

# ***Animal Farm by George Orwell***

## **Summer Reading Project**

Please complete parts A, B and C for the WCHS 9<sup>th</sup> Grade MYP Language reading project. The project is due Friday, September 7, 2012. All assignments are to be completed individually.

### **Part A. Complete a double entry journal for each chapter.**

- One side of the entry will be reflection on the text. Here you will analyze the assigned chapters; take notes on the characters and make predictions about remainder of the text.
- On the second side you are to provide your personal insight. Here you will need to offer your thoughts about the text.
- Please use a composition or spiral notebook to complete the journals and study questions. Separate by sections.

### **Part B. Study Questions**

#### **Chapter One**

1. How is Mr. Jones portrayed in the first chapter?
2. The animals who gather to hear Major's speech each mirror a single human trait. What trait is revealed in Clover? Boxer? Benjamin? Mollie? the cat? the dogs? What is significant about the pigs and the raven?
3. Why has Major called a meeting?
4. What is the political statement that emerges from Major's dream?
5. What is Major's warning to the animals?
6. What are the evil human habits against which Major particularly warns the animals?
7. How does Major describe the equality of the animals?
8. What kind of world does Major dream of?
9. Why does Orwell describe "Beasts of England" as a "stirring tune, something between 'Clementine' and 'La Cucaracha'?
10. Which animals learn the song quickly?
11. How do the animals respond to the song?

#### **Chapter Two**

1. What happens to Major? What is the effect on his speech?
2. How does this mental outlook determine the intelligent animals' actions?
3. How do the other animals respond to the new philosophy?
4. The pigs are recognized as the cleverest of the animals. The three most important pigs are also given distinguishing human traits. What traits are given to Snowball? to Napoleon? to Squealer?
5. What is the pigs' major contribution to the Rebellion at this point?
6. What is the effect of Moses, the tame raven, and his tale of Sugarcandy Mountain?
7. How does the Rebellion come about?
8. What are the first things the animals do to celebrate their victory?
9. Why does Boxer discard his straw hat?
10. In the morning, the pigs reveal that they have learned to read and write. How is this announcement typical of their behavior?
11. How are the cows milked the first morning? Where does the milk go?

#### **Chapter Three**

1. As the summer passes, the animals are happier than they ever thought they could be. What causes this feeling?
2. Only Benjamin does not share the self-congratulatory atmosphere of the farm. What is the significance of his cryptic remarks?

3. What is the significance of the flag that Snowball designs?
4. What is Snowball's attitude toward education? To what extent are the animals educated?
5. What is Napoleon's attitude toward education?
6. Snowball and Napoleon argue about almost every issue that arises. What is the only thing they agree on?
7. What is Squealer's explanation of why pigs must be given special food? How do the other animals react?

#### **Chapter Four**

1. How do neighboring humans react to the situation on Animal Farm?
2. How does Snowball direct the Battle of the Cowshed?
3. Compare Snowball's and Boxer's attitudes towards war.
4. What typical organizational steps are taken after the victory of the Battle of the Cowshed?

#### **Chapter Five**

1. Why are the pigs accepted as the planners of farm policy? What important qualification is placed on their power?
2. On what issues do Napoleon and Snowball disagree? How does each try to win out in such disputes?
3. How do Napoleon and Snowball handle the bitter controversy over the windmill?
4. What is the first right Napoleon takes away from the animals?
5. How do the animals respond to this?
6. What is Squealer's explanation of abolishment of animal vote?
7. Why is Boxer's reaction important?
8. How does Squealer explain Napoleon's decision to build the windmill after all?

#### **Chapter Six**

1. What is the pace of work during Napoleon's first year of power?
2. What is the quality of life for the animals?
3. Why does it become necessary to trade with humans? How does Squealer justify this break in policy?
4. What is the seemingly contradictory attitude of the animals toward Mr. Whymper?
5. The distortions of the Commandments concern some of the animals. How does Squealer quell their doubts?
6. How does Napoleon react to the destruction of the first windmill? What is his motive?

#### **Chapter Seven**

1. What is the quality of life for the animals through the winter?
2. How does Napoleon handle this problem?
3. How do the hens react to Napoleon's order?
4. What are Snowball's winter and early spring activities?
5. What is the outcome of Napoleon's investigation into Snowball's activities?
6. What action is taken after this discovery?
7. How do the animals respond to the executions?
8. What is the importance of Minimus' song?

#### **Chapter Eight**

1. How does Squealer distract attention from the changes in the Commandments?
2. What is the significance of the cockerel who marches in front of Napoleon?
3. What is the quality of life for the animals?
4. What is important about Napoleon's duplicity in the sale of the timber?
5. What turns the Battle of the Windmill in the animals' favor?
6. How is the victory celebrated?
7. What new vice do the pigs acquire?
8. What is the animals' reaction when Squealer falls from a ladder with a bucket of paint while "clarifying" another of the Commandments?

## Chapter Nine

1. What is the quality of the animals' lives after another year passes?
2. What is Squealer's new explanation of unequal rations?
3. What is the significance of the new ruling on ribbons?
4. What is to "compensate" for the hardships in the animals' lives?
5. What is the significance of Moses' return?
6. What are Boxer's expectations of his future after he injures himself through overwork?
7. How do the animals react to Boxer's removal?
8. How does Squealer calm the unrest over Boxer's fate?
9. How does Napoleon capitalize on Boxer's death?

