short video of the same scene*), and a minimally discernible progression of ideas is present. Overall, the response has a style that is minimally effective.

The depictions of characters in the passage and the video affect the way the stories unfold because Snowball wanted electricity to keep the animals warm and Napoleon was against that so he had his dogs chase snowball so Napoleon can give a speech to the animals. Napoleon had come up with his own idea and that was a windmill. So then snowball was going to come up with something else and Napoleon was going to spy on him. Napoleon thought that the windmill would save work. So then they both agreed on the windmill but then later Napoleon thought that the windmill was nonsense.

Annotation

Anchor Paper 8

Reading Comprehension and Written Expression

Score Point 1

The response demonstrates limited comprehension of ideas in these minimally accurate descriptions (*The depictions of characters in the passage and the video affect the way the stories unfold because Snowball wanted electricity to keep the animals warm and Napoleon was against that so he had his dogs chase snowball so Napoleon can give a speech to the animals*). The development is limited, and it is not clear which stimulus the student is referring to, but it can be implied from at least one detail that the video is the source (*So then snowball was going to come up with something else and Napoleon was going to spy on him*). Other details contain inaccuracies (*Napoleon thought that the windmill would save work. So then they both agreed on the windmill but then later Napoleon thought that the windmill was nonsense*). The response demonstrates limited organization and coherence. Although a slight effort is made to vary sentences, word choices are non-specific, resulting in a style that is only minimally effective.

Snowball has try to help the farm out and make it an good environment but Napoleon starts to make things not good for the farm and it would destroy everything that it is going on there.

Annotation

Anchor Paper 9

Reading Comprehension and Written Expression

Score Point 0

The response demonstrates only a vague attempt to provide analysis and is undeveloped (*Snowball has try to help the farm out and make it an good environment but Napoleon starts to make things not good for the farm and it would destroy everything that it is going on there*). The response lacks specificity and textual details that could substantiate the attempted analysis.

The video showed more emotion than the passage. It let the reader see the emotion other than reading about it.

Annotation

Anchor Paper 10

Reading Comprehension and Written Expression

Score Point 0

Although the writing attempts to address the prompt by making a claim about the stimulus materials (*The video showed more emotion than the passage*), no textual evidence is provided. Instead, the response includes a vague opinion that is inappropriate to the task (*It let the reader see the emotion other than reading about it*).

Practice Set
P101 - P105

No Annotations Included

Snowball was a standing up to be a leader in their farm community. He was proposing idea that if they build a windmill they will be able to obtain power which will provide heat, water, and lights. While Napoleon hated the idea and also was somewhat jealous of snowball. Napoleon used dogs to obtain power at the farm and all of the farm animals were afraid and had no choice but to obey Napoleon from now on. Animals tried to stand against him but the dogs were intimidating which scared the farm animals. Napoleon got his power by cruelty. While Snowball wanted to get it from the animals the right way by gaining their trust and loyalty.

In the excerpt from Animal Farm, Snowball and Napoleon battle for the support of the rest of the animals for their ideas on getting power and defending themselves. In the video Animal Farm, Snowball is about to present his idea for the windmill when Napoleon chases him out and gives himself leadership of the farm. The depictions of the characters in the story and the video are similar and different, though they affect the way they unfold.

The two stories have similar plots, but the endings are different. This is because the two main characters were developed differently. In the passage, Snowball is confident and defiant of Napoleon, who is stubborn and ambitious. Throughout the story, Snowball and Napoleon argue over building a windmill and defending the farm from Mr. Jones. Towards the end of the story, Napoleon becomes more deceitful and uses dogs to drive away Snowball so that the animals wouldn't build the windmill. Napoleon in the video, however, was more hungry for authority. Once he had disposed of Snowball, Napoleon took Snowball's idea and gave it off as his own. The video finishes with the animals building the windmill after all.

The character development in the stories were similar as well. In both stories, Snowball wanted to do what was best for the farm in defence and obtaining electricity. In both the reading and the video, he "painted a picture of Animal Farm as it might be when sordid labour was lifted from the animals' backs." (3) Snowball became an inspiring public speaker and a great advocator for his ideas. Napoleon, though, still wanted Snowball gone. Although both stories have different endings and reasons for Napoleon's disposal of Snowball, both Napoleons used dogs to drive him out and make sure he never returned.

