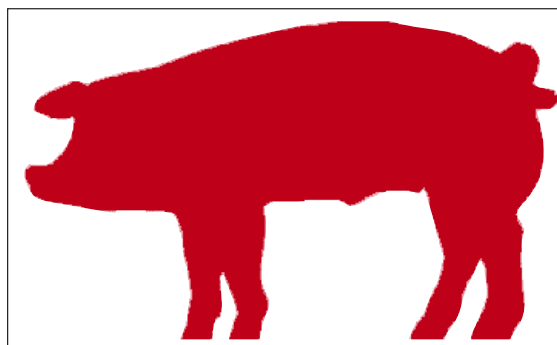




**George
Orwell's**



ANIMAL FARM

**A STUDY
GUIDE**

Student's Book

CHAPTER I

PRE-READING

Useful Vocabulary

cannibalism- n. practice of eating one's own kind (e.g. A human eating a human)
cryptic- adj. mysterious or obscure
gambol - v. to skip about in play
ignominious - adj. shameful; dishonorable
indefatigable- adj. untiring
parasitical- adj. like a parasite; gaining benefits from a host it injures

Predictions

Old Major, the prize boar, has a dream in Chapter I. Read the paragraph below and make predictions about his dream. What will he say? Who will he say it to?

As soon as the light in the bedroom went out there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had a strange dream on the previous night and wished to communicate it to the other animals.

COMPREHENSION

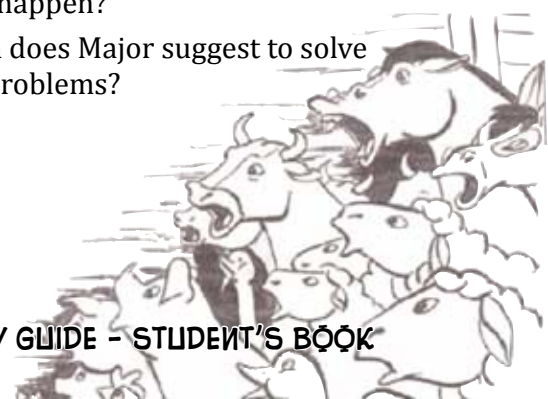
Choose the best answer.

1. Where does this story take place?
A. At a zoo.
B. On a farm.
C. In a city.
2. How do the animals feel about Major?
A. The animals make fun of Major
B. The animals ignore Major.
C. The animals respect Major.
3. Major describes the current life of animals as
A. Happy.
B. Miserable.
C. Unimportant.
4. Who does Major say is responsible for the animals' condition?
A. Pigs.
B. Human beings.
C. Cows.

5. What does Major mean when he says "no animal escapes the cruel knife"?
A. The farmer will kill all the animals.
B. Knives are dangerous.
C. Animals are slow.

Answer the questions

6. Why did the animals wait for Mr. Jones to go to bed?
7. Who or what did Mr. Jones shoot his gun at? Why?
8. Major uses the phrase "produce of our labour" several times. What are some examples of produce of the animals' labour?
9. When will the revolution which Major speaks about happen?
10. What solution does Major suggest to solve the animals' problems?



DISCUSSION

1. Look at the song "Beasts of England."
 - A. What is the mood of the song?
 - B. What are some of the images in the song?
 - C. Why do you think the animals liked the song so much?
 - D. Why are songs a good way to communicate ideas and encourage support?
 - E. Do you have any revolutionary songs in your culture?
2. What are the rules Major gives the animals? Can you think of analogies in your culture?
3. Do you think all the animals will follow the rules?



WHO?

INSTRUCTIONS: Identify the character from the quote or description.

1. Alone among the animals on the farm he never laughed.
2. "Our labour tills the soil, our dung fertilises it, and yet there is not one of us that owns more than his bare skin."
3. A white stripe down his nose gave him a somewhat stupid appearance.
4. He was still a majestic looking pig, with a wise and benevolent appearance.

CHAPTER II

PRE-READING

Useful Vocabulary

pre-eminent- adj. superior to or notable above all others; outstanding

expounded- v. to present and explain a theory or idea systematically and in detail

spinney- n. a small area of trees and branches

unalterable- adj. not able to be changed.

Predictions

1. Based on what has happened in Chapter I, what do you think will happen in Chapter II?
2. With a partner, discuss all of the positive and negative aspects of having a farm run by animals who are all equal. Do you see any problems that may occur? Write down four negative and positive points in the table on the next page.



<i>Positives</i>	<i>Negatives</i>

COMPREHENSION

Choose the best answer.

1. What effect did Major's speech have on the more intelligent animals?
 - A. They began to write more songs.
 - B. They looked at life in a very different way.
 - C. They decided to stop working.
2. Which animals begin teaching the others?
 - A. The pigs.
 - B. The cows.
 - C. The horses.
3. Why did the cows break into the storeshed?
 - A. They wanted more air.
 - B. Mr. Jones asked them to.
 - C. They were hungry.
4. What didn't Mr. Jones do?
 - A. Pay his bills.
 - B. Feed the animals.
 - C. Read the newspaper.
5. What did the animals do to Mr. Jones and his men?
 - A. Had a party for them.
 - B. Locked them in the house.
 - C. Kicked them off of the farm.
6. What do the animals destroy?
 - A. The straw that they ate.
 - B. The farmhouse where the Joneses lived.
 - C. Things that remind them of Mr. Jones' power.
7. Why does Snowball tell Mollie she cannot wear ribbons?
 - A. Ribbons symbolize slavery.
 - B. Ribbons are bad for a horse's health.
 - C. All the ribbons were taken by Jones and his wife.
8. What did Squealer do that was so convincing to the other animals?
 - A. Move his tail.
 - B. Use pictures and diagrams.
 - C. Talk very loudly.
9. Which animal leaves the farm with the humans?
 - A. Bluebell the dog.
 - B. Moses the raven.
 - C. Benjamin the donkey.
10. What impressed the animals about the Jones' house?
 - A. There was beer in the cellar.
 - B. It was so clean.
 - C. The luxury.
11. What ability do the pigs "reveal" that they have?
 - A. They can fly.
 - B. They can read and write.
 - C. They can play piano.

- 12.** What does Orwell mean when he says Squealer can “turn black into white”?
- A.** Squealer is a good painter.
 - B.** Squealer is good at magic.
 - C.** Squealer is good at speaking.
- 13.** What did the animals decide to do with the farmhouse?
- A.** Turn it into a museum.
 - B.** Burn it down.
 - C.** Use it for sleeping in.

Answer the questions.

- 14.** Why is it difficult for the pigs to convince the animals of the principles of Animalism?
- 15.** What are some of the animals’ objections to Animalism?
- 16.** What did the animals remember the morning after the Rebellion? How did they react?

DISCUSSION

- 1.** Why don’t the pigs like the pet raven Moses’ stories about Sugarcandy Mountain?
- 2.** Think about the events that began the Revolution - Jones’ mismanagement of the farm, hungry cows, violence by the human beings - as well as all the thinking, teaching, planning, and organizing that the pigs did. In your opinion would it have been possible for the Revolution to have happened without Animalism?
- 3.** The words Orwell uses to describe the morning after the revolution are very descriptive. What sort of words and images does he use? What does he want us to think about the farm?
- 4.** The pigs begin to slowly take more control than the others. Can you find some examples of this in Chapter II?
- 5.** The animals change the name of the farm from Manor Farm to Animal Farm. Why is this important? What does changing a name do for ideas, behavior, power, etc.? Can you think of any examples in the real world?

WHO?

INSTRUCTIONS: Identify the character from the quote or description.

- 1.** “Can you not understand that liberty is worth more than ribbons?”
- 2.** He was a spy and a tale-bearer, but he was also a clever talker.
- 3.** He could turn black into white.



THE SEVEN COMMANDMENTS

INSTRUCTIONS: Imagine you were in the same situation as the animals in the book. Think about the rules/laws you would want everyone to follow. Write 5-10 rules in the boxes below.

Discuss and compare your rules/laws with a partner.

Discuss these questions as a class.

1. Are the Seven Commandments sufficient to maintain order on the farm?
2. Are there any commandments we would wish to add?
3. Are there any commandments we would wish to delete?



CHAPTER III

PRE-READING

INSTRUCTIONS: Match the words with their definitions.

Useful Vocabulary

1. **implement-** n.
2. **welfare-** n.
3. **resolution-** n.
4. **motto-** n.
5. **maxim-** n.
6. **dole out-** v.
7. **seclusion-** n.

Definition

- a. a tool or instrument used in doing work
- b. to give out sparingly or in small quantities
- c. a brief statement expressing the guiding principles of a person or organisation
- d. possible solution to a problem, voted on by an organisation
- e. an expression, usually a general truth or principle
- f. to be hidden, in secret, not easily seen
- g. an individual's health and well-being

Predictions

At the end of Chapter II, the animals have freed themselves from Mr. Jones and his men. Now they must take care of themselves. What kinds of decisions do you think they will have to make? What will the animals do?

COMPREHENSION

Choose the best answer.

1. What was the problem with the farm tools?
A. They were broken.
B. They were made for human hands.
C. The animals had burned them.
2. Why did Boxer ask the cockerels to call him a half-hour earlier in the morning?
A. It takes him a long time to get ready.
B. He is a heavy sleeper.
C. He wanted to do more work.
3. Snowball's committees and programs were not very successful except for which one?
A. Egg Production Committee.
B. Clean Tails League.
C. Reading and writing classes.
4. Why did the animals enjoy their food more?
A. The animals produced it for themselves.
B. Muriel is a better cook than Mr. Jones.
C. They were able to drink milk with their meals.
5. Where do you find the pictures of a hoof and horn?
A. On the barn.
B. On the sign for the farm.
C. On the new flag.
6. Who enjoyed the slogan "Four legs good, two legs bad," the most?
A. The Sheep.
B. Boxer.
C. Muriel.