## Chapter Ten

1. How has the farm grown after several more years?
2. What is the quality of the animal's lives?
3. Even though the animals exist in a stupor of work and hunger, they are greatly shocked by a new development. What is it?
4. What is the final interpretation of the word "equal"?
5. What is the animals' reaction to the tour the pigs conduct for human visitors?
6. What does Pilkington praise the pigs for?
7. What is the significance of the change in the flag's design? What other changes are announced?
8. What do the animals see when they look in the farmhouse window?

## Literary Analysis

1. What are the conflicts in *Animal Farm*? What types of conflict (physical, moral, intellectual, or emotional) do you see in this story?
2. How does George Orwell reveal character in *Animal Farm*?
3. What are some themes in the story? How do they relate to the plot and characters?
4. What are some symbols in *Animal Farm*? How do they relate to the plot and characters?
5. From which character's perspective is the story told?
6. Can you discern an authorial voice (a character who speaks the author's point of view) in the book?
7. Do you find the characters likable? Would you want to meet the characters?
8. Does the story end the way you expected? How? Why?
9. What is the central/primary purpose of the story? Is the purpose important or meaningful?
10. How effective is the novel as a fable?
11. How essential is the setting to the story? Could the story have taken place anywhere else?
12. What is important about the title?
13. How does George Orwell explore rhetoric in this book?

## **Part C. Extended Learning Project**

**CHOOSE 3 of the 10 CHAPTER PROJECTS TO COMPLETE. ONE PROJECT MUST BE A WRITING COMPONENT!**

### **Chapter 1 ~**

Find a speech by the current president or a former president of the United States and summarize the theme of his speech. Include in your 1-2 page typed analysis:

- What was the political leader's message?
- Under what circumstances did this leader give the speech (was it wartime, was it during a depression, was it in relation to human rights?).
- Please attach the copy of the speech you found.

### **Chapter 2 ~**

Imagine that you were given a piece of land the size of Texas. You have plenty of farming land, plenty of water resources, plenty of oil reserves, and enough forest land to cover over half of your country. You also inherited a population of about one million people.

- View a world atlas. Notice how countries are drawn and labeled.
- Create a map of your country and include the capital, rivers, lakes, forestland, and any mountain ranges you would like to have. This should be colored and drawn onto a poster board and large enough that we could read the names of any towns, cities, or parks that you
- Name this country that you inherited. Place the name at the top of the drawing. Why did you choose this name? What does it stand for? Provide a 1 page typed explanation.

### **Chapter 3 ~**

All world leaders have been through a journey to their political office.

- Research a world leader (past or present, but not fictional) and write a two page summary of this person's journey through political life. When did they become interested in politics? What are their policies?
- Include a picture of this world leader in your paper.

You must type the essay and cite your sources using MLA format.

### **Chapter 4 ~**

Almost all countries dedicate monuments to their heroes or leaders. All countries all have a national anthem (a song that unites the people of that country).

- Find 3 monuments and 3 national anthems from 3 different countries that exist in our world today.
- Place these pictures and a copy of the anthem on decorated poster board.

Provide a  $\frac{1}{2}$  page explanation of the history of each flag and anthem.

You must cite your sources using MLA format.

### **Chapter 5 ~**

Windmills are used to generate power for a farm or community.

- Create and label a diagram of a windmill that currently exists.
- Research how a windmill operates and explain its operation in a one-page typed paper.
- Attach the paper to the picture of the original windmill you found.

You must cite your sources using MLA format.

## **Chapter 6 ~**

Managing employees is a difficult job. You have to organize work hours and scheduling.

- Create a fictional company of your choice and decide what you are going to manufacture or do.
- Imagine that you have 5 employees working for you. Design a work schedule (for one week's time) and a pay scale for your employees.

Type a 1-2 page explanation of the process you used as you created your company and designed your schedule and payroll.

## **Chapter 7 ~**

Over the centuries, many people have gone on strike against companies and industries. These strikes (especially during the early 1900's in America) were often brutal and long.

- Find pictures from a strike in the early 1900's in America.
- Research why this strike started and how it was resolved. Did anyone die? Was anyone hurt?

Minimum 2 page essay typed.

You must cite your sources using MLA format.

## **Chapter 8 ~**

Liquor production is a large and profitable industry in the world, especially in Russia, America, and Germany.

- Find a picture of a still (used to manufacture whiskey).
- Explain how a still works and label the picture you found (its parts, its construction).
- Type a one page summary that explains the history of the still and its illegal uses in the 1920's in America.

You must cite your sources using MLA format.

## **Chapters 9 and 10 ~**

Laws and rules are a part of everyone's life. Some are obeyed, some are not, and some are just outright ignored. Some rules are "bent" to help an individual or a group when they are caught disobeying them.

- View the rules on pages 11 through 16 of the *CMS Students Rights, Responsibilities and Character Development Handbook*.
- Select 3 rules from the "Tier 1 Infractions" section and 3 rules from the "Tiers 2 and 3" section that you think are frequently changed to benefit one student or a group of students.
- Rewrite these rules (just as Squealer did) to make exceptions for certain people or groups. Place your rewritten rules on a poster board that is well designed and easily readable.

Provide a 1-2 page typed explanation.

❖ **For instructions on MLA format, please reference the *MLA Handbook for Writer of Research Papers, 7<sup>th</sup> Ed.***