

# Animal Farm

by  
George Orwell

Literature Guide Developed by Kristen Bowers  
for *Secondary Solutions*

ISBN 10: 0-9845205-3-8  
ISBN 13: 978-0-9845205-3-4  
Digital ISBN: 978-1-938913-01-3

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# ***Animal Farm Literature Guide***

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## About Secondary Solutions

**Secondary Solutions** is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, and activities to motivate and inspire her students, and at the same time, teach her required list of novels, and address the California standards. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself! Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of experience, Secondary Solutions began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.



Before the innovation of Secondary Solutions, materials that were available to help teach novels were either juvenile in nature, skimpy in content, or were only “ideas” – with little to guide teachers on how to implement those ideas. The market merely provided the teacher with separate teacher and student materials, or teacher materials that completely ignored the content standards. Secondary Solutions introduced all of the necessary materials for complete coverage for literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, writing ideas and essay prompts, extension activities, quizzes, unit tests, alternative assessment, and more. Each Guide is designed to address the unique learning styles and comprehension levels of every student in your classroom, and are based on time-tested best practices for teaching. All materials are written and presented at the grade level of the learner, and now, with the introduction of Common Core State Standards, include *extensive coverage of ELA CCSS standards*.

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of *teaching*! With our professionally developed teacher-written literature Guides, Secondary Solutions has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. You can be assured that our materials are fully CCSS aligned, and give you the tools to teach an understanding and appreciation of literature in your classroom. Our Guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

**Secondary Solutions**—The *First* Solution for the Secondary Teacher!®  
www.4secondarysolutions.com

## About Our Literature Guides

Our Literature Guides are based upon the **Common Core State Standards for English Language Arts**, *National Council of Teachers of English* and the *International Reading Association's* national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the essential core concepts upon which your students are assessed.

Secondary Solutions Literature Guides are designed to be used in their sequential entirety, but may be divided into separate parts to fit your classroom needs. Not all activities must be used! We've given you more than enough material to assure you that you are A) teaching your students how to analyze and understand the text, and further, to appreciate the literature, while B) fully addressing the Common Core State Standards for which this Guide was written. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into hours of extra work!

### There are several distinct categories within each Secondary Solutions Literature Guide:

- **Teacher Resources:** A variety of resources to help you get the most out of this Guide as well as the text you are teaching. Teacher Resources include a Sample Teacher's Agenda, Summary of the Play or Novel, Pre-and Post-Reading Ideas and Activities and Alternative Assessment, Essay Prompts and Writing Ideas, Rubrics, complete Answer Key and more. Look for the Teacher Resource section at the end of our Guides. Helpful notes for teaching using each specific Guide, as well as Pre-Reading Ideas and Activities are located at the beginning of the Guide.
- **Informational/Historical/Cultural Focus:** Articles and corresponding questions, lessons, and activities, designed to address the exploration and analysis of functional and/or informational materials and the historical and/or cultural aspects of the text.
- **Comprehension/Analysis: (formerly Comprehension Check)** Designed for comprehension and generally basic analysis of the text— These questions can be used as study questions, but they are designed to guide students *as they read the text*. Questions focus on *Reading Comprehension and Analysis* and cover the first four levels of questioning of Bloom's Taxonomy, and/or the first three levels of Webb's Depth Of Knowledge.
- **Literature Focus: (formerly Standards Focus)** Lessons and activities that directly address the CCSS for *Reading: Literature* and allow students extensive practice in literary skills and analysis, including determining theme, analyzing the author's purpose and choices in diction and structure of the text, and articulating direct and indirect nuances of plot, character, setting, and more.
- **Writing Focus: (formerly Assessment Preparation)** Lessons and activities that specifically help students improve their writing. Based upon the CCSS for *Writing*, these lesson prepare students for writing argumentative, narrative, and informational essays and research projects, through focused activities designed to help students improve word choice, better their sentence structure, gather supporting evidence, develop their style, and practice their skills.
- **Language Focus: (formerly Assessment Preparation)** Lessons and activities that directly address the CCSS for *Language*. Lessons and activities can range from vocabulary acquisition to grammar proficiency exercises, to language conventions practice to specifically prepare students for testing, while helping them to gain an appreciation of the literature's language and style.
- **Assessment:** Quizzes and tests are included for each chapter or designated section at the end of each Guide. Two final tests are provided: one with a variety of questioning styles, and one all-multiple choice, for those who prefer to have students use a "bubble" answer sheet.

