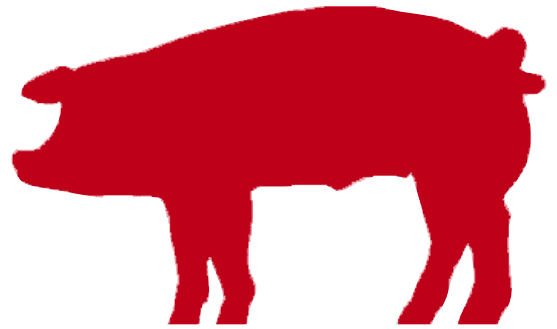


**George
Orwell's**



ANIMAL FARM

**A STUDY
GUIDE**

Student's Book

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ABOUT ANIMAL FARM

About the story

Animal Farm tells the story of Farmer Jones' animals who rise up in rebellion and take over the farm. Tired of being exploited for human gain, the animals – who have human characteristics such as the power of speech – agree to create a new and fairer society. However, the consequences for the farm and its inhabitants are not what they expected.

The novel reads like a fairy tale, but its purpose is much deeper. The characters and events closely parallel the 1917 Russian Revolution and the Soviet Union, and Orwell uses the story to expose the tyranny of the Communist regime, and explore the reasons for its failure. The book's messages about power, politics and human nature are often considered universal.

Animal Farm has been adapted into two films and translated into many languages, including Myanmar.

About the author

Orwell began life as Eric Arthur Blair (George Orwell was a name he adopted later). He spent his early years in India as a lonely boy who liked to make up stories and talk with imaginary companions. At the age of eight, Orwell's parents sent him to a boarding school in England. He began writing poems and short stories as a way to deal with his boredom and loneliness.

Later, instead of going on to university, he decided to take a job in Burma with the Indian Imperial Police. Orwell wrote about this experience in *Burmese Days* and in the essay "Shooting an Elephant." Returning to England to recover from a chronic lung illness, Orwell began his serious writing career. Over the next two decades, he wrote newspaper columns, novels, essays, and radio broadcasts, most of which grew out of his own personal experience.

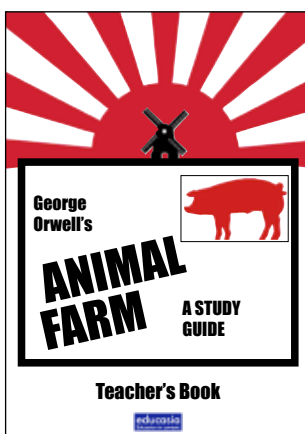
As a socialist, Orwell agreed with many of the aims of the Russian Revolution. However, it soon became clear that the new government was not bringing the prosperity and equality that it had promised. He wrote *Animal Farm* and another novel, *Nineteen Eighty-Four*, to help people understand the horrors of the Soviet Union and other dictatorships.



About the module

This module is designed primarily to provide reading practice. However, there are also plenty of opportunities to discuss key events and issues, learn new vocabulary and write about relevant topics. Critical thinking skills are integrated throughout.

The matching Teacher's Book provides clear, easy-to-follow instructions and answers to the questions. The film versions of *Animal Farm*, and a Myanmar translation by Thakhin Ba Thaung, are also available from Educasia.



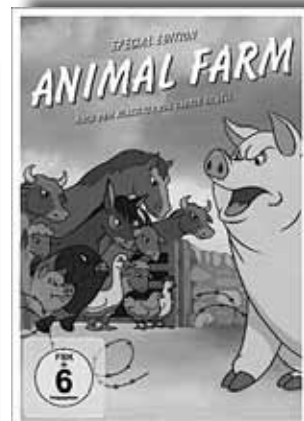
BEFORE YOU READ

PREDICT

You are about to read a story about farm animals that begin running a farm without the help of any humans.

Look at two different covers of the book.

1. What do they show?
2. Based on the covers, what do you think will happen in the story?



POWER AND EQUALITY

Complete one of the following two tasks.

1. Abraham Lincoln, a famous American President, said, “Nearly all men can stand **adversity***, but if you want to test a man’s character, give him power.”
* **adversity** (n): great difficulty
 - A. What did he mean?
 - B. Do you agree? Why or why not?
2. Imagine you must design a society where everyone is equal. This may mean equal in wealth, equal in education, or equal in opportunity – it is up to you to decide what “equal” means.
 - A. List five rules or laws that you would need to make so that everyone is equal.
 - B. Can you predict any problems that might result from these rules and laws?

REVOLUTION AND REBELLION

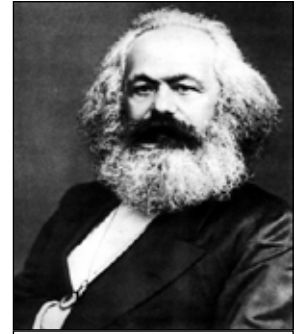
1. What is a revolution? What is a rebellion? Try to agree on definitions as a class.
2. What revolutions and rebellions do you know about? Discuss as a class or in groups:
 - A. What were their causes?
 - B. What were their goals?
 - C. What methods did they use?
3. What alternatives are there to revolution for bringing about change? Discuss as a class or in groups.
4. Respond individually in your notebook:
 - A. In your opinion, do revolutions and rebellions generally have good aims?
 - B. What methods are justified? Which, if any, are unjustified?
 - C. In what circumstances would you join a revolution or rebellion?



THE RUSSIAN REVOLUTION

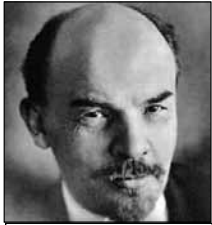
The revolution in Animal Farm is based on the real-life Russian Revolution. Below is a quick introduction to that revolution. It will help you understand a little of what Orwell refers to in the book.

In the mid 1800s, the capitalist system was strong in Europe and America, but the profits of businesses came at the expense of workers who laboured 14 to 18 hours a day in unsafe conditions. There were no child labour laws, and wages were barely livable for the common worker. In 1847, an international workers' group asked Karl Marx, a German philosopher, to draw up a plan for their organisation. The group was called the Communist League. Marx wrote a plan called *The Manifesto of the Communist Party*.



Karl Marx

Marx envisioned a workers' revolt* followed by a kind of paradise** where each person would work according to his or her ability and receive money according to his or her need. Marx saw the final stage of his communist system being total worldwide economic equality. About this time, labour laws were passed in Western Europe and America that made the workplace safer and life more tolerable for workers. The worldwide revolution that Marx predicted never happened.



