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from 60second Recap (downloadable from YouTube) introduce students to different aspects of the novel: Introduction This video could serve as a pre-reading activity. It introduces students to the idea of accepting information because Big Brother is the source, even though they know the information to be false.

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George Orwell's celebrated novella, *Animal Farm*, is a biting, allegorical, political satire on totalitarianism in general and Stalinism in particular. One of the most famous works in modern English literature, it is a telling comment on Soviet Russia under Stalin's brutal dictatorship

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based on a cult of personality which was enforced through a reign of terror. The book tells a seemingly simple story of farm animals who rebel against their master in the hope of stopping their exploitation at the hand of humans and creating a society where animals would be equal, free and happy. Ultimately, however, the rebellion is betrayed and the farm ends up in a state as bad as it was before. The novel thus demonstrates how easily good intentions can be subverted into tyranny. Orwell has himself said that it was the first book in which he had tried, with full consciousness of what he was doing, 'to fuse political purpose and artistic purpose into one whole.' The book was first published in England in 1945, and has since then remained a favourite with readers all over the world, and has consistently been included in all prestigious bestseller lists for the past many years.

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(Originally Published in 2000 by Allyn & Bacon) *Teaching and Studying the Holocaust* is comprised of thirteen chapters by some of the most noted Holocaust educators in the United States. In addition to chapters on establishing clear rationales for teaching this history and Holocaust historiography, the book includes individual chapters on incorporating primary documents, first person accounts, film, literature, art, drama, music, and technology into a study of the Holocaust. It concludes with an extensive and valuable annotated bibliography especially designed for educators. Chapter Ten instructs how to make effective use of technology in teaching and learning about the Holocaust. The final section of the book includes a bibliography especially developed for teachers that lists invaluable resources. From the Back Cover: Holocaust scholars from around the world offer critical acclaim for Totten and Feinberg's *Teaching and Studying the Holocaust*: Michael Berenbaum; Ida E. King Distinguished Visitor Professor of Holocaust Studies, Richard Stockton College and Former

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Director of Research at the United States Holocaust Memorial Museum: "There are many scholars who are wont to criticize the teaching of the Holocaust. Many journalists critique what they regard as kitsch or trendiness. All critics of contemporary Holocaust education would do well to read this book. One cannot fail to be impressed by the quality of its learning and the seriousness of its purpose. It is a wonderful place for teachers to turn as they contemplate teaching the Holocaust, an open invitation to learn more and teach more effectively." Barry van Driel; Coordinator International Teacher Education, Anne Frank House, Amsterdam: "Teaching and Studying the Holocaust is an invaluable resource for any teacher wanting to address the complex and sometimes overwhelming history of the Holocaust in the classroom. The book offers a multitude of sensitive and responsible ways of dealing with the issue of the Holocaust. It succeeds in showing teachers very clearly how the study of the Holocaust is not just a topic for history teachers, but for teachers across the curriculum." Dr. Nili Keren; Kibbutzim College of Education, Tel Aviv, Israel "Teaching about the Shoah is one of the most complicated tasks for educators. Indeed, teaching and studying this history raises unprecedented questions concerning modern civilization, and presents teachers and students with tremendous challenges. Samuel Totten and Stephen Feinberg have created a volume that provides educators with essential information and new insights regarding the teaching of this history, and, in doing so, they assist educators to face the aforementioned challenges head-on. Teaching and Studying the Holocaust does not make the task easier, but it does make it possible." Samuel Totten is currently professor of Curriculum and Instruction at the University of Arkansas, Fayetteville. Prior to entering academia, he was an English and social studies teacher in Australia, Israel, California, and at the U.S. House of Representatives Page School

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in Washington, D.C. Totten is also editor of Teaching Holocaust Literature published by Allyn & Bacon. Stephen Feinberg is currently the Special Assistant for Education Programs in the National Institute for Holocaust Education at the United States Holocaust Memorial Museum. With Samuel Totten, he was co-editor of a special issue (Teaching the Holocaust) of Social Education, the official journal of the National Council for the Social Studies. For eighteen years, he was a history and social studies teacher in the public schools of Wayland, MA.

Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and sequence requirements of most courses. The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

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