We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at [customerservice@4secondarysolutions.com](mailto:customerservice@4secondarysolutions.com).

Thank you for choosing Secondary Solutions—The *First* Solution for the Secondary Teacher®!

## How to Use This *Animal Farm Literature Guide*

Be sure to read over the Table of Contents to familiarize yourself with all the resources available in this *Animal Farm Literature Guide*.

As mentioned, not all activities and worksheets in this Guide must be used. They are here to help you, so that you have some options to work with. Feel free to use all or only some of the worksheets and activities from this Guide. Here are a few notes about this Guide:

1. A Sample Teaching Agenda for pacing is located on pages 125-127.
2. You may want to have students complete a Pre-Reading activity (located on page 132) before beginning reading.
3. Both the *Note-Taking and Summarizing* activities and *Comprehension and Analysis* questions are there to help your students get the most out of the novel. Depending upon your students and their needs, you may opt to have them only take notes, or only do the *Comprehension and Analysis* questions, or alternate between the two.
4. *Writing Prompts* are given at the end of each chapter's *Comprehension and Analysis* questions. These prompts can be used as essay ideas, journal topics, or discussion prompts and have to do with some aspect of the chapter. These can be done before or after reading the chapter.
5. *Post-Reading Activities and Alternative Assessment* ideas are located on pages 133-134. These project ideas can be used in addition to a written test, or in place of it. Project rubrics are located on pages 137-138. Please note that the rubrics are slightly different: *Project Rubric A* is recommended for projects that have a small written element that does NOT have to be researched. *Project Rubric B* is recommended for projects that include a research component in which sources must be cited.
6. *Essay/Writing Ideas* are located on pages 135-136. Often, having students choose ONE topic from 2-3 essay topics that you have chosen ahead of time, in addition to their written test, works well. Many of these options can also work as a process essay during your teaching of *Animal Farm*.
7. As mentioned in the Sample Agenda, two *Final Test* versions ( 105-116) have been provided. *Final Test: Version Two—Multiple Choice* works well with Scantron or a similar method. A final vocabulary test has also been provided ( 117-120) if you would like to test on the vocabulary used throughout this Guide.

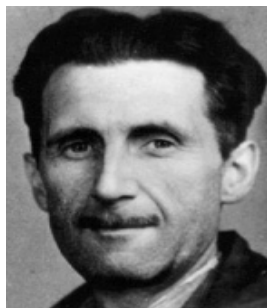
## ***Animal Farm***

### **Pre-Reading Ideas and Activities**

*The following are suggested activities to supplement the study of **Animal Farm** before reading the novel. Activities can be presented in any form, including a poster, brochure, PowerPoint, website, or other appropriate medium.*