7. Who takes the puppies away for an education?
 - A. Boxer.
 - B. Napoleon.
 - C. Snowball.
8. What happened to the milk and apples?
 - A. The pigs took them to eat.
 - B. The sheep took them to sell.
 - C. Mr. Jones destroyed them.
9. What does Squealer say to make the animals afraid?
 - A. If the pigs aren't healthy, Mr. Jones will come back.
 - B. If the animals don't work hard, they will be hungry.
 - C. If the animals eat the milk and apples, they will get sick.
10. What are Boxer's strong points?
11. Who did the most speaking in the Sunday meetings?
12. Who could never agree in the Sunday meetings?
13. Why do you think the cat joined the Re-Education Committee?
14. Why did Snowball summarize the Seven Commandments into "Four legs good, two legs bad"?
15. Where did the new puppies go? For what reason?

DISCUSSION

1. What further examples of the difference between the pigs and the other animals occur in this chapter?
2. What shows that there are already problems in the leadership of the new government?
3. Considering the pigs are in charge, do you think it is fair that only the pigs are allowed to drink the milk produced? Why or why not?



WHO?

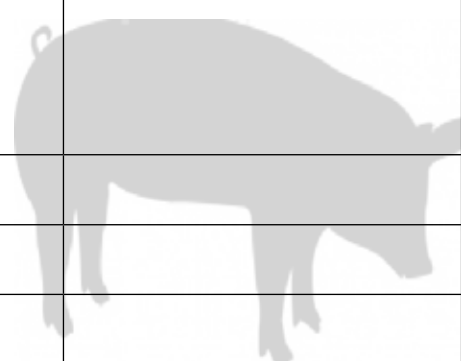
INSTRUCTIONS: Identify the character from the quote or description.

1. "Day and night we are watching over your welfare."
2. He was the admiration of everybody.
3. They did not work, but directed and supervised the others.
4. They continued to behave very much as before, and when treated with generosity simply took advantage of it.

A SUCCESSFUL SOCIETY

1. **INSTRUCTIONS:** Think about the essential functions of government needed for a society to be successful. The word "function" can be thought of as job. Examples could be: Making sure that police officers are honest, teachers are well-trained, etc.
 - A. Write these ideas in your notebook.
 - B. Get together with another student and discuss your ideas.
 - C. Share your ideas with the whole class.
2. **INSTRUCTIONS:** Now think of how your community functions and how the government works. Use this information and compare it to Animal Farm using the table on the next page. There are a number of different categories to fill in. A few examples have been given for you to get started.

Functions of Government	How does my community try to accomplish this function?	Examples in Animal Farm	Why does this function develop at this particular point in the story?
Economics			
Leadership			
Ideology	Teaching values, how to treat one another, etc.	Old Major's dream, the concept of Animalism.	Need to convince animals of the need to rebel against Jones. Need to unify the members of Animal Farm into one community.
Education	Build schools, pay teachers, diplomas, exams.	Teaching animals to read, teaching animals the Seven Commandments	
Law			
Security			
Other			



CHAPTER IV

PRE-READING

Useful Vocabulary

1. **anniversary-** n.
2. **charge -** v.
3. **military decoration-** n.
4. **cowshed-** n.
5. **retreat-** v.
6. **invasion-** n.
7. **exploit-** n.
8. **rebelliousness-** n.
9. **ambush-** n.

INSTRUCTIONS: Match the words with their definitions.

Definition

- a. to run away
- b. a surprise attack
- c. to run directly at someone in order to make an attack
- d. an entrance, especially of an armed force, as if to take over
- e. an adventure or exciting story
- f. a medal given as an award, usually pinned on a uniform, in honor of special bravery or success
- g. a celebration that happens at regular intervals to remember an important event
- h. a shelter for cows
- i. the attitude of wanting to make a revolution, or general disobedience

Predictions

Looking again at the list of words above, what do you think will happen in Chapter IV? Who will be involved?

COMPREHENSION

Choose the best answer.

1. Which is closest in meaning to, "Snowball flung his fifteen stone against Jones' legs."
A. Threw fifteen small stones at Jones.
B. Ran into Jones with his heavy weight.
C. Threw Jones' bullets back at him.
2. There is a description of animals on other farms: "Bulls which had always been tractable suddenly turned savage, sheep broke down hedges and devoured the clover, cows kicked the pails over, hunters refused their fences and shot their riders on to the other side. Above all, the tune and even the words of "Beasts of England" were known everywhere."
What are these examples of?
A. Other animals' rebelliousness.
B. Other animals' calmness.
C. Other animals' apathy.
3. In the first paragraph, the pigeons were sent out to mingle with the animals on neighboring farms. To "mingle" probably means:
A. Marry.
B. Mix with.
C. Destroy.
D. Fight.
4. What "department" of the government of Animal Farm did the pigeons work for?
A. Foreign Affairs.
B. Defence.
C. Education.
D. Propaganda.

5. "'Beasts of England' was irrepressible." From the context, "irrepressible" means:
A. Not repressed.
B. Difficult to stop.
C. Free from oppression.

Answer the questions

6. How did human beings respond to the animals singing "Beasts of England"?
7. Why would Frederick and Pilkington be threatened by Animal Farm?
8. What was Snowball's strategy to win the battle?
9. How did Snowball know what to do?
10. What do the animals do to celebrate their victory?
11. After reading about the Battle of the Cowshed, what can we say of Snowball's character?

Answer true or false.

12. The other farmers were really good friends with Mr. Jones and wanted to help him.
13. The animals were surprised by the humans' attack.
14. Snowball commanded the animals in battle.
15. The stable lad was killed by Boxer.

DISCUSSION

1. At the end of Chapter IV, the animals decide to fire Mr. Jones' gun twice a year to celebrate the anniversaries of the Battle of the Cowshed and the Rebellion. In your culture, are there any celebrations that are similar to these anniversaries? How are they important to your culture?
2. Who would you say is/are the hero/heroes of the battle? Why?
3. Read the following quotations from after the Battle of the Cowshed and compare Snowball's and Boxer's reactions. What does this say about their characters?
"I have no wish to take life, not even human life," repeated Boxer, and his eyes were full of tears.
"No sentimentality, comrade!" cried Snowball, from whose wounds the blood was still dripping. 'War is war. The only good human being is a dead one.'



WHO?

INSTRUCTIONS: Identify the character from the quote or description.

1. These two disliked each other so much that it was difficult for them to come to any agreement, even in defence of their own interests.
2. Most of this time [he] had spent sitting in the taproom of the Red Lion at Willingdon...

CHAPTERS I-IV REVIEW/REFLECTION

RESPOND

Respond to the questions using your own words.

1. What is your reaction to the animals' revolution?
2. Do you sympathize with the animals' complaints and goals? Why or why not?

RECALL AND INTERPRET

1. Describe how the Rebellion takes place.
2. How do the pigs gain the rights to the cows' milk? Why do the other animals allow this to occur? What does this event suggest about the power hierarchy on the farm?
3. What technique does Orwell use to cast doubt on the likelihood of a successful revolution?
4. Characterize Snowball as a leader. Do you think his reaction to the stable-boy's death is the appropriate reaction to have during a revolution?

LITERATURE AND WRITING

Battle Log

The animals recognize the Battle of the Cowshed as a pivotal moment in the Revolution. What effects did the battle have on the animals, individually and as a group? On your own, write a short battle log describing the events and evaluate the animals' behavior. Share your battle log with a partner and compare your evaluations of the events and their effects.

ROLEPLAY

While addressing a serious topic on one level, the plot of *Animal Farm*, when taken literally, is also an amusing story. Divide Chapters I through IV among the members of your group. Identify passages or scenes you find funny or amusing. Briefly role-play these scenes and then discuss how Orwell creates humor. Present one or two of your scenes to the rest of the class.

CHAPTER V

PRE-READING

INSTRUCTIONS: Match the words with their definitions.

Useful Vocabulary

1. faction- n.
2. urinate- v.
3. scheme- n.
4. closet- v.
5. assume- v.
6. tactic- n.
7. ration- n.
8. protest- v.
9. windmill- n.
10. eloquence- n.
11. oppose- v.

Definition

- a. a large machine that uses wind to generate power
- b. to hide oneself in seclusion, often to perform a task in solitude
- c. a plan
- d. to pee
- e. a small group with beliefs or interests that are different than the larger group
- f. specific amount of food given out
- g. to accept as true without thinking
- h. the ability to speak persuasively or expressively
- i. to express strong disapproval or disagreement
- j. to be against something
- k. a method or action used to achieve a short-term goal

Predictions

In Chapter IV, Napoleon takes some puppies away from the farm area. What do you think will become of these puppies? What do you believe they may be used for?

WHAT DO THEY REALLY MEAN?

Orwell's characters use language to communicate hidden meanings. Sometimes Orwell hints that language should be carefully questioned, other times it's up to the reader to notice

INSTRUCTIONS: As you read Chapters V through VII, complete the table by filling in some examples of manipulative communication. Then state what you think the language really means. Use as many boxes as you need. You may paraphrase the passages from the text.



<i>The Words</i>		<i>What They Really Mean</i>
<i>In the future, all questions relating to the working of the farm would be settled by a special committee of pigs presided over by himself.</i>	» »	<i>Napoleon is going to make all the decisions.</i>
<i>“No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where would you all be?”</i>	» »	
	» »	
	» »	

COMPREHENSION

Choose the best answer.