In conclusion, the character development in both stories are similar and different, however, they affect the outcomes of each story. Napoleon in both the passage and the video used dogs to get rid of Snowball, and both Snowballs used great ideas and public speaking to gain support from his fellow farm animals. However, Napoleon in the passage was more interested in using his own ideas, while the video made him more drawn to power and leadership of the farm. Snowball in the excerpt came right out with his windmill plan, but in the video, he never got to explain his idea. Both stories end in Napoleon being in charge and poor Snowball chased away and most likely killed by dogs.

One piece of literature is able to be interpreted in several different ways. While many aspects remain the same, different parts of the story are emphasized, and characters could develop in different ways, as well. This is seen in an excerpt of the novel *Animal Farm* by George Orwell and a separate video of the same scene. Although both stories lead up to Napoleon gaining his power, the excerpt emphasizes the division of the farm while the video focuses on the development of the character of Napoleon.

Both *Animal Farm* by George Orwell and the video of the same scene lead up to Napoleon gaining power on the farm, changing the animals' lives forever. The two representations of *Animal Farm* build up the plot of the story to discuss Napoleon driving Snowball out and taking the power for himself. In the excerpt, after Napoleon used his loyal dogs to drive Snowball away and out of the farm, it states, "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" (6). Also, in the video it shows Snowball being chased out of the *Animal Farm* and Napoleon marching on stage with his dogs and Squealer, declaring that "from now on, I'll protect [the animals'] interests, and I'll make [their] decisions!" These two examples clearly portray Napoleon's rise to power. He uses loyalty to his advantage to become the leader of the animals, and instills fear with his dogs in order to make sure the animals do not try to take over for themselves or bring him down.

However, both the excerpt and video based on Orwell's work focus on different aspects, the excerpt focusing on the division among the animals and the video showing Napoleon's development of character. In the *Animal Farm* excerpt, Orwell clearly displays a sense of disunity and indecision with the animals on the farm. He writes, "The whole farm was deeply divided on the subject of the windmill... 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 manager'" (1). Orwell, in the excerpt, plays out the initial stages of debate with his writings. He puts emphasis on the fact that both Snowball and Napoleon had an equal amount of supporters, therefore forming "two factions". He focuses on establishing some sense of equality when it came to deciding who the leader of the *Animal Farm* should be. The video that portrays the scene of the excerpt, on the other hand, focuses on the changing of Napoleon's character from the beginning to the end. Starting out, Napoleon was represented as isolated from the rest of the animals, spying on Snowball and scheming to take over by himself. By the end of the video, though, the viewer clearly sees a shift of character as Napoleon somewhat arrogantly and proudly takes his place in front of the animals on a higher stand with his dogs.

The video emphasizes Napoleon's role more than Snowball's role. It displays a development of Napoleon in the scene, from a potential leader that stand separately from his people to an actual leader wielding power and intimidation standing above his people. establishing his higher role.

In conclusion, both the excerpt from *Animal Farm* by George Orwell and the video representing the same scene focus on Napoleon's rise to power; however, the excerpt explains the division of the farm when it came to deciding who should lead them and the video emphasizes Napoleon's change of character, from being hostile to being intimidating.

In the passages the both show chactoristics of power and victory. this is show by the stuggles that the charactors have to go through and how they accomplish it.

In the passage from "Animal Farms" Snowball is emphasized as being the protagonist. He is the character that the other animals looked up to and respected. They agreed with his ideals and were all set to listen and follow through with his demands until he was stopped by Napoleon and his dogs. During Snowballs powerful meeting, Napoleon was disrupting and intervening him. Napoleon send his dogs to put an end to Snowball. They chased him out of the barn and attempted to kill him. After the dogs returned they made it seem as if Snowball was taken care of.

Napoleons character is portrayed as the antagonist. He spies on Snowball and his work, and attempted to kill him. He is very deceiving and lies about the truth. He rules the farm with an iron fist and stikes fear in the eyes of the animals there. What is abset in the scenes of the movie is the where abouts of Snowball and the talk about "the Battle of Cowshed" and Snowballs involment. It doesn't show that Napoleon lies about Snowball wanting Mr. Jones back in the story either.

Practice Set

(Order of Scores: Reading Comprehension and Written Expression, Conventions)

Paper	Score
P101	1, 1
P102	3, 3
P103	4, 3
P104	0, 0
P105	2, 2