1. Have students research the philosophies and systems of capitalism, socialism, and communism. How are they similar? How are they different? Who were some of the political leaders of each group and what was their influence on the world? What are the more famous or symbolic countries of each system?
2. Have students discuss/journal the quote “All that glitters is not gold.” What does this mean? Have students explore a time when they were disillusioned by something or someone they thought was “gold.”
3. Have students journal/discuss a time when they were in the minority over a topic. How were they treated? How did they try to convince others of their stance? What other effective means might there be to persuade people that they are right?
4. Have students journal/discuss the characteristics of a good leader as well as a bad leader. Are leaders born or are they made? What would be the ideal characteristics of a good leader, specifically, how he/she would act, reason, negotiate, argue, defend, follow, etc? What warning signs might you look out for in a bad leader with respect to the aforementioned?
5. Have students do an Internet search and brochure/report on Russia (U.S.S.R) in the early 1900s-1930s. They can research customs, social classes, food, dress, games, weapons, etc. They can be divided into small groups and given a topic to share with the rest of the class, or work individually on all topics. Be sure students compile a list of legitimate websites that they used to conduct their research.
6. Have students conduct further research on George Orwell and his life. Have students create a report and/or a timeline of the events of his life, his major works, and how his life is reflected in his work.
7. Have students create a presentation about science, technology, and new inventions of the 1900-1930. Include research on: the vacuum cleaner, radio, insulin, hearing aids, frozen food, “Talkies,” the electric razor, the automobile, and a host of odd inventions.
8. Have students create a presentation of famous leaders and significant people of the early 20<sup>th</sup> Century, including: Nicholas II, Woodrow Wilson, Ferdinand I, Joseph Stalin, Leon Trotsky, Adolf Hitler, Franklin Delano Roosevelt, Sun Yat Sen, Vladimir Lenin, Winston Churchill, Kaiser Wilhelm II, King George V, Mohandas Ghandi.
9. Have students create a presentation of famous athletes from 1900-1930. Include research on: Babe Ruth, Jim Thorpe, Ty Cobb, Cy Young, Jack Johnson, Jack Dempsey, Willie Anderson, Suzanne Lenglen, Charles W. Follis, Red Grange, Bobby Jones, Lou Gerhig.
10. Have students create a presentation of famous musicians, actors, and entertainers of 1900-1930. Include research on: Charlie Chaplin, George Gershwin, Samuel Goldwyn, Harry Houdini, Al Jolson, Cole Porter, Mary Pickford, Gloria Swanson, George M. Cohan, Cecil B. DeMille, Josephine Baker, John Barrymore, Clara Bow, Greta Garbo, Douglas Fairbanks, Will Rogers, Norma Shearer, Rudolph Valentino, Duke Ellington
11. Have students create a presentation of famous writers and poets of 1900-1930. Include research on: L. Frank Baum, Booker T. Washington, Jack London, Upton Sinclair, Joseph Conrad, Lucy Maud Montgomery, Bertolt Brecht, D.H. Lawrence, Edgar Rice Burroughs, James Joyce, George Bernard Shaw, Willa Cather.

## Informational Focus: Author Biography - George Orwell



Courtesy of American Memory  
at the Library of Congress.

George Orwell was born June 25, 1903 in Motihari, India as Eric Arthur Blair. Considered by many to be one of the most influential writers of the 20<sup>th</sup> Century, Orwell is known for his witty satires and savvy political commentaries.

The Blair family was not particularly well-off: Orwell would later describe them as "lower-upper-middle class." At the age of one, Orwell's mother Ida moved him to England, where he lived until 1922. He attended a private preparatory school in Sussex at the age of eight, and continued his education later at Wellington and Eton, two of the most renowned schools of England. After neglecting to win a university scholarship because of poor marks, Orwell joined the Indian

Imperial Police in 1922. After years of training and service in Burma, Orwell quit in order to return to writing. His first novel *Burmese Days* (1934) described his life in Burma and his profound hatred for Imperialism, spurred by his experiences.

In order to improve his writing and compassion for his subjects, Orwell decided to live the life of the hopeless and downtrodden. He worked at menial jobs and struggled in Paris and London living among the poor. His book based upon these experiences, *Down and Out in Paris and London* (1933), was initially rejected by publishers. But rather than throwing out the transcript as a secretary at the publishing office was instructed to do, she took it to another publisher, who decided to publish it. Orwell did not want to have the name Eric Blair attached to his novel, however. He wanted to take on a new persona—that of a fictional and anti-establishment revolutionist—so he decided on the pen name of George Orwell.