1. What happened to Mollie?
 - A. She was killed by Mr. Jones.
 - B. She betrayed Animal Farm and went to work for humans.
 - C. She began her own revolution in which all animals get sugar.
2. “In January there came bitterly hard weather.” This sentence means:
 - A. The weather didn’t taste good.
 - B. The weather was very firm.
 - C. The weather made it difficult to live.
3. The animals would “assemble” in the barn every Sunday. This most likely means
 - A. They would argue in the barn.
 - B. They would all meet together in the barn.
 - C. They would build a barn every Sunday.
4. What would be the benefit of a windmill, according to Snowball?
 - A. Wind would make the farm cooler.
 - B. Electricity would make life easier.
 - C. It could be used as a new place to sleep.
5. What did Napoleon say at first about the windmill?
 - A. It is a good idea.
 - B. Food production is more important.
 - C. It will be difficult to accomplish.
6. In Chapter V, besides the windmill, on what issue do Napoleon and Snowball disagree?
 - A. Defence of the farm.
 - B. Housing.
 - C. Egg laying.
7. What does Squealer accuse Snowball of?
 - A. Being lazy.
 - B. Being no better than a criminal.
 - C. Speaking too much.
8. What stopped the other pigs’ protests?
 - A. The animals’ applause.
 - B. The dogs’ growling.
 - C. Napoleon’s shouting.
9. What did Napoleon cancel?
 - A. Sunday meetings.
 - B. The windmill plans.
 - C. Singing “Beasts of England.”

Answer the questions.

10. Who did it seem the animals would support after Snowball’s speech at the Sunday windmill meeting? What were the animals promised?
11. What reasons did Squealer give for Napoleon making all decisions?

12. Did Benjamin agree with Napoleon or Snowball about what was said?

13. What did Napoleon do to the plans on the floor?

Answer true or false

14. The animals supported Napoleon's announcement that Sunday meetings would be canceled.

15. The chapter begins in winter and ends in spring.

16. At the end of the chapter, Napoleon will continue with the plans to build the windmill.

17. Squealer tells the animals that the windmill was actually Napoleon's idea.

DISCUSSION

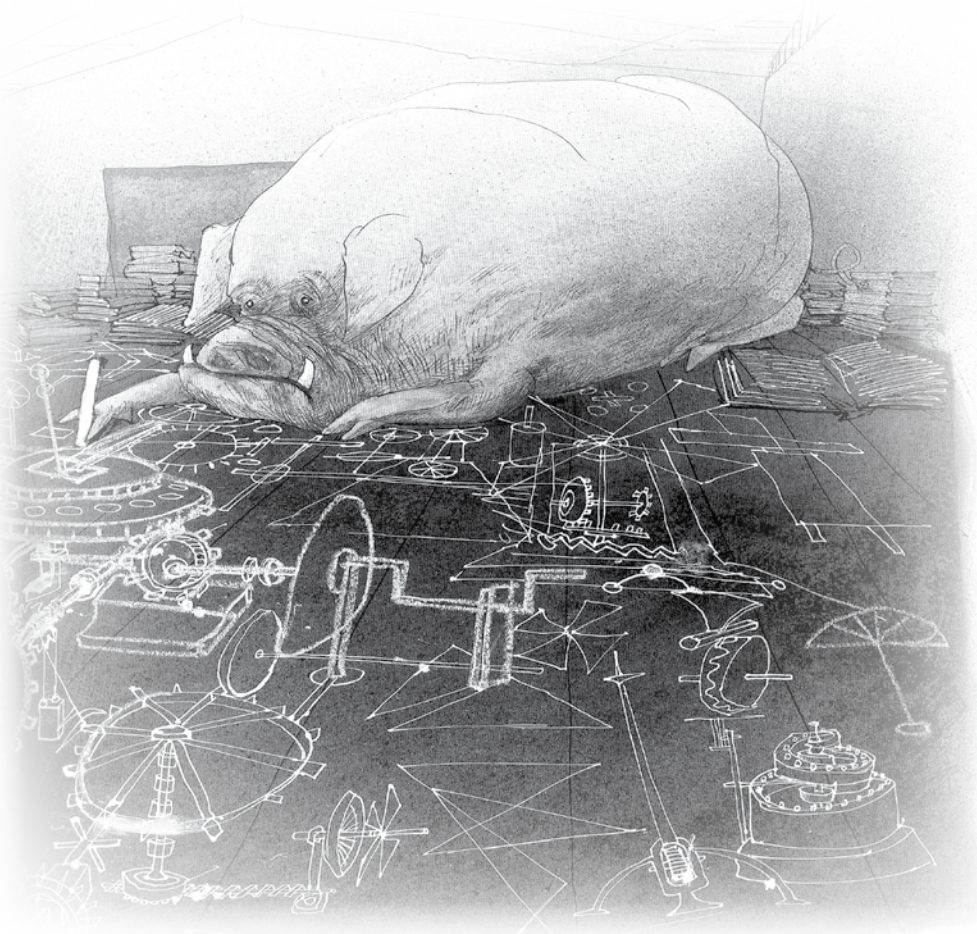
1. What role does "Four legs good, two legs bad," play in Napoleon's propaganda? What is its meaning?

2. "[Squealer] repeated a number of times, 'Tactics, comrades, tactics!' skipping round and whisking his tail with a merry laugh. The animals were not certain what the word meant, but Squealer spoke so persuasively, and the three dogs who happened to be with him growled so threateningly, that they accepted his explanation without further questions." If the animals didn't understand Squealer's words, why do you think they accepted his explanation?

3. How useful are speeches like Snowball's if people don't understand them?

4. It was "assumed" that the windmill plans had been rubbed off the floor. How does Orwell use this word to describe the animals' level of thought? This is the second time the animals have assumed something. What did the animals assume in Chapter III that proved false? How dangerous is it to assume things?

5. Who do Snowball's plans benefit? Do you believe the windmill will succeed?



THE GREAT WINDMILL DEBATE

INSTRUCTIONS: As a class, read the following paragraph and then discuss the questions together.

“In January there came bitterly hard weather. The earth was like iron, and nothing could be done in the fields. Many meetings were held in the big barn, and the pigs occupied themselves with planning out the work of the coming season. It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy, though their decisions had to be ratified by a majority vote. This arrangement would have worked well enough if it had not been for the disputes between Snowball and Napoleon. These two disagreed at every point where disagreement was possible. If one of them suggested sowing a bigger acreage with barley, the other was certain to demand a bigger acreage of oats, and if one of them said that such and such a field was just right for cabbages, the other would declare that it was useless for anything except roots. Each had his own following, and there were some violent debates.”

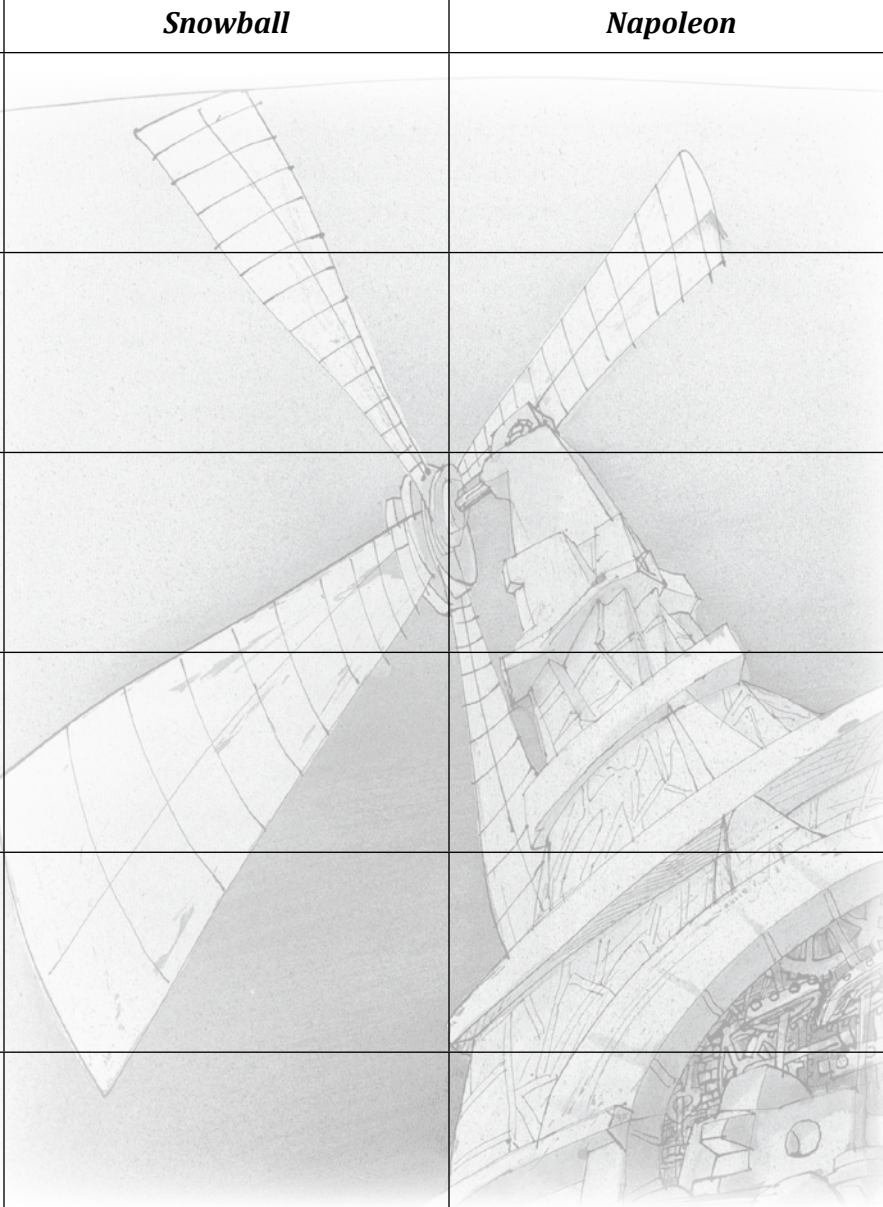
1. Which group has taken over decision-making on the farm?
2. Which sentence in this paragraph is evidence of this?
3. Which two pigs are the strongest leaders?
4. Why were there debates?
5. What is the main point of disagreement?

Now that you have read the passage and discussed the questions as a class, you have a much better understanding of the Great Windmill Debate that happened in Chapter V. You will now hold your own debate.

INSTRUCTIONS: Divide yourselves in half. Half of the class will be Napoleon and the other half will be Snowball. You will be writing a speech to convince the others in your class about your opinion about the windmill being built.