Lenin

The people that followed Marx's thinking were called socialists. The socialists split into two groups. The more moderate group wanted to bring about greater equality slowly by passing new laws. The other group (we'll call them communists) stuck to Marx's original idea of a major worker revolt. The communists were a small extremist group compared to the total number of socialists. In Russia, they formed a political party called the Bolshevik Party, which was led by a man named Vladimir Lenin.

Russia at this time was being poorly managed by a Czarist government, ruled by Czar Nicholas II. Most of the Russian people were still underpaid workers on land owned by a small number of wealthy landlords.

Beginnings of the Russian Revolution

By 1917, the suffering was too great and groups of people began a revolution. The Bolshevik Party took a role in leading this revolution. Czar Nicholas II was forced to leave power, and later he and his family were executed. Under Lenin, the Bolsheviks took control of the government. From 1918 to 1921 other countries that did not want communism to spread invaded Russia. However, the communists were successful, and they changed the name of the country from Russia to the Soviet Union. They often called each other "comrade", which means someone who is a friend and equal.



An early Soviet propaganda poster

* **revolt** (n): an uprising or rebellion, especially against the state

** **paradise** (n): a perfect place

check for accuracy

STYLES OF LITERATURE

*Animal farm is an **allegory** about Russia in the twentieth century. In an allegory, the characters and events symbolise (represent) real people and real events.*

*Animal Farm can also be described as a **fable**. A fable is a short story designed to teach a moral lesson. They usually have animals as the main characters, and are often told to children to encourage good behaviour.*

*Like many allegories, Animal Farm is a **satire**. A satire ridicules* someone or something, often in an amusing way. However, the main goal of satire is usually serious: to indirectly criticise individuals, groups of people, governments or societies.*

***ridicule** (v): to mock, to make fun of, often with the intention of causing embarrassment or shame

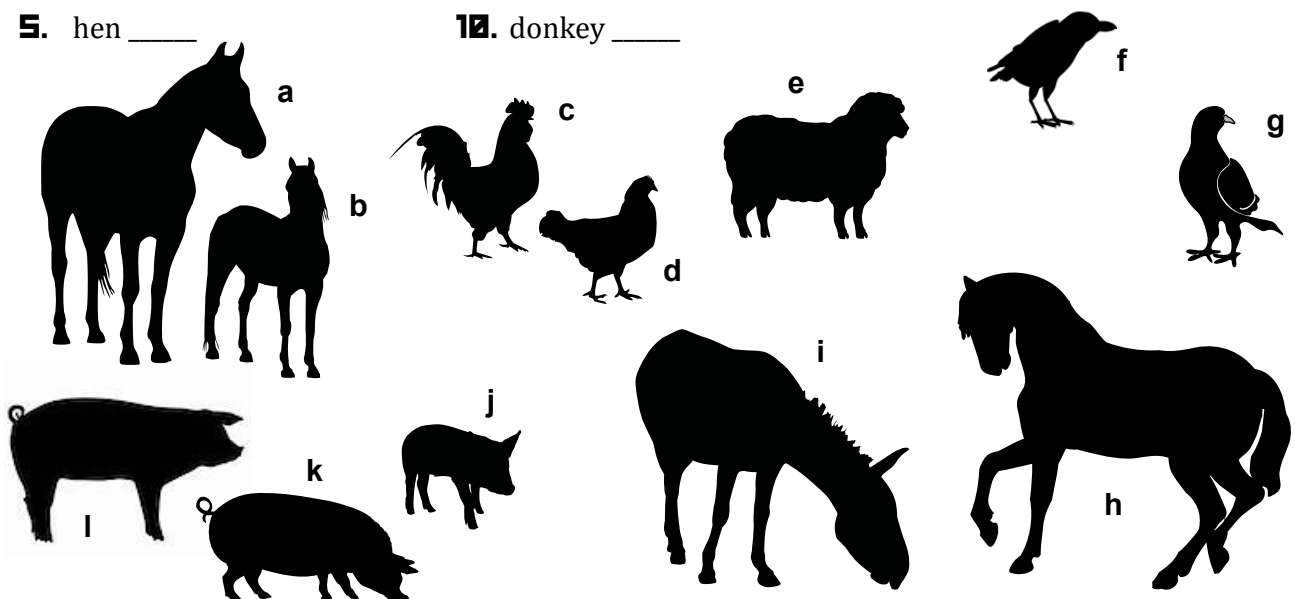
1. What other allegories, fables or satires do you know?
2. Who were they written for?
3. What is their purpose?
4. Are they effective? Why or why not?

fill space - add images or spread ones blow around

IDENTIFY THE ANIMALS

All of these kinds of animal are in the story. Match the names with the pictures.

- | | | |
|----------------|-------------------|--------------------|
| 1. boar _____ | 6. sow _____ | 11. piglet _____ |
| 2. raven _____ | 7. pigeon _____ | 12. foal _____ |
| 3. mare _____ | 8. sheep _____ | 13. cockerel _____ |
| 4. calf _____ | 9. stallion _____ | |
| 5. hen _____ | 10. donkey _____ | |



TRACKING THE CHARACTERS

purpose in what way?

The major characters in *Animal Farm* are introduced in the first four chapters. As you read, think about the significance of each.

Make a table in your notebook like the one below. At the end of each chapter, add to the table by noting details about each new character. The table will help you keep track of characters as you read. Try to compare the personality and actions of the characters to figures in the Russian Revolution, but don't worry if you can't do that yet – you will learn more about Russia later. Also try to compare them to others, either people you know personally or famous people.

<i>Character</i>	<i>Characteristics</i>	<i>Actions</i>	<i>Link to Russia</i>	<i>Other links</i>
<i>Old Major</i>	<i>wise, principled</i>	<i>explains injustice, gives ideas about equality, dies</i>	<i>Marx/Lenin</i>	

TRACKING THE EVENTS

Similarly, make notes about the important events in the story. What happened? Why was it important? How does it compare to events in Russia? Did anything similar happen in your organisation, community or country, or in other countries that you know about?

<i>Event</i>	<i>Importance</i>	<i>Link to Russia</i>	<i>Other links</i>
<i>Old Major's speech</i>	<i>informs, motivates and unites animals; gives them a goal</i>	<i>Lenin/Marx gave communist ideology and encouraged revolt</i>	

CHAPTER I

PRE-READING

Useful Vocabulary

cannibalism (n): the 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; dishonourable

indefatigable (adj): untiring

parasitical (adj): like a parasite; gaining benefits without giving back

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 do the animals wait for Mr. Jones to go to bed?
7. Who or what does 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 that 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 images does the song create in your mind?
 - 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? What role do they play?
2. What are the rules Major gives the animals? Can you think of similar rules in a community or organisation you belong to?
3. Do you think all the animals will follow the rules?