Orwell continued to write and published *A Clergyman's Daughter* (1935), *Keep the Aspidistra Flying* (1936), and *The Road to Wigan Pier* (1937), which was a documentary-type account of poor miners in England. He also became a socialist and traveled to Spain to report on their civil war. He fought with the United Workers Marxist Party which refueled his aversion to Communist beliefs. His novel *Homage to Catalonia*, inspired by this period in Orwell's life, was published in 1938.

During World War II, Orwell worked as a journalist for the *BBC*, *The Observer*, and as an editor for *The Tribune*. In 1944, he began writing one of his most famous and controversial works: *Animal Farm*. It was with this anti-Stalinist allegory that Orwell was finally able to live comfortably. Late in 1945, he moved to an island off the Scotland coast, where he began writing another famous novel: *Nineteen Eighty-Four*. *Nineteen Eighty-Four*, which was published in 1949 as Orwell suffered with tuberculosis, gave a gloomy account of a dystopia of repression and propaganda.

After living in and out of hospitals for several years, Orwell succumbed to tuberculosis on January 21, 1950, in London. He was 46 years old.

### On ***Animal Farm***:

In explaining how he came to write *Animal Farm*, Orwell says he once saw a little boy whipping a horse. Later he wrote about the incident: "It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the [worker]."



Name \_\_\_\_\_ Per \_\_\_\_\_

## ***Comprehension and Analysis: Author Biography***

**Directions:** Using the article about George Orwell on page 8, answer the following using complete sentences.

1. Why did Eric Blair change his name to George Orwell? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Which part of the following sentence is a subordinate clause? ***Nineteen Eighty-Four***, which was published in 1949 as Orwell suffered with tuberculosis, gave a gloomy account of a dystopia of repression and propaganda. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Where in the essay would be the best place to insert facts about Orwell's family?  
\_\_\_\_\_  
\_\_\_\_\_
4. In three or four sentences, give a brief summary of the life Orwell led. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. If you were given the opportunity to interview George Orwell himself, what two questions would you ask him? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Referring to the information from the article, use a separate sheet of paper to draw a timeline of 5-6 important milestones in Orwell's life. Be sure to include dates and a description of what happened for each event.

## ***Animal Farm***

### **Informational Focus: Elements of Fiction - Allegory**

The novel *Animal Farm* is a complex, yet simple story. It is simple in that outwardly, the story is uncomplicated—just a bunch of animals trying to establish a farm of their own. It is more complex, however, as its lesson and meaning run much deeper in a sinister tale of manipulation, corruption, and abuse of power.

This dual-layered storytelling is actually a specialized form of literature called **allegory**. In this allegory, animals represent real people in real situations. An allegory is a story with two meanings: one literal and one symbolic. For *Animal Farm*, one layer tells the story of animals on a farm; one reveals the tyrannical regime of Communist leaders in the early 20<sup>th</sup> Century. Some also may argue that there is yet another level to this allegory—one that warns of the general threat of tyranny, oppression, and manipulation of the ignorant or under-educated.

*Animal Farm* can also be considered a fable, since it teaches a lesson. The **fable** is a short tale conveying a moral or message. The earliest fables, written by Aesop, date back to 6<sup>th</sup> Century Greece and used animals to represent human “types.” Like allegory, Aesop’s fables seemed to be stories about animals, but were really educational tales teaching lessons about morality. The story of *Animal Farm* teaches us lessons about the abuse of power, the danger of propaganda, and of the value of education and active involvement, but in a tone of sarcasm and irony.

Because of the way the allegorical fable is told, *Animal Farm* qualifies also as a **satire**. A satire criticizes human behavior—especially social and political systems—through ridicule, irony, sarcasm, and exaggeration. In satire, often the reality is the opposite of what it seems: when it appears as if the narrator is praising the pigs for their work—it may really be a warning. For example, in Chapter Two: “But the pigs were so clever that they could think of a way around every difficulty.” The reader of a satirical work must be careful to pay attention to hints and clues of the reality of the situation beyond the façade of a seemingly innocent story.