- Use the text above and take notes for your character only (Snowball or Napoleon but not both) using the table given on the next page.
- Once you have thought of some points and opinions from your character, you should begin writing a speech that you can address to your opposing character. Remember, this speech is supposed to convince the others that you are right about your position.
- Tip: In speeches, speakers often use sentences like “Vote for Snowball for four weeks holiday a year,” or “Vote for Napoleon and full stomachs” at the end of a speech to summarize what has been said.
- There are many ways you can do this. You can do this in small groups (three against three) or as individuals (one against one).



	<i>Snowball</i>	<i>Napoleon</i>
What are the main points of disagreement?		
What is his opinion on the windmill?		
What are his reasons?		
What is his opinion on farm defence?		
Is his attitude positive or negative?		
Any other notes		



Speech: On a separate sheet, write a speech for your character trying to convince others to vote for your ideas. End the speech with your slogan. If you wish, you may begin your speech with: "Comrades of Animal Farm! Time has come for important decisions to be made. I firmly believe that..."

CHAPTER VI

PRE-READING

INSTRUCTIONS: Complete the crossword using the clues and the definitions.

Useful Vocabulary

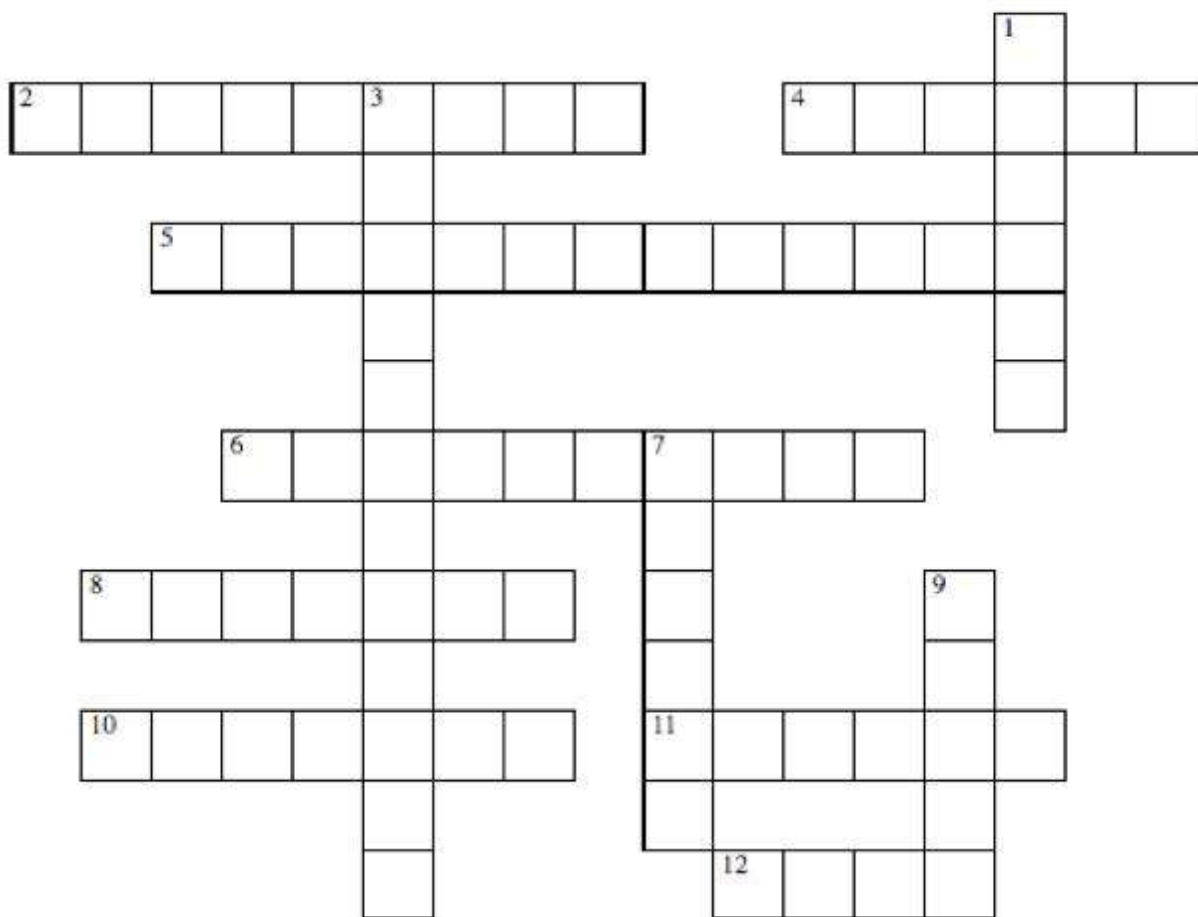
solicitor- n.
broker- n.
commission- n.
gale- n.
sixty-hour week- n.
quarry- n.
slogan- n.
boulder- n.
vague- adj.
intermediary- n.
avenge- v.
despair- n.

Across

2. a kind of lawyer
4. a place where stone for building is taken from
5. a week when someone works for sixty hours
6. money given as payment to somebody who sells something for another person
8. a very large rock
10. the feeling of having no hope
11. to take revenge for a crime or for wrongdoing
12. a very strong wind

Down

1. a person who organizes sales between an owner and a buyer
3. someone who communicates between two different people
7. a saying, like a motto or maxim
9. not clear, not well defined



COMPREHENSION

Choose the best answer.

1. How is farm life for the animals different in Chapter VI?
 - A. The animals work harder and harder and many things aren't finished.
 - B. It is easier than before, with much food and free time.
 - C. Nothing has changed.
2. Why was the windmill difficult to build?
 - A. The animals don't work very hard.
 - B. Snowball is trying to slow them down.
 - C. The stones are large and the weather is bad.
3. Usually, when something is voluntary you
 - A. Must do it.
 - B. May do it only if you wish.
 - C. Must NOT do it.
4. What happens on Animal Farm if the animals do not do the voluntary work?
 - A. They are not allowed to attend Sunday meetings.
 - B. Half of their food is taken away.
 - C. They must apologize.
5. Napoleon decides to trade with human beings. Which of the following does this contradict?
 - A. The Seven Commandments.
 - B. Major's speech.
 - C. Mr. Whymper's advice.
6. How does Squealer explain that it is not against the Seven Commandments for pigs to sleep in beds?
 - A. There is no rule that mentions beds.
 - B. Pigs do not need to follow the rules.
 - C. The rule is against sheets, not beds.
7. What does Squealer say about the meaning of "bed"?
 - A. Anything to sleep on, like a pile of straw, is actually a bed.
 - B. Animals do not need to worry about definitions because the word "bed" was invented by man.
 - C. A bed is only a bed if you use blankets.
8. Why can't animals remember their resolutions?
 - A. There are too many to remember.
 - B. The human beings try to confuse them.
 - C. No one has his or her own written copy.
9. Who does Napoleon blame for the destruction of the windmill?
 - A. Mr. Jones
 - B. Boxer
 - C. Snowball

Answer the questions.

10. What did Napoleon decide to do in order to get supplies for the windmill?
11. Which seasons pass in this chapter?
12. Who is Mr. Whymper and what does he do?
13. Why do human beings hate Animal Farm? Why do they respect it?
14. How have the Seven Commandments changed?

DISCUSSION

1. How is Snowball used as a scapegoat (person who takes blame for another's action)?
2. How much work are the animals now doing, and how are they forced to work more and harder?
3. How is the windmill destroyed? Why does Napoleon blame Snowball?
4. Who do the animals believe is responsible for the windmill? Do you agree with them? Why or why not?

WHO?

INSTRUCTIONS: Identify the character from the quote or description.

1. “Do you know the enemy who has come in the night and overthrown our windmill?”
2. Clover warned him sometimes to be careful not to overstrain himself, but [he] would never listen to her.
3. [He] ended his speech with his usual cry of “Long live Animal Farm!”
4. [He] would even come out at nights and work for an hour or two on his own by the light of the harvest moon.

THE OTHER SIDE OF THE FENCE

Not all the characters in the book see things the same way. Many characters have a different point of view regarding certain activities and thoughts about the farm. We will now look at how some people see things differently than others, and why.

INSTRUCTIONS:

1. Look at Image A and Image B on page 28. What do you see? Write down what you see in each photo and then compare with a partner. Do you both see the same thing?
2. Read Text A and Text B. Text A describes how humans and animals perceive the farm in Chapter IV, and Text B describes how humans perceive the farm in Chapter VI. After reading the texts, divide up into three groups.
 - Group 1: Mr. Pilkington
 - Group 2: Mr. Frederick
 - Group 3: Pinky, a pig on Mr. Frederick’s farm
3. Each group will write a formal letter expressing what their character thinks and feels about the events on Animal Farm:
 - Mr. Pilkington will write to Mr. Frederick.
 - Mr. Frederick will write to Mr. Pilkington.
 - Pinky will write to his cousin on Foxwood Farm.
4. Write a letter, giving **your** opinion of Animal Farm. This should include opinions on:
 - Quality of life for the animals.
 - Animal self-governance.
 - Animal behavior towards each other.
5. Get into groups of three. In each group you should have a : Mr. Pilkington, a Mr. Frederick and a Pinky. Take turns reading your letters to one another and then answer the following questions in your notebook.
 - A. What are the perceptions of Animal Farm for the characters in your group?
 - B. How do the characters interests affect their perceptions? Why does Frederick feel one way about the farm, and Pinky feel another way?
 - C. Would these perceptions change if they actually lived on Animal Farm? Why or why not?



Read the text.

TEXT A

“Most of this time Mr. Jones had spent sitting in the taproom of the Red Lion at Willingdon, complaining to anyone who would listen of the monstrous injustice he had suffered in being turned out of his property by a pack of good- for-nothing animals. The other farmers sympathized in principle, but they did not at first give him much help. At heart, each of them was secretly wondering whether he could not somehow turn Jones’ misfortune to his own advantage. It was lucky that the owners of the two farms which adjoined Animal Farm were on permanently bad terms. One of them, which was named Foxwood, was a large, neglected, old-fashioned farm, much overgrown by woodland, with all its pastures worn out and its hedges in a disgraceful condition. Its owner, Mr. Pilkington, was an easy-going gentleman farmer who spent most of his time in fishing or hunting according to the season. The other farm, which was called Pinchfield, was smaller and better kept. Its owner was a Mr. Frederick, a tough, shrewd man, perpetually involved in lawsuits and with a name for driving hard bargains. These two disliked each other so much that it was difficult for them to come to any agreement, even in defence of their own interests. Nevertheless, they were both thoroughly frightened by the rebellion on Animal Farm, and very anxious to prevent their own animals from learning too much about it. At first they pretended to laugh to scorn the idea of animals managing a farm for themselves. The whole thing would be over in a fortnight, they said. They put it about that the animals on the Manor Farm (they insisted on calling it the Manor Farm; they would not tolerate the name ‘Animal Farm’) were perpetually fighting among themselves and were also rapidly starving to death. When time passed and the animals had evidently not starved to death, Frederick and Pilkington changed their tune and began to talk of the terrible wickedness that now flourished on Animal Farm. It was given out that the animals there practised cannibalism, tortured one another with red-hot horseshoes, and had their females in common. This was what came of rebelling against the laws of Nature, Frederick and Pilkington said.”



Read the text.

TEXT B

“Every Monday Mr. Whymper visited the farm as had been arranged. He was a sly-looking little man with side whiskers, a solicitor in a very small way of business, but sharp enough to have realised earlier than anyone else that Animal Farm would need a broker and that the commissions would be worth having. The animals watched his coming and going with a kind of dread, and avoided him as much as possible. Nevertheless, the sight of Napoleon, on all fours, delivering orders to Whymper, who stood on two legs, roused their pride and partly reconciled them to the new arrangement. Their relations with the human race were now not quite the same as they had been before. The human beings did not hate Animal Farm any less now that it was prospering; indeed, they hated it more than ever. Every human being held it as an article of faith that the farm would go bankrupt sooner or later, and, above all, that the windmill would be a failure. They would meet in the public-houses and prove to one another by means of diagrams that the windmill was bound to fall down, or that if it did stand up, then that it would never work. And yet, against their will, they had developed a certain respect for the efficiency with which the animals were managing their own affairs. One symptom of this was that they had begun to call Animal Farm by its proper name and ceased to pretend that it was called the Manor Farm. They had also dropped their championship of Jones, who had given up hope of getting his farm back and gone to live in another part of the county. Except through Whymper, there was as yet no contact between Animal Farm and the outside world, but there were constant rumours that Napoleon was about to enter into a definite business agreement either with Mr. Pilkington of Foxwood or with Mr. Frederick of Pinchfield — but never, it was noticed, with both simultaneously.”





IMAGE A



IMAGE B

HOW LIFE HAS CHANGED

INSTRUCTIONS: How has life changed for the animals on Animal Farm? List ways it is better and worse.

Do you think life is better or worse for the animals on Animal Farm since the Revolution? Fill in the table. After, write at least two paragraphs and use examples from the text to support your answer.

<i>Ways Life Has Improved</i>	<i>Ways Life Has Worsened</i>

CHAPTER VII

PRE-READING

INSTRUCTIONS: Create one sentence for each word below.

Useful Vocabulary

chaff- n. straw cut up for animal food

mangel- n. a vegetable with a large root, cultivated as feed for livestock

infanticide- n. the crime of a mother killing her infant

capitulated- v. cease to resist an opponent or an unwelcome demand; surrender

stupefied- v. to be made unable to think or feel properly

categorical- adj. unambiguously explicit and direct

countenance- n. a person's face or facial expression

Predictions

1. What do you think will become of the windmill?
Do you think the animals will be successful in rebuilding it?
2. Do you think that Napoleon's attitude will change? How so? Will he become a kinder leader or remain a dictator on the farm?



COMPREHENSION

Choose the best answer

1. What has changed in the plans for the windmill?
A. The animals decided not to build a windmill.
B. The animals will buy a windmill instead of building one.
C. The animals will make the walls thicker than before.
2. Why is life not as good on Animal Farm?
A. The animals are always cold and always hungry.
B. Boxer makes everyone work too hard.
C. Benjamin is causing everyone to feel depressed.
3. What do the animals find most inspirational?
A. Squealer's speeches.
B. The dogs' barking.
C. Boxer's efforts.
4. Napoleon and the other pigs need to hide the food situation on the farm because:
A. They don't want the human world to know they have mismanaged the farm.
B. They don't want the animals who are working so hard to notice there is less food than before.
C. They want to starve the animals to death to punish them for not working hard enough.

5. Why did Napoleon order bins to be filled with sand and covered with grain and seed?
- A. To poison the animals.
 - B. To keep the food dry by keeping it off the cold wet ground.
 - C. To fool Mr. Whymper, and the rest of the humans, into thinking Animal Farm was doing well.
6. Beasts of England is replaced by a short song that does NOT praise obedience and duty, but
- A. Encourages the animals to be afraid.
 - B. Encourages individual freedom.
 - C. Suggests that the animals should be prepared to die defending Animal Farm.



Answer the questions.

- 7. How will Napoleon get more grain for Animal Farm?
- 8. What did the hens do to protest the selling of their eggs?
- 9. Napoleon forced the hens to end their protest by doing what?
- 10. Squealer accuses Snowball of what?
- 11. When the dogs attack Boxer, he looks at Napoleon to see if he should kill the dog. Why does Boxer do this?
- 12. What happens after the four pigs and many other animals confess their crimes?
- 13. What is the animals' reaction to the executions?
- 14. Why are these most recent killings worse than when Jones controlled the farm?
- 15. Why does Squealer say that the song "Beasts of England" is abolished?

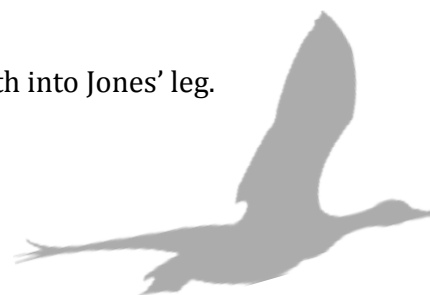
DISCUSSION

- 1. Why do you think no animals helped the hens during the protest?
- 2. What things are blamed on Snowball in Chapter VII? Do you think these accusations are true? Why or why not?
- 3. Do the animals believe Squealer when he accuses Snowball of being a traitor? Why or why not?
- 4. Do you believe that Squealer really has secret documents that prove Snowball was a traitor? What is your evidence?
- 5. Foreshadowing is when the author gives us clues about what will happen next in a story. How is it an example of foreshadowing when Squealer gives a "very ugly look at Boxer"?
- 6. What is Boxer's solution to the bloodshed (killing, violence) and what does this say about Boxer?

WHO?

INSTRUCTIONS: Identify the character from the quote or description.

- 1. "I would not have believed that such things could happen on our farm."
- 2. He sprang forward with a cry of "Death to Humanity!" and sunk his teeth into Jones' leg.
- 3. He confessed to having urinated in the drinking pool.



AN ALLEGORY: THE RUSSIAN REVOLUTION AND ANIMAL FARM

INSTRUCTIONS: An **allegory** is a story that can be read on more than one level. *Animal Farm* may be read as an allegory of the Russian Revolution. Some characters and events may correspond exactly to the historical revolution. Others may be generalizations. Read the following text and see if you can make any connections between *Animal Farm* and the Russian Revolution.

The Russian Empire and the Czar

Until the beginning of the 20th Century, Russia was a large empire. The Russian name for their emperor was czar, and the czars had total power over their people. In the early 1900s, Czar Nicholas II and the Russian ruling class lived in great luxury. The Eastern Orthodox Church of Russia, the main religious organization, supported the Czar and the ruling class. The rest of the population lived in poverty under very harsh conditions. It was common for people to be without food.



Czar Nicholas II

Communist Russia

The Russian Revolution started in 1917, and by 1922, the Bolshevik Party, led by Vladimir Lenin, was in total control of Russia. The Bolshevik government took control of factories, industry, food production and private property. Two leaders who served under Lenin, **Leon Trotsky** and **Joseph Stalin**, fought for power after Lenin's death in 1926. Stalin gained control and Trotsky lived in exile in Mexico and was later assassinated.

Russia under Stalin

Stalin believed Russia was under-developed compared with other European countries and he changed the economic and industrial policies of the country. He introduced "collectivism" to the country. Collectivism replaced small farms with large farms. On these farms all the farmers worked for the state. Stalin believed this would increase food production but, in fact, often this didn't



Stalin


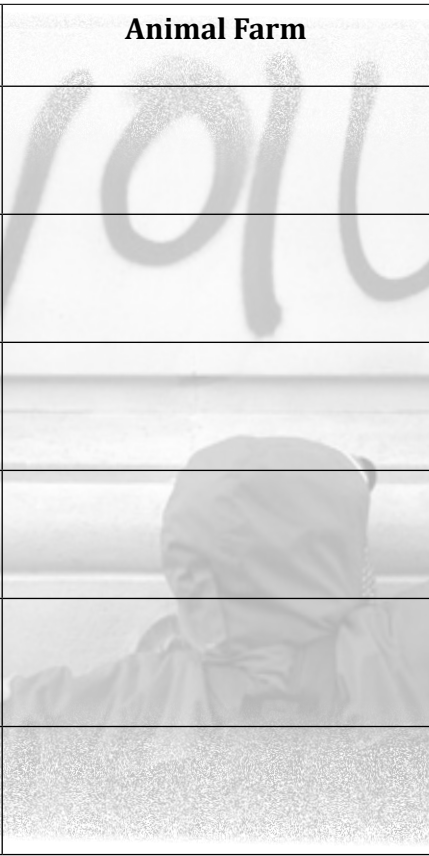

happen, and there was a slow decrease in the amount of food available. Many people died of hunger and many more were killed by the Party. It is thought that about 10 million people died during collectivism.

The Communist Party controlled everything in Russia, including the media and education system. Stalin used the state newspaper, *Pravda*, to control what Russian people learned, heard, read and saw. Stalin killed or deported to Siberia all those who did not agree with him. His secret police also used random arrests, torture, and mass executions to maintain his **dictatorship**. Anyone could be a victim of these killings, known as "purges," for no apparent reason.

The idealistic goals of Marx had turned into a system that was in many ways more terrifying than the rule by the czars. There was no freedom in the new system, which was based on military rule. Forced labour created wealth for a limited few, while the lives of most people changed very little or got worse.

COMPARING EVENTS

INSTRUCTIONS: Based on what you’ve learned and read on the previous page, complete the table below and make note of any similarities between the Russian Revolution, the Animal Farm and other countries.

<i>The Russian Revolution</i>	<i>Animal Farm</i>	<i>Other countries</i>
		



USING MEDIA

INSTRUCTIONS: As Stalin took more and more power, he used state media and the altering of photographs to change people's ideas about history. The images below are only a few examples of how Stalin and his supporters tried to control the information the Russian people had. Compare the original images with later copies and then answer the questions that follow.

<i>Original</i>	<i>Later Copy</i>
 <p>Lenin</p> <p>Trotsky</p>	
 <p>Lenin</p> <p>Trotsky</p>	
 <p>Stalin</p>	

USING MEDIA CONTINUED...

Answer the questions.

1. What do you notice about these photographs?
2. What do you think Stalin was trying to do? How did this help him in his career?
3. What connections can you make between media like these pictures and *Animal Farm*?

CONNECTIONS TO OTHER LITERATURE

INSTRUCTIONS: Read the poem below by W. H. Auden. Think about what Auden is saying about a particular kind of leader. After, try to answer the questions that follow.

Epitaph on a Tyrant

By W. H. Auden

Perfection, of a kind, was what he was after,
And the poetry he invented was easy to understand;
He knew human folly like the back of his hand,
And was greatly interested in armies and fleets;
When he laughed, respectable senators burst with laughter,
And when he cried the little children died in the streets.

tyrant (n.) a kind of dictator

of a kind (phrase) a certain type, a particular version

folly (n.) thoughtlessness, recklessness, or reckless behavior

fleet (n.) a large group of ships, a navy

senator (n.) a kind of politician (a member of a senate)

Questions:

1. What kind of leader does Auden describe?
2. What does Auden mean by, "He knew human folly"? How does this help the leader?
3. Explain the effect the leader has on both the senators and the children. Why do they react this way?
4. What connections can you make to characters and events in *Animal Farm*? (Think especially about the following words and ideas in the poem: perfection, poetry, human folly, senators burst with laughter, children died.)



CHAPTER V-VII REVIEW/REFLECTION

RESPOND

Respond to the questions using your own words.

1. What is your opinion about Snowball's expulsion from Animal Farm, and why?
2. Do you think it's fair that those who are more educated or more skilled—like the pigs in *Animal Farm*—have more influence in decision-making? Consider how decisions are made in your community, state, or in the nation.

RECALL AND INTERPRET

1. Identify three ways that Napoleon tries to solidify his leadership position on the farm. How does the process of decision-making on the farm change under Napoleon's leadership?
2. Why do the executions take place? What message do these events send to the animals about their role in a future society?

LITERATURE AND WRITING

Political Speech

What do you think of the way Napoleon runs the farm? Would you support his leadership? Imagine you are a newcomer to the farm. Write a political speech advocating either support or opposition to Napoleon's views and methods.

FOCUS ACTIVITY

Changing the rules

How would you feel if the rules for correct behavior kept changing?

In a small group, discuss some methods people have for persuading others to follow particular rules of behavior. Consider ways in which this persuasion relies on bias and manipulation of information.



CHAPTER VIII

PRE-READING

Create one sentence for each word below.

Useful Vocabulary

cunning- n. skill in deception; guile

machination- n. the act of plotting; a crafty or cunning plan for the accomplishment of a sinister end

pensioner- n. a person who is receiving a pension, usually an old-age pension from the state

hullabaloo- n. a loud confused noise of protest; commotion

sentinel- v. to watch over as a guard; to provide with a guard

unaccountably- adv. free from accountability; not responsible

forgery- n. the act of forging, especially the illegal production of something counterfeit

deputation- n. a group appointed to represent others

THINKING ABOUT REVOLUTIONS

1. Are there different kinds of revolution? What are they? Do you know of any revolutions from real life? How did they end?
2. Do revolutions bring about real and lasting change? Why or why not? What are the alternatives to revolution?

INSTRUCTIONS: With a partner, identify and discuss factors that a government can modify such as policies and those that it cannot such as climate conditions. Consider, also, whether there are elements to the human condition so basic that no revolution can change them.

Try and think of ways people can change their societies for the better other than revolution.

AS YOU READ CHAPTERS VIII-X...

As Napoleon takes over leadership of the farm, a new social and political structure emerges. This restructuring leads to many changes in power and privilege among the animals.

INSTRUCTIONS: As you read, use the diagram below to record and compare the living conditions of the pigs with the living conditions of the other animals.

UNDER NAPOLEON'S LEADERSHIP

LIFE FOR THE PIGS

- pigs live in farmhouse
- Napoleon is waited on

LIFE FOR OTHER ANIMALS

- work longer hours
- receive less food

COMPREHENSION

Choose the best answer.

1. What has changed at the very beginning of Chapter VIII?
 - A. The Sixth Commandment.
 - B. The name of Animal Farm.
 - C. The plans for the windmill.
2. If you asked Napoleon what cause he had to kill the animals in Chapter VIII, he would most likely say
 - A. "I felt like it."
 - B. "They helped Snowball to hurt Animal Farm."
 - C. "I didn't kill any animals."
3. Who is the first person to whom Napoleon says he will sell the timber?
 - A. Pilkington
 - B. Snowball
 - C. Frederick
4. To whom does Napoleon finally sell the timber?
 - A. Pilkington
 - B. Snowball
 - C. Frederick
5. Napoleon asks Pilkington for help in fighting Frederick. Frederick sends a note that says, "Serves you right." From the context, "serves you right" probably means that
 - A. Pilkington will be happy to help Napoleon.
 - B. Napoleon must help Pilkington in return.
 - C. Napoleon deserves the punishment of being attacked.
6. What do the men destroy on Animal Farm?
 - A. The Cowshed
 - B. The Barn
 - C. The Windmill
7. What is the real reason that Napoleon thinks he is dying?
 - A. Snowball poisoned him.
 - B. He was drunk the night before and now has a hangover.
 - C. He was wounded very badly by Frederick's gun.

Answer the questions

8. What has changed on the barn wall at the end of Chapter VIII?
9. What is wrong with the money Napoleon gets from Frederick?



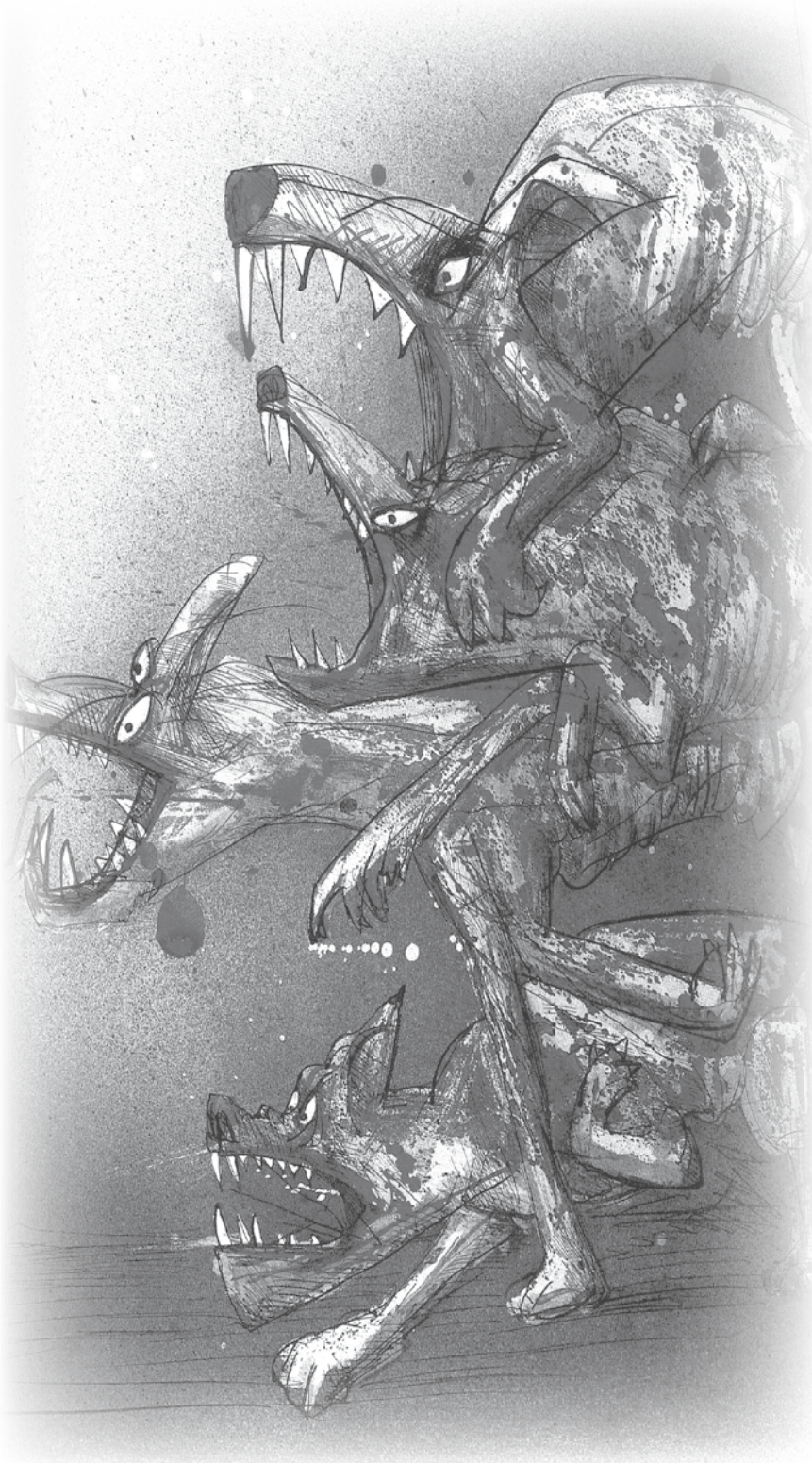
DISCUSSION

1. Frederick gives Napoleon forged money and Pilkington refuses to help him. Which of Napoleon's actions may have made the farmers behave this way towards him?
2. What makes the battle against Frederick's men different from the Battle of the Cowshed?
3. How is Napoleon becoming more and more like a typical dictator?
4. The animals celebrate a victory, but at what cost? What happened to the animals during the battle?
5. Describe the whisky incident. Why would Orwell make this scene a little humorous?

WHO?

INSTRUCTIONS: Identify the character from the quote or description.

1. [He] seemed to understand, but would say nothing.
2. He was walking slowly and dejectedly, his eyes dull, his tail hanging limply behind him.
3. He had flogged an old horse to death, he starved his cows, he had killed a dog by throwing it into the furnace, he amused himself in the evenings by making cocks fight with splinters of razor-blade tied to their spurs.
4. [He] would talk, with the tears rolling down his cheeks, of Napoleon's wisdom the goodness of his heart, and the deep love he bore to all animals everywhere, even and especially the unhappy animals who still lived in ignorance and slavery on other farms.



ROLEPLAYING: THE DRUNKEN PIGS AND SQUEALER'S FALL

INSTRUCTIONS: As a class, enact a few scenes from Chapter VIII. This will help you visualize how the events happened as well as practice your speaking/listening skills.

Choose some students to be the six main characters and a narrator and have other students build the set, using your imagination and objects from around the classroom. Read the script and act out the events for the class.

- **Characters:** Squealer, Napoleon, Dogs, Other Pigs, Group of Animals, Muriel, Narrator
- **Settings:** Farmhouse, Yard, Barn labeled with the Seven Commandments

Useful Vocabulary

whisky- n. an alcoholic drink

gallop- v. to run fast (usually describing a horse)

lamentation- n. a song or speech expressing grief

tiptoe- v. to walk slowly and carefully on your toes

brewing and distilling- v. making beer and whisky

barley- n. a grain used for making beer and whisky

Scene 1:

All the pigs are out of sight in the barn, making party noises. The other animals are in the yard listening.

Narrator:

It was a few days later than this that the pigs came upon a case of whisky in the cellars of the farmhouse. It had been overlooked at the time when the house was first occupied. That night there came from the farmhouse the sound of loud singing, in which, to everyone's surprise, the strains of "Beasts of England" were mixed up.

Action: Pigs begin singing a drunken version of "Beasts of England."

Narrator:

At about half-past nine Napoleon, wearing an old bowler hat of Mr. Jones', was distinctly seen to emerge from the back door, gallop rapidly round the yard, and disappear indoors again.

Action: Napoleon gallops around the classroom.

Narrator:

But in the morning a deep silence hung over the farmhouse. Not a pig appeared to be stirring. It was nearly nine o'clock when Squealer made his appearance, walking slowly and dejectedly, his eyes dull, his tail hanging limply behind him, and with every appearance of being seriously ill. He called the animals together and told them that he had a terrible piece of news to impart.

Action:

Squealer comes out of the farmhouse and approaches the other animals who are sitting in a group. He hangs his head, walks slowly, and, in general, looks rather ill.

Squealer, in a very serious and sad voice, says: "Comrade Napoleon is dying!"

Narrator:

A cry of lamentation went up.

Action: All the animals begin crying and wailing. They talk about how concerned they are, saying things like, “What will we do without Comrade Napoleon,” and “Snowball must have poisoned him!”

Narrator:

Straw was laid down outside the doors of the farmhouse, and the animals walked on tiptoe. With tears in their eyes they asked one another what they should do if their Leader were taken away from them.

Action: Napoleon lays down (perhaps across a desk or two chairs). He looks very ill, close to death. Animals walk on tiptoe, slowly and reverently in front of Napoleon, whispering again their concern.

Narrator:

A rumor went round that Snowball had after all contrived to introduce poison into Napoleon’s food. At eleven o’clock Squealer came out to make another announcement. As his last act upon earth, Comrade Napoleon had pronounced a solemn decree.

Action: Squealer approaches the group and makes an announcement. He says, “The drinking of alcohol will be punished by death!”

Narrator:

By the evening, however, Napoleon appeared to be somewhat better, and the following morning Squealer was able to tell them that he was well on the way to recovery. By the evening of that day Napoleon was back at work, and on the next day it was learned that he had instructed Whymper to purchase in Willingdon some booklets on brewing and distilling. A week later Napoleon gave orders that the small paddock beyond the orchard, which it had previously been intended to set aside as a grazing-ground for animals who were past work, was to be ploughed up. It was given out that the pasture was exhausted and needed re-seeding; but it soon became known that Napoleon intended to sow it with barley.

Action: Animals ask one another what Napoleon and the pigs will do with a field of barley?

Scene 2:

Squealer and the dogs are in front of the barn. Ideally, they cannot be seen by the other animals. The other animals are gathered together in the yard.

Narrator:

About this time there occurred a strange incident which hardly anyone was able to understand. One night at about twelve o’clock there was a loud crash in the yard, and the animals rushed out of their stalls.

Action: Squealer makes a loud crashing noise (perhaps by knocking a chair over) and falls to the ground. The animals rush over to see what has happened.



Narrator:

It was a moonlit night. At the foot of the end wall of the big barn, where the Seven Commandments were written, there lay a ladder broken in two pieces. Squealer, temporarily stunned, was sprawling beside it, and near at hand there lay a lantern, a paintbrush, and an overturned pot of white paint. The dogs immediately made a ring round Squealer, and escorted him back to the farmhouse as soon as he was able to walk.

Action: Squealer, picks himself up off of the floor and shakes himself together. He looks very guilty. The dogs, who also look very guilty, make a circle around Squealer. Squealer and the dogs slowly and suspiciously leave the area.

Narrator:

None of the animals could form any idea as to what this meant, except old Benjamin, who nodded his muzzle with a knowing air, and seemed to understand, but would say nothing. But a few days later Muriel, reading over the Seven Commandments to herself, noticed that there was yet another of them which the animals had remembered wrong.

Action: Animals gather in front of the Commandments, trying to read. Muriel says, "I thought the Fifth Commandment was 'No animal shall drink alcohol.' But there are two words that I have forgotten. Actually the Commandment reads: 'No animal shall drink alcohol to excess.'"

DISCUSSION

Answer the following questions as a class.

1. What was Squealer doing?
2. Why does Benjamin nod his head "with a knowing air?"
3. Why do the dogs circle around Squealer and escort him to the farmhouse.



CHAPTER IX

PRE-READING

INSTRUCTIONS: Create one sentence for each word below. Compare your sentences with a partner.

Useful Vocabulary

complicity- n. the state of being involved with others in an illegal activity or wrongdoing

knacker- n. someone who buys old things and breaks them up to recover the materials in them

poultice- n. a soft, moist mass of material, typically of plant material or flour, applied to the body to relieve soreness and inflammation

dignity- n. the state or quality of being worthy of honor or respect

spontaneous- adj. happening or arising without apparent external cause

republic- n. a state in which supreme power is held by the people and their elected representatives

falter- v. start to lose strength or momentum

interment- n. the burial of a corpse in a grave or tomb, typically with funeral rites

Predictions

1. What do you think will become of Boxer? Will he recover from his injuries? If not, what do you think will happen?
2. Do you believe the animals will have the motivation to rebuild the windmill and support themselves?



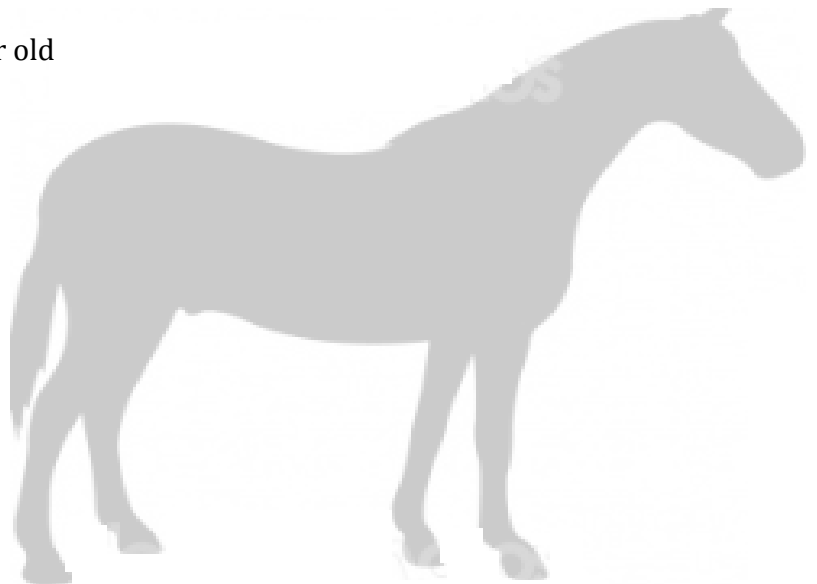
COMPREHENSION

Choose the best answer.

1. Why was Boxer not feeling well at the beginning of the chapter?
 - A. He was poisoned by Snowball.
 - B. He was being lazy.
 - C. He was wounded in the Battle of the Windmill.
2. What did Boxer NOT want the animals to know?
 - A. That he was talking with Snowball.
 - B. That he was in pain.
 - C. That he and Clover were in love.
3. First the orchard was promised to the animals. Later, only a small corner of the pasture was promised to them. For what was this piece of land promised?
 - A. As a place for them to retire to when they are old.
 - B. As a place to have horse races.
 - C. As a place to build a second windmill.
4. How are the piglets treated?
 - A. Equal to all the other animals.
 - B. More important than the other animals.
 - C. Worse than the other animals.
5. Which animal is allowed to return to Animal Farm?
 - A. Moses
 - B. Snowball
 - C. Mollie
6. Boxer is almost twelve years old. What is he looking forward to when he turns twelve?
 - A. Retiring in the pasture set aside for old animals.
 - B. A big birthday party held in the farmhouse.
 - C. Being old enough to drink beer.
7. Benjamin is upset because
 - A. The pasture set aside for retirement age has been reduced.
 - B. Napoleon has gotten drunk again.
 - C. He knows Boxer is being taken away to be killed.
8. The pigs say that Boxer went where?
 - A. To Pinchfield Farm.
 - B. To the Willingdon animal hospital.
 - C. To the farmhouse.
9. The author writes that it was not possible for Boxer's remains to be returned to the farm. This is because
 - A. He was already buried in Willingdon.
 - B. He was very badly hurt, and seeing the remains would upset the animals too much.
 - C. Boxer was killed and his remains were used to make glue.

Answer the questions.

10. Why must rations be reduced again?
11. Why did the hens have so few chicks?
12. What privileges do the pigs now enjoy?
13. How was the president of the new Republic elected?
14. How did the pigs use Boxer's death to get the animals to work harder?



DISCUSSION

1. Why do you think that only the young pigs are being educated?
2. Should everyone be educated at the farm, or would this lead to any problems?
3. Do you think it was fair how the president of the new republic was elected? Would you have done it another way?
4. How has Boxer changed? Who really cares about Boxer and how do they show it?
5. Was it fair what happened to Boxer? If you were the leader, what would you have done with Boxer?



WHO?

INSTRUCTIONS: Identify the character from the quote or description.

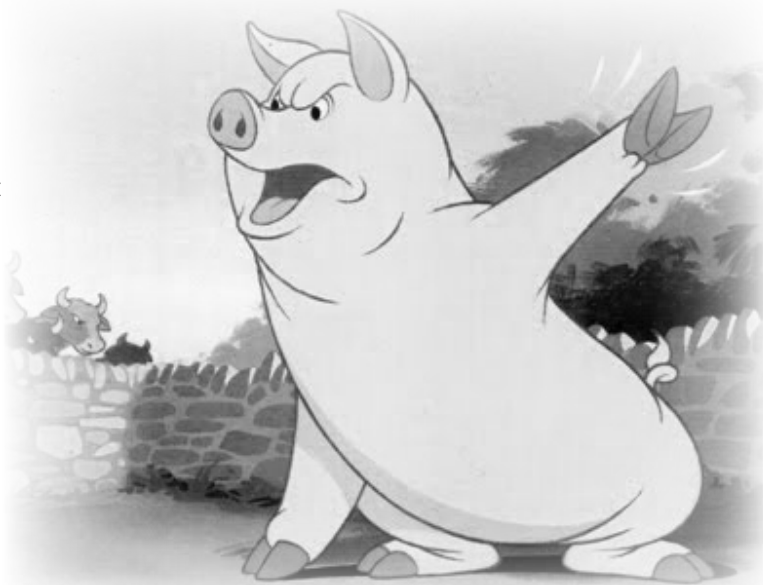
1. “Fools! Fools! Fools! Do you not see what is written on the side of that van?”
2. [He] had commanded that once a week there should be held something called a Spontaneous Demonstration
3. It now appeared that [he] had not, as the animals had previously imagined, merely attempted to lose the Battle of the Cowshed by means of a stratagem, but had been openly fighting on Jones’ side.
4. In the middle of the summer [he] suddenly reappeared on the farm, after an absence of several years.
5. “Up there, comrades,” he would say solemnly, pointing to the sky with his large beak — “up there, just on the other side of that dark cloud that you can see — there it lies, Sugarcandy Mountain...”

MAKING INFERENCES

What’s the Reader’s Job?

Orwell expects that you’ll fill in essential information that the animals miss; he assumes that you’ll make **inferences**. It’s an unwritten partnership between writer and reader. Even though the animals don’t seem to know what is being done to them, you’re able to understand.

Inference - (n): In logic, the process of making conclusions from premises known or assumed to be true.



INSTRUCTIONS: Read the following passages from Chapter IX. In your notebook, explain the inferences and insights you can make that the characters can't.

- A.** Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter. Once again all rations were reduced, except those of the pigs and dogs. A too rigid equality in rations, Squealer explained, would have been contrary to the principles of Animalism.
- B.** In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously. On the same day it was given out that fresh documents had been discovered which revealed further details about Snowball's complicity with Jones. It now appeared that Snowball had not, as the animals had previously imagined, merely attempted to lose the Battle of the Cowshed by means of a stratagem, but had been openly fighting on Jones' side.

CHAPTER X

PRE-READING

INSTRUCTIONS: Match the words with their definitions.

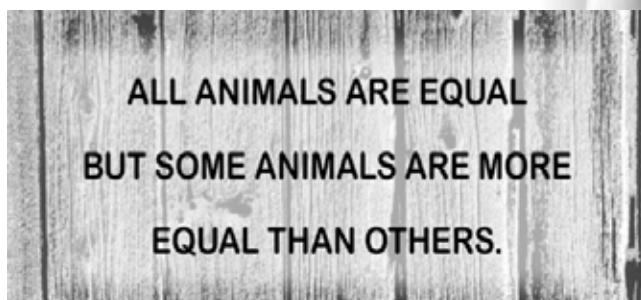
Useful Vocabulary

1. **insoluble**- adj.
2. **unalterable**- adj.
3. **frugally**- adv.
4. **prosperous**- adj.
5. **admiration**- n.
6. **subsist**- v.

- a. to maintain or support oneself at a minimal level
- b. entailing little expense; requiring few resources
- c. impossible to solve
- d. successful in material terms; flourishing financially
- e. respect and warm approval
- f. not capable of being changed or altered

Predictions

1. This is the last chapter of the book. How do you think things will end up for the pigs, the other animals and the humans?
2. Do you think that the pigs will be successful in the end, or do you believe that they will fall and be in a worse position than the other animals they have been abusing? How and why?



COMPREHENSION

Choose the best answer.

1. When does Chapter X take place?
 - A. A few days after Boxer was killed.
 - B. A few months after Boxer was killed.
 - C. Many years after Boxer was killed.
2. How many animals have been allowed to retire?
 - A. One animal.
 - B. No animals.
 - C. Twelve animals.
3. Why do the animals have difficulty remembering the Rebellion and the ideas of Animalism?
 - A. They do not want to remember.
 - B. They are being tricked by Snowball and the other humans.
 - C. Now there are so many animals on the farm who were born or bought after the Rebellion.
4. The windmill is NOT used to
 - A. Make the animals' lives easier.
 - B. Grind corn.
 - C. Make money for the pigs.
5. What terrified Clover and the other animals?
 - A. The windmill fell down again.
 - B. Frederick and Pilkington were attacking Animal Farm again.
 - C. The sight of Squealer and the pigs walking on two legs.
6. What keeps the animals from protesting?
 - A. The dogs' barking.
 - B. The sheep's singing.
 - C. The wind's howling.
7. Squealer has changed the sheep's song from "Four legs good, two legs bad" into
 - A. "Two legs good, four legs better."
 - B. "Four legs good, four wheels better."
 - C. "Four legs good, two legs better."
8. What has replaced the Seven Commandments on the barn wall?
 - A. "All animals are equal, but some animals are more equal than others."
 - B. "Long live Emperor Napoleon!"
 - C. "All animals are equal, yet everywhere they are in chains."
9. What announcement does Napoleon NOT make?
 - A. The pigs own the farm.
 - B. The name of the farm will be changed back to Manor Farm.
 - C. The Rebellion will spread to other farms.
10. Why do Napoleon and Pilkington begin to fight each other?
 - A. Someone was found to be cheating at cards.
 - B. Pilkington is afraid Napoleon will attack his farm.
 - C. Napoleon does not like how Pilkington treats his animals.

DISCUSSION

1. How does Orwell make fun of bureaucracy?
2. How do the animals now feel about their society on the farm? Why do they feel this way?
3. All Seven Commandments are erased. What is the new commandment and how has it been true from the beginning?
4. What changes have the years brought to the farm?
5. At the conference with neighboring farmers, what new changes does Napoleon point out?



WHO?

INSTRUCTIONS: Identify the character from the quote or description.

1. "Even when I was young I could not have read what was written there."
2. "Four legs good, two legs better!"
3. "Gentlemen, here is my toast: To the prosperity of the Manor Farm!"
4. There were very many of them, and their appetites were always good.
5. Majestically upright, casting haughty glances from side to side.
6. He believed that he was right in saying that the lower animals on Animal Farm did more work and received less food than any animals in the county.

CHAPTER VIII-X REVIEW/REFLECTION

RESPOND

Respond to the question using your own words.

How do you feel after reading the end of the novel? For example, do you find it uplifting, depressing, cynical? Explain.

RECALL AND INTERPRET

1. What dealings does Napoleon have with Frederick and Pilkington? How does the battle over the windmill affect the animals?
2. What happens to Boxer and how do the other animals learn of his fate? How do they come to a final conclusion about these events?

LITERATURE AND WRITING

Evaluate and Connect

1. In Chapter X the pigs begin to walk on two legs. In your opinion is this evolution a sign of progress? Explain.
2. Some critics believe that, at the end of the book, Orwell suggests that the pigs and human political leaders are interchangeable. Do you think most government rulers are interchangeable?
3. How might power change those who have it? Explain.

Newspaper Article

Imagine that you had to write a newspaper article for Animal Farm. Analyze the descriptions of Napoleon's physical and behavioral characteristics found in Chapters IX and X. On a separate sheet of paper, use these details to write a profile of Napoleon for Animal Farm's local newspaper.

PERSONAL RESPONSE

Animal Farm contains many extremely effective scenes. Some are humorous or witty, others are bitterly ironic or pessimistic. Which scene did you find most memorable and effective? Why?