IDENTIFY THE CHARACTER

Identify the character from the quote.

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 others; outstanding; extremely important

expound (v): to talk about in great detail

spinney (n): a small area of trees and bushes

unalterable (adj): not able to be changed

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 four positive points.



COMPREHENSION

Choose the best answer.

1. What effect does 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 do the cows break into the store-shed?
 - A. They wanted more air.
 - B. Mr. Jones asked them to.
 - C. They were hungry.
4. What doesn't Mr. Jones do?
 - A. Pay his bills.
 - B. Feed the animals.
 - C. Read the newspaper.
5. What do 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 symbolise slavery.
 - B. Ribbons are bad for a horse's health.
 - C. All the ribbons were taken by Jones and his wife.
8. What does 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 impresses 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 do 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 do the animals remember the morning after the Rebellion? How do they react?



DISCUSSION

1. Why do you think the pigs don't 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 organising that the pigs did. In your opinion, would it have been possible for the Revolution to happen without Animalism?
3. The words Orwell uses to describe the morning after the revolution are very descriptive. 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, behaviour, power, etc.? Can you think of any examples in the real world?



IDENTIFY THE CHARACTER

Identify the character from the quote.

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

1. Imagine you were in the same situation as the animals in the book.
 - A. Write 5-10 rules that you would want everyone to follow.
 - B. Discuss and compare your rules with a partner.
2. Discuss these questions as a class:
 - A. Are the Seven Commandments sufficient to maintain order on the farm?
 - B. Are there any commandments you would wish to add?
 - C. Are there any commandments you would wish to remove?

CHAPTER III

PRE-READING

1. 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)

Definitions

- a a tool or instrument used in doing work
- b to distribute in small quantities
- c a brief statement expressing the guiding principle(s) of a person or organisation
- d possible solution to a problem, decided on by an organisation
- e an expression, usually a general truth or principle
- f being private or hidden
- g well-being

2. 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 is 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 does Boxer ask the cockerels to call him half an 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 are not very successful except for which one?
 - A. Egg Production Committee.
 - B. Clean Tails League.
 - C. Reading and writing classes.
4. Why do 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 are 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 happens 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.

Answer the questions.

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 does Snowball summarise the Seven Commandments into "Four legs good, two legs bad"?
15. Where do 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?



IDENTIFY THE CHARACTER

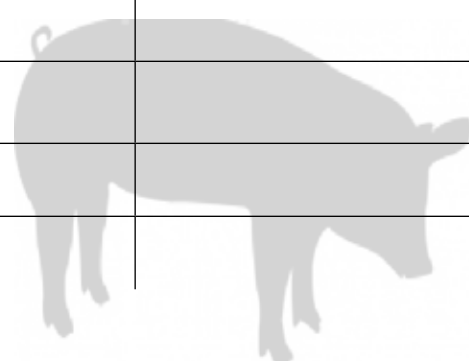
Identify the character from the quote.

1. "Day and night we are watching over your welfare."
2. "[He] was the admiration of everybody."
3. "[They] did not actually 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. Think about the functions of government needed for a society to be successful, for example, protecting the citizens or providing education.
 - 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. Now think about how your community or country carries out these functions (if it does as all). Compare it with Animal Farm using a table like the one on the next page. A few examples have been given to help you get started.

<i>Functions of government</i>	<i>Examples in my country/community</i>	<i>Examples in Animal Farm</i>	<i>Why does this function develop at this particular point in the story?</i>
Promote unity and values		Old Major's dream, the ideology of Animalism	Need to convince animals of the need to rebel against Jones. Need to unify the members of Animal Farm into one community.
Educate	Build schools, pay teachers, diplomas, exams.	Teaching animals to read, teaching animals the Seven Commandments	
Protect rights and freedoms			
Defend the citizens			



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)

Definitions

- a to withdraw or run away from danger
- b a surprise attack
- c to run forward in an attack
- d an entrance, especially of an armed force, as if to take over
- e a brave or exciting act
- f a medal given as an award, usually pinned on a uniform, in honour of special bravery or success
- g the date of a past event
- h a shelter for cows
- i the attitude of wanting to disobey or fight authority

1. Match the words with their definitions.
2. Looking again at the list of words above, what do you think will happen in Chapter IV? Who will be involved?

COMPREHENSION

Answer the questions.

1. Why are the pigeons sent to mingle with animals on other farms?
2. How do the human beings respond to the animals singing "Beasts of England"?
3. Why would Frederick and Pilkington be threatened by Animal Farm?
4. What is Snowball's strategy to win the battle?
5. How does Snowball know what to do?
6. What do the animals do to celebrate their victory?
7. After reading about the Battle of the Cowshed, what can we say of Snowball's character?

True or false?

8. The other farmers are really good friends with Mr. Jones and want to help him.
9. The animals are surprised by the humans' attack.
10. Snowball commands the animals in battle.
11. The stable lad is 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.

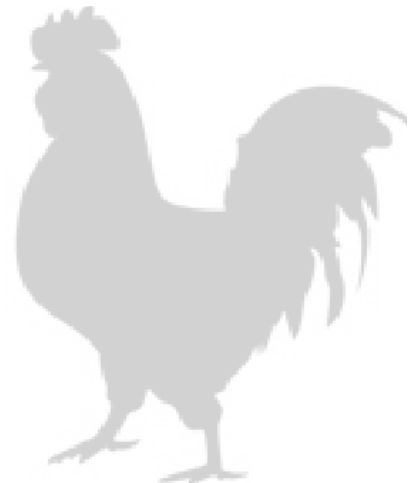
"No sentimentality, comrade!" cried Snowball, from whose wounds the blood was still dripping.

"War is war. The only good human being is a dead one."

IDENTIFY THE CHARACTER

Identify the character from the quote.

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

1. What is your reaction to the animals' revolution?
 - A. Do you sympathise with the animals' complaints and goals? Why or why not?
 - B. Would you have joined the rebellion? 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. Characterise Snowball as a leader. Do you think his reaction to the stable-boy's death is the appropriate reaction to have during a revolution?

WRITE

The animals recognise the Battle of the Cowshed as a key moment in the Revolution.

1. 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' behaviour.
2. Share your battle log with a partner and compare your evaluations of the events and their effects.

ROLEPLAY

While addressing a serious topic, Animal Farm uses a lot of humour.

1. Divide Chapters I through IV among the members of your group and identify passages or scenes you find amusing.
2. Briefly roleplay these scenes.
3. Discuss how Orwell creates humour.
4. Present one or two of your scenes to the rest of the class.

CHAPTER V

PRE-READING

1. Match the words with their definitions.

Useful Vocabulary	Definitions
1 faction (n)	a a large machine that uses wind to generate power
2 urinate (v)	b to hide oneself, often in order to perform a task alone
3 scheme (n)	c a secret plan
4 closet (v)	d to pee
5 assume (v)	e a small group with beliefs or interests that are different from the larger group
6 tactic (n)	f a fixed amount of food distributed
7 ration (n)	g to accept as true without thinking
8 protest (v)	h the ability to speak persuasively or expressively
9 windmill (n)	i to express strong disapproval or disagreement
10 eloquence (n)	j to be against something; to resist
11 oppose (v)	k a method or action used to achieve a short-term goal

2. 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?

3. Make a table in your notebook like the one below. As you read Chapters V through VII, note some examples of **manipulative*** communication. Then explain why it is used.

* **manipulate** (v): to control or influence skillfully and indirectly, especially in an unfair manner.

<i>The Words</i>	<i>Explanation</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?”	To convince the animals that Napoleon is only thinking of their interests when he takes all decision-making power for himself.
“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?”	To give the impression the only options are absolute obedience (“discipline”) and Jones.

COMPREHENSION

Choose the best answer.

1. What happens 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. 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.
3. What does 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.
4. In Chapter V, besides the windmill, on what issue do Napoleon and Snowball disagree?
 - A. Defence of the farm.
 - B. Housing.
 - C. Egg laying.
5. What does Squealer accuse Snowball of?
 - A. Being lazy.
 - B. Being no better than a criminal.
 - C. Speaking too much.
6. What stops the other pigs' protests?
 - A. The animals' applause.
 - B. The dogs' growling.
 - C. Napoleon's shouting.
7. What did Napoleon cancel?
 - A. Sunday meetings.
 - B. The windmill plans.
 - C. Singing "Beasts of England."

Answer the questions.

8. Who did it seem the animals would support after Snowball's speech at the Sunday windmill meeting? What were the animals promised?
9. What reasons does Squealer give for Napoleon making all decisions?
10. Does Benjamin agree with Napoleon or Snowball about what was said?
11. What does Napoleon do to the plans on the floor?

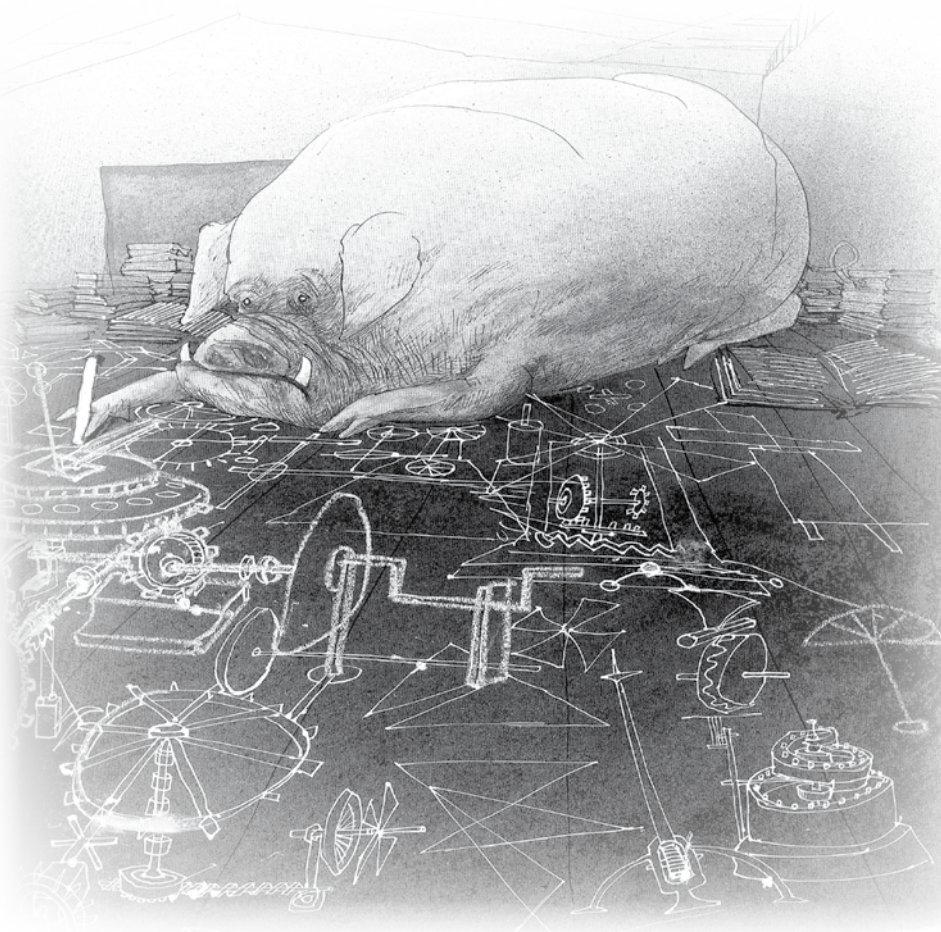
True or false?

12. The animals support Napoleon's announcement that Sunday meetings would be cancelled.
13. The chapter begins in winter and ends in spring.
14. At the end of the chapter, Napoleon will continue with the plans to build the windmill.
15. 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 don’t understand Squealer’s words, why do you think they accept his explanation?
3. How useful are speeches like Snowball’s if people don’t understand them?
4. It is “assumed” that the windmill plans had been rubbed off the floor. This is the second time the animals have assumed something.
 - A. What did the animals assume in Chapter III that proved false?
 - B. What does this word indicate about the way the animals think?
 - C. Is there a better way to think about this kind of issue?
5. Who do Snowball’s plans benefit? Do you believe the windmill will succeed?



THE WINDMILL DEBATE

- 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."

- Which group has taken over decision-making on the farm?
 - Which sentence in this paragraph is evidence of this?
 - Which two pigs are the strongest leaders?
 - Why were there debates?
 - What is the main point of disagreement?
- Divide yourselves in half. Half of the class will be Napoleon and the other half will be Snowball. Make notes for your character using the table below.

	<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.		

- unclear. you don't have a vote on loads of stuff at once, but table not just about windmill--is it a lship debate?
 - napol doesn't give reasons for w-mill
 - reasons for other stuff not given in text mostly--have to make it up?

- 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

Complete the crossword with the vocabulary. Use the clues and definitions below.

Useful Vocabulary

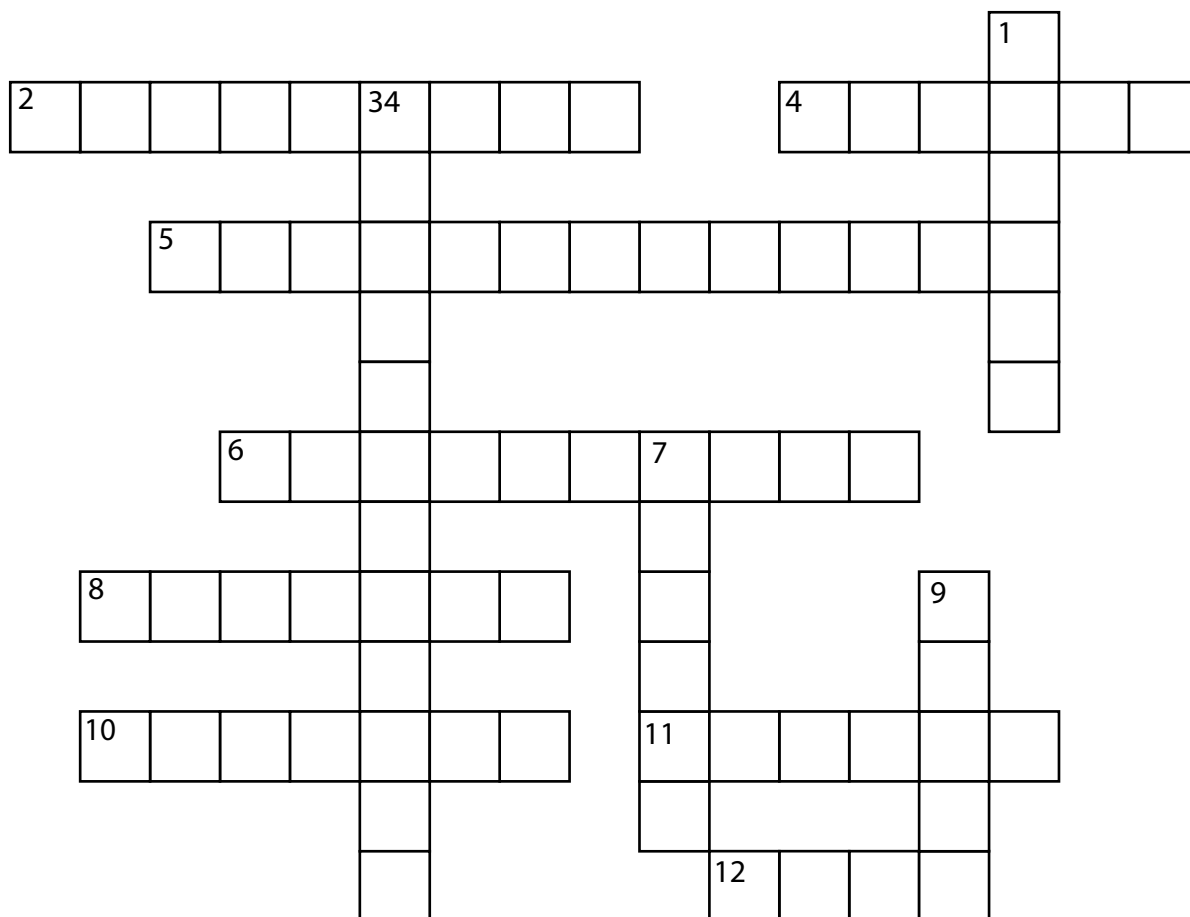
solicitor (n)
broker (n)
commission (n)
gale (n)
sixty-hour week (n)
quarry (n)
slogan (n)
boulder (n)
vague (adj)
intermediary (n)
avenge (v)
despair (n)

Across

2. a kind of lawyer
4. a place where stone for building is taken from
5. a system where workers work for sixty hours per week
6. money given as payment to a broker or salesperson
8. a very large rock
10. the feeling of having no hope
11. to take revenge
12. a very strong wind

Down

1. someone who arranges 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 precise



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 is 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. 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 apologise.
4. 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.
5. 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.
6. 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.
7. 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.
8. Who does Napoleon blame for the destruction of the windmill?
 - A. Mr. Jones
 - B. Boxer
 - C. Snowball

Answer the questions.

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

DISCUSSION

1. How is Snowball used as a scapegoat (person who is blamed 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?

IDENTIFY THE CHARACTER

Identify the character from the quote.

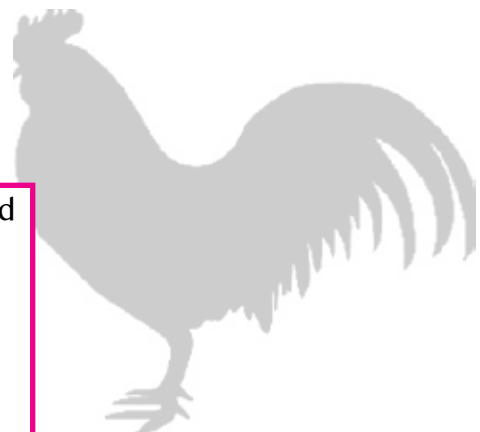
1. “Do you know the enemy who has come in the night and overthrown our windmill?”
2. “Clover warned him sometimes to be careful not to overstrain himself, but [he] would never listen to her.”
3. “[He] ended his speech with his usual cry of ‘Long live Animal Farm!’”
4. “[He] would even come out at nights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

PERSPECTIVES

Not all the characters in the book see things the same way. We will now look at how and why some people see things differently.

1. 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
2. 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.
3. 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 perceptions of Animal Farm do the characters in your group have?
 - 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?
4. Can you think of any situations where you have a very different opinion from many other people? Why was that? Think about self-interest, beliefs, experience and any other possible factors.
5. What about in your community or country? What issues do groups of people tend to differ on? Why?

how useful is this? the perp of these chars is obvious and spelled out in text



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 sympathised 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.”

CHANGES

1. How has life changed for the animals on Animal Farm? Think about the animals' quality of life, governance and the animals' behaviour towards each other. Make a table like this:

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

2. Overall, do you think life is better or worse for the animals on Animal Farm since the Revolution? Write at least two paragraphs and use examples from the text to support your answer.

CHAPTER VII

PRE-READING

1. 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 parent killing his/her young child

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): facial expression

2. What do you think will become of the windmill? Do you think the animals will be successful in rebuilding it?
3. 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 as before on Animal Farm?
 - A. The animals are always cold and usually 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?

IDENTIFY THE CHARACTER

Identify the character from the quote.

- 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. "...[she] confessed to having urinated in the drinking pool."



STALIN'S RUSSIA

Read the following text and see if you can make any further connections between *Animal Farm* and twentieth century Russia. Add them to your Tracking Characters and Tracking Events tables.

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 organisation, 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 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.





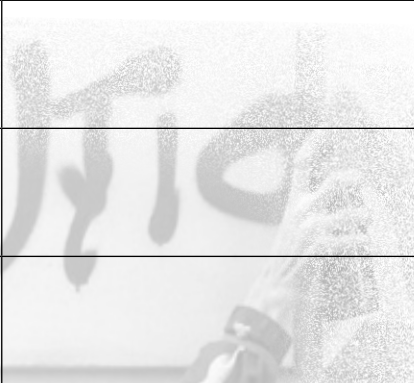
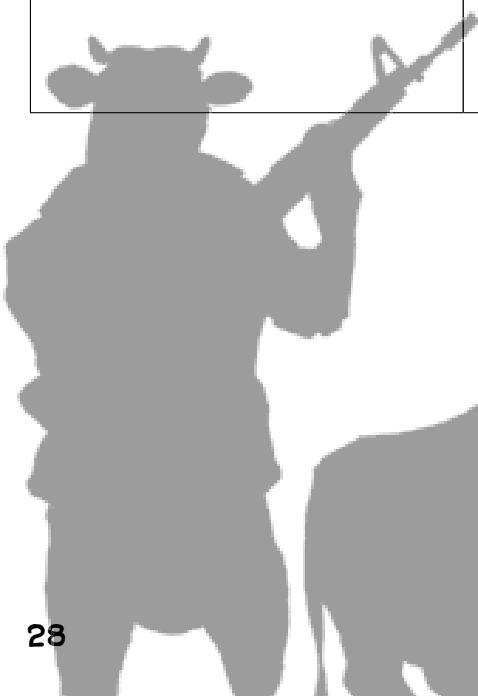

Stalin

The Communist Party controlled almost 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. People whom he believed disagreed with him were executed or sent to labour camps, where about five million died. 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 little freedom in the new system, and most citizens lived in fear of starvation or the secret police. Forced labour created wealth for a limited few, while the lives of most people changed very little or got worse.

various inaccuracies--check and read paul's notes

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/Soviet Union, the Animal Farm and other countries.

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

USING MEDIA

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 answer the questions.

1. What is the difference between the 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*.

Original



Modified



** The head of the Soviet secret police in the 1930s, later killed by Stalin.*

OTHER LITERATURE

Read the poem below, written in 1939 by W. H. Auden, a famous British poet. Think about what Auden is saying about a particular kind of leader. Then 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 cruel dictator

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

folly (n): thoughtlessness, recklessness, or reckless behaviour

fleet (n): a large group of warships

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

1. What kind of leader does Auden describe?
2. What kind of “perfection” does the leader want?
3. What do you think “poetry” means in this poem? Why does it matter that it is “easy to understand”?
4. What does Auden mean by, “He knew human folly”? How does this help the leader?
5. Explain the effect the leader has on both the senators and the children. Why do they react this way?
6. What connections can you make to characters and events in *Animal Farm*?
7. Can you make any connections with other leaders you know?

Regarding Epitaph of a Tyrant -

When one ca
disorderly so
not." And on

CHAPTER V-VII REVIEW & REFLECTION

a slippery slope. Now you've begun to objectify people, villages, religions, and once you've objectified them, made them an object, and shown that they are not perfect, then you can begin to do anything to them. For example, the Tutsis were killed off by the Hutus on the radio and once they were regarded as vermin, definitely sub-human, now you can begin to exterminate them. In fact, everyone understands and accepts that if you want perfection, you should annihilate them. It is the right thing to do whether they are Jews, Gypsies, Armenians, or Native Americans. It also says in the poem, Perfection, of a kind, which mean his kind or his version of perfection, which could be anything. And the tyrant might be heard to say, "I'm only doing your will, doing it in the name of perfection."

RESPOND

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 organisation, community or country.

Who are likely candidates for the "he" of Auden's perfection? Maybe Hitler, Stalin, Saddam Hussein, Mao, even Joseph McCarthy in the US. In this world, I would see this striving toward perfection as the beautiful thing to do, the right thing to do, the noble thing to do, at any cost.

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?

"Let a hundred flowers bloom, let a hundred schools of thought contend. In waking a tiger, use a long stick. Once all struggle is over, all miracles are possible. Political power grows out of the barrel of a gun." During Mao's reign, millions of Chinese died, mostly through starvation.

WRITE

What do you think of the way Napoleon runs the farm? Would you support his leadership? Imagine this was Mao's version of poetry and in fact he was an inveterate writer of poems, which, as you can see, are quite easy to grasp. You are a newcomer to the farm. Write a political speech advocating either support or opposition to Napoleon's views and methods.

Regarding "human folly," having lived a life on the streets and in the trenches, they do things and other things because of a bad day and because he had seen the whimsical, fickle, mean, despicable, rapacious, childish desires of the human family, and now easily influenced and swayed by the words of the wealthy American financier, he said, "I can hire half the working class to kill the other half." In the great weltering mass that inhabits the planet, Gould, unfortunately, was probably right. Yes, we are easily influenced, easily lead, easily convinced.

RULES AND PERSUASION

1. Way over the top. Gould, the wealthy American financier, said, "I can hire half the working class to kill the other half." In the great weltering mass that inhabits the planet, Gould, unfortunately, was probably right. Yes, we are easily influenced, easily lead, easily convinced.
2. In a small group, discuss some methods people have for persuading others to follow particular rules of behaviour. Consider ways in which this persuasion relies on manipulation of information.

This leader, now convinced of his righteous mission, the rightness of his poetry, now feels as if what he must do is either gain an army, increase the one he has, or take the one he has outside and reign his righteousness down on the infidels who are not on the same path. And it's easy to see, because we live in a less-than-perfect world, a disorderly world, that to accomplish what needs accomplishing, will take armies, an air force, and a navy. Our society, our world asks for this kind of control from the tyrannical father: maybe in a Freudian kind of way like the superego controls the ego, so to we ask for external control. Once the control for ourselves is established, we can then go on to establish control over others, who also appear to desire it.

Having been at comedy clubs, we can see people laughing at the most uninteresting topics. Why do they do this? Nervousness, the crowd, an easy laugh threshold? Auden probably wasn't talking about comedy clubs though. He was talking about the halls of government, where senators and members of parliament sit with the leader, maybe even behind closed doors, and want to be seen as part of something, part of the power, and so if the leader laughs, even though he might be baring his teeth as an animal would, they too emulate him, liked trained dancing bears - for safety, out of nervousness, out of fear, out of survival, and finally maybe out of complicity, because now they have become part of the machine and they are as guilty as the leader. Also, to do otherwise could prove fatal.

One could easily rephrase the last line as "When the emperor is having a bad day, everybody, including the children, have a bad day." The tyrant, once he becomes one in his large or small world, often also becomes a narcissist and if the bath water is too hot, or there are rumors that the people of the provinces have become displeased, the streets will tremble and no one, least of all children, will be safe, mostly because they are the most vulnerable. We see the wrath of the tyrant, visited even on the children, and the dark father, the Darth Vader, justifies his actions because he is in pursuit of the goal and at any cost. We are not seeing the emperor in a moment of empathy for his people, but in a moment of tearfulness for himself or because he has not gotten his way.

CHAPTER VIII

PRE-READING

Create one sentence for each word below.

Useful Vocabulary

cunning (n): skill in deception

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 (n): a guard

unaccountably (adv): free from accountability; not held responsible

forgery (n): the act of forging, especially the illegal production of something counterfeit

deputation (n): a group chosen to represent others

REVOLUTION REVISITED

move to end of book?

Think about the revolutions and rebellions you discussed in the **Before You Read** section.

1. Did they achieve their goals? Why or why not? Are there some aspects of human nature that prevent revolutions being successful?
2. What other effects, good and bad, did they have?
3. Do you think any of them were 'worth it'? Why or why not? Would other methods have been more effective?

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.

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.

- What has changed at the very beginning of Chapter VIII?
 - The Sixth Commandment.
 - The name of Animal Farm.
 - The plans for the windmill.
- If you asked Napoleon what reason he had to kill the animals in Chapter VIII, he would most likely say:
 - "I felt like it."
 - "They helped Snowball to hurt Animal Farm."
 - "I didn't kill any animals."

- In your opinion, are revolutions and rebellions generally successful (i.e. do they achieve their aims)? Why or why not?
 - Pilkington
 - Snowball
 - Frederick

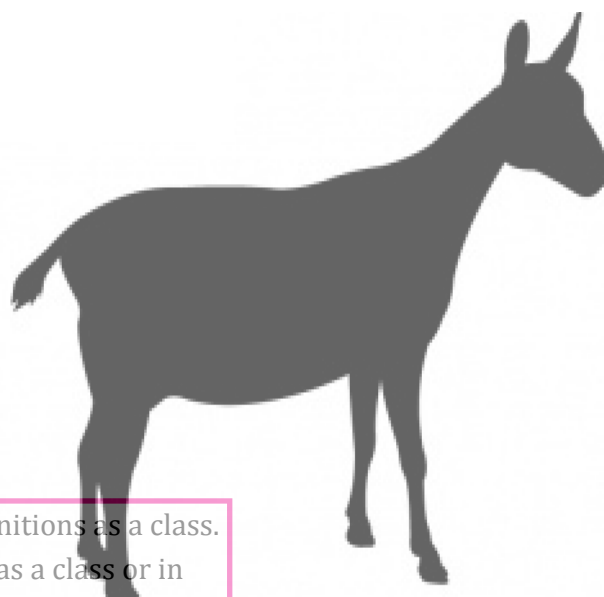
- Who is the first person to whom Napoleon says he will sell the timber?
 - Pilkington
 - Snowball
 - Frederick
- To whom does Napoleon finally sell the timber?
 - Pilkington
 - Snowball
 - Frederick

- What do the men destroy on Animal Farm?
 - The cowshed
 - The barn
 - The windmill
- How were they similar to each other?
 - The cowshed
 - The barn
 - The windmill
- How were they different?
 - The cowshed
 - The barn
 - The windmill

- What is the real reason that Napoleon thinks he is dying?
 - Snowball poisoned him.
 - He was drunk the night before and now has a hangover.
 - He was wounded very badly by Frederick's gun.

Answer the questions.

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



DISCUSSION

- What revolutions and rebellions do you know about? Discuss as a class or in groups:
 - What were their causes?
 - What were their goals?
 - What methods did they use?
- What makes the battle against Frederick's men different from the Battle of the Cowshed?
 - How is Napoleon becoming more and more like a typical dictator?
 - The animals celebrate a victory, but at what cost? What happened to the animals during the battle?
 - Describe the whisky incident. Why would Orwell make this scene a little humorous?
- In what circumstances would you join a revolution or rebellion?

IDENTIFY THE CHARACTER

Identify the character from the quote.

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."



ROLEPLAY

As a class, enact a few scenes from Chapter VIII. This will help you visualise how the events happened as well as practise 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 labelled 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 rumour 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.

add image

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.

improvement formatting
add qs?



CHAPTER IX

PRE-READING

1. 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 honour 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

internment (n): the burial of a corpse in a grave or tomb, typically with funeral rites

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



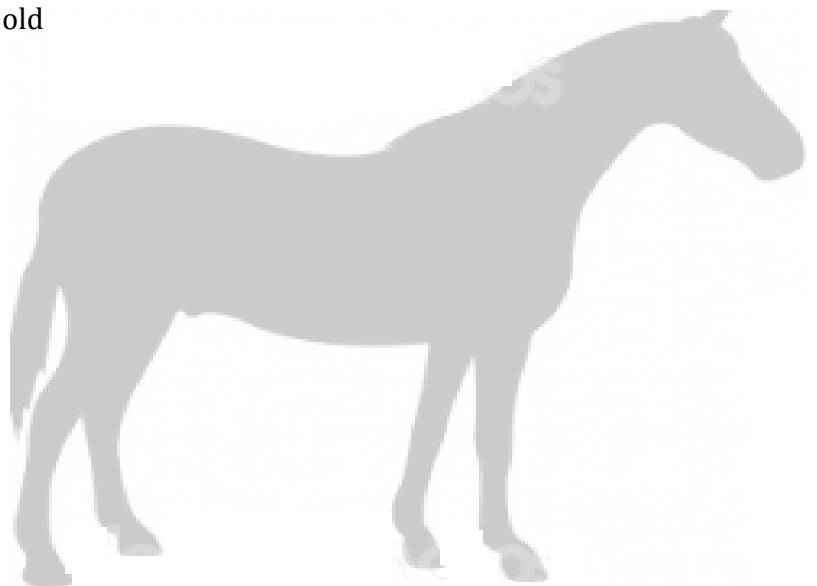
COMPREHENSION

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?



add q6 back in re benjamin?

IDENTIFY THE CHARACTER

Identify the character from the quote.

1. “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

*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): a conclusion based information you believe to be true, or the process of making such a conclusion

chk



Read the following passages from Chapter IX. In your notebook, explain the inferences 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

1. Match the words with their definitions.

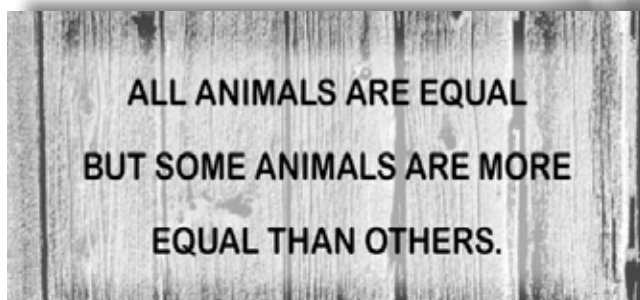
Useful Vocabulary

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

Definitions

- 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

2. 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? Why do you think this?



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.

- E. 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."
- E. 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 the animals!"
 - C. "All animals are equal, but some animals are more equal than others."
- E. What animals make?
 - A. The pigs.
 - B. The sheep.

However, there is a similar and well-documented quotation by Joseph de Maistre: "Every country has the government it deserves" (Toute nation a le gouvernement qu'elle m□rite") One of the sources below gives its origin as de Maistre's Lettres et Opuscules In□dits vol. 1, letter 53, written on 15 August 1811 and published in 1851.

Power tends to corrupt, and absolute power corrupts absolutely. Great men are almost always bad men, even when they exercise influence and not authority: still more when you superadd the tendency or the certainty of corruption by authority.

5.

If you want to discover just what there is in a man -- give him power.

Francis Trevelyan Miller (1910), Portrait Life of Lincoln: Life of Abraham Lincoln, the Greatest American Power is not a means, it is an end. One does not establish a dictatorship in order to safeguard a revolution; one makes the revolution in order to establish the dictatorship. The object of persecution is persecution. The object of torture is torture. The object of power is power.

George Orwell, Nineteen Eighty-Four.

We are defined by how we use our power.

Gerry Spence, The Rat Hole (2003-12-25) Essay on the use and abuse of power.

With great power comes great responsibility.

Voltaire: Voltaire. Jean, Adrien. Beuchot, Quentin and Miger, Pierre, Auguste. □uvres de Voltaire, Volume 48 Lef□vre, 1832.

The sentiment is also found in Luke 12:48: "from the one who has been entrusted with much, much more will be asked" (NIV).

[edit]

1.

2.

3.

4.

5.

49

IDENTIFY THE CHARACTER

Identify the character from the quote.

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

1. How do you feel after reading the end of the novel? Explain.
2. *Animal Farm* contains many effective scenes. Which scene did you find most memorable and effective? Why?
3. ““All that is necessary for the triumph of evil is that good men do nothing.” Do you agree? How does this apply to Animal Farm? How does it apply to other events you know about?

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?

WRITE

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 leaders end up being the same, or is there a significant difference between them?
3. How might power change those who have it? Explain.
4. Imagine that you had to write a newspaper article for Animal Farm. Analyse the descriptions of Napoleon’s physical and behavioural 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.

AFTER YOU READ

ACTIVITY 1: CREATING A NEWSPAPER

Working in groups of three or four, create a short newspaper that reports the key events of the novel. Include stories, editorials, comics and adverts. Pictures should have captions, and stories and articles should have headlines, like a real newspaper.



ACTIVITY 2: NEWS REPORT

Select major events from the book and present each as part of a series of TV news reports, perhaps on video camera. Working in small groups, try to recreate what a news show would look like explaining an event from the book.

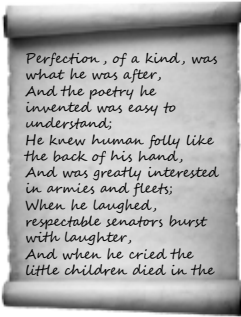


ACTIVITY 3: CREATING A SHIRT

You may have seen shirts with political messages written in a creative and interesting way. This works to get across a message to the person reading your shirt without having to know too much about the situation. These shirts can be funny, sad, or really make you think hard.

Imagine you had to design a shirt for a company that had a political message about *Animal Farm* (or any other political purpose). On a blank piece of paper, draw and colour what you would put on the front, as well as the back, of the shirt. Share your ideas with the class. Have a vote in the class to see which shirt design the class likes the most. Why does the class prefer this shirt?

no. font
change T pics



ACTIVITY 4: POEM

The animals, especially the pigs, use song and poetry to convey meaning and ideas in the book. Think of an issue – political or social – that you can write about and compose a poem or a song about it. What kind of poem or song will it be? Will it be defiant and strong? Will it be humorous? Will it talk of brave people doing brave deeds for their people?

If you want to, perform your composition for the class.

5.1=b4x2
5.2 and do wot?

ACTIVITY 5: RESEARCHING THE RUSSIAN REVOLUTION AND THE COLD WAR

Now you have read *Animal Farm* and completed this study guide, you should have some idea of the events which took place in Russia in and after 1917.

1. Most of the characters and events in *Animal Farm* represent ones in the Russian Revolution and the Soviet Union. Research the real revolution and draw as many parallels as possible between the book and real life.
2. Research the Cold War. This was a period from the end of World War II to around 1990, when the USA and communist Russia competed for control of smaller nations and to impose their own, opposing, political systems on countries around the world.



ACTIVITY 6: WATCHING THE FILMS

5. There are many differences between the films and the book. Watch one of the films, and note the differences.

The book	The film

6. The book and the films end differently. What were the differences? Which ending did you prefer and why?
7. The 1954 film was funded by the Central Intelligence Agency of the USA.
 - A. Why do you think they did this?
 - B. How do you think this affected the events in the film?
 - C. Which of the differences you noted above, if any, could possibly be explained by the CIA's involvement?

Animal Farm

George Orwell
1945