**Directions:** Answer the following questions using complete sentences on a separate piece of paper.

1. The original title of *Animal Farm* is *Animal Farm: A Fairy Story*. When you think of a story being a “fairy story” or fairy tale, what do you expect the story to be about? What kinds of characters might you see? How do fairy tales usually end? Judging from this title, what type of ending might you expect from *Animal Farm*?
2. As mentioned in the article, Orwell wrote *Animal Farm* as a satire. Why do you think Orwell chose to also write *Animal Farm* as an allegory, with controversial political figures cleverly disguised as animals, rather than a political essay that might appear in a newspaper?
3. As mentioned in the article, Orwell used animals to represent real people in his story. Speculate how effective the story *Animal Farm* would be if Orwell had not used animals, but rather, just changed the people’s names. How might Orwell’s message be more clear if written this way? Or do you think that by using animals, Orwell might be more effective at relaying his message in the story? Justify your answer.

## Informational Focus: Government and Economic Systems

There are many types of government systems in the world. These government systems vary in the type of control they have over their citizens and the amount of voice and freedom the citizens have. *Animal Farm* can be considered an attack on the injustices of Communism, Socialism, and Totalitarianism; however, there are differences between the ways each of these government and economic systems are run. Here are some terms you should be familiar with when reading and discussing *Animal Farm*.

1. **Capitalism:** an economic system in which private citizens own land, property, and business; characterized by a free competitive market motivated by profit
2. **Communism:** a type of government in which a single party holds power and the government controls the economy; classes are abolished and property is commonly controlled by the “whole”
3. **Czarist government (also Tsarism or Tsarist Autocracy):** a system of government in which a Czar has absolute power and authority, including over religious issues
4. **Democracy:** a type of government ruled by the people by means of elected officials
5. **Republic:** a form of government in which the head of state is not a monarch, and the citizens elect representatives; most often, a republic is a sovereign country
6. **Socialism:** an economic system against private party ownership, in which production and distribution are controlled by a majority and citizens are paid by the work done rather than by need
7. **Totalitarianism:** a government system in which a single party rules without opposition over political, economic, social, and cultural life; this type of government sees no limit to its rule, and strives to control all aspects of its citizens, including personal and private means through restriction, mass surveillance, and terrorism

**Activity:** Use the Internet or your library to research countries that can be classified under each of these systems. Some countries may qualify under more than one category, as these are not necessarily independent of each other, since some are economic systems and some are government systems. For example, the United States is a republic, governed by a democracy, based generally on capitalism. Do your research to find other countries that fall into each of the categories above, either currently or in the country’s history.

## Historical/Cultural Focus: The Russian Revolution (October Revolution)

*Animal Farm* is an allegory about the Russian Revolution of 1917 in which the Russian Czar, Nicholas II, was overthrown, and the world's first communist regime was established. In his dystopian novella, Orwell creates fictional characters (who happen to be cleverly disguised as animals), who represent the actual people surrounding the events of the Russian Revolution.

In the mid-1800s the capitalist system in Europe was thriving, unfortunately, at the expense of its people. Workers of all ages (including children, since there were no labor laws against it) toiled 14-16 hours a day for meager wages in unsafe conditions. In 1847, a worker's group called the Communist League, commissioned Karl Marx and Friedrich Engels, both German philosophers, to come up with a plan to organize and improve the worker's situations. Their plan came to be known as *The Communist Manifesto*, which argues that capitalism is unstable and revolution by the underclass is inevitable. It argues that social classes and uneven distribution of wealth will not disappear without revolution.

From Marx's ideas, for it was Engels himself who gave credit to Marx for the Manifesto, a political party called the Bolshevik Party was formed, led by Vladimir Lenin. At this time, Russia was led by Czar Nicholas II, nicknamed *Nicholas the Bloody*, whose oppression and violent executions terrorized the poor, discontented populace. After a series of rebellions, in October 1917, the Bolsheviks had had enough—they led a revolution and successfully overthrew the czarist regime and set up the new government of the Union of Soviet Socialist Republics, led by Lenin. In 1924, Lenin died, and sparked a bitter battle between Leon Trotsky, a strong follower of Marxist theory, and Joseph Stalin, head of the Communist Party. Stalin gained control, expelled Trotsky from the Communist Party, and ran him out of the country into permanent exile. In 1940, Trotsky was assassinated in Mexico.

Stalin worked to establish rapid economic and industrial growth. However, this rapid growth was not well planned, and resulted in the famine of 1932-1933, which resulted in the deaths of millions. As the new, unopposed Russian leader, Stalin gained power and strength, and used his influence to purge the country of all who opposed him. The secret police (which would later become the KGB) that he established, randomly arrested, tortured, and executed anyone who caused a problem for Stalin. During the 1930s, Stalin led the Great Purge, which led to the execution or deportation of millions, including a large number of ethnic minorities. In 1939, Stalin entered a pact with Nazi Germany. After the Nazis violated the pact in 1941, the Soviets joined the Allies to eject Hitler. This totalitarian regime dispelled freedom, forced labor, and caused general morose, and would remain such under Stalin's control until his death in 1953. The U.S.S.R was officially dissolved in 1991.

## ***Comprehension and Analysis: Government and Economic Systems and the Russian Revolution***

**Directions:** Using the articles about Government and Economic Systems and the Russian Revolution on pages 11 and 12, complete the following (using complete sentences for numbers 2-8) on a separate piece of paper.

1. Use a dictionary to define each of the following words from the articles: *allegory, regime, dystopia, meager, commissioned, oppression, populace, exile, deportation, dispelled, morose.*
2. Explain in your own words the differences between a capitalist society and a socialist society.
3. How are the ideas of totalitarianism and tsarism similar?
4. Explain why the Communist League wanted change in Russia at the time of the Revolution.
5. Who were the Bolsheviks and why are they important?
6. What happened to Trotsky? Why?
7. Explain how Stalin was a tyrant during his reign in Russia.
8. Why did Stalin join the Allied Forces during World War II?

# ***Animal Farm***

## **Allusions, Terminology, and Expressions**

The following are allusions, terminology, and expressions found throughout *Animal Farm*. This list is here to help you better understand the story and its meaning. If you come across a word, phrase, or expression that doesn't make sense to you, refer to this list to see what it means. Note that words are defined the first time they appear only. For example, if you see the word "tushes" in Chapter Five and don't know what it means, look back at the definitions for Chapters One-Four. You will see that the word has been defined for you the first time it appeared—in Chapter One. Keep this list as a reference as you complete your reading of *Animal Farm*.

### **Chapter One**

1. hen-houses: nesting structures for female chickens
2. popholes: small open doors, normally with a ramp, that allow poultry in and out of nesting areas
3. lantern: portable lamp
4. scullery: a small room for washing and storing dishes and utensils and doing kitchen chores
5. Middle White boar: a breed of domestic pig native to the United Kingdom
6. tushes: long teeth, similar to tusks
7. rafters: sloping supporting beams of a roof
8. cud: partly digested food that cows and other animals chew
9. mare: an adult female horse
10. foal: a young horse
11. eighteen hands: a *hand* is a unit of measurement equal to four inches; eighteen hands would be about 72 inches, or 6 feet
12. paddock: an enclosed field used for grazing
13. orchard: an area of land on which fruit or nut trees are grown
14. brood: a group of young animals, especially birds, that are born and raised together
15. mane: the long hair on the head and neck of an animal
16. Comrades: an expression for *friend*, but also a member of the Communist party
17. dung: manure; animal excrement
18. at the block: the *chopping block*—the butcher's place to cut the heads off animals for meat
19. knacker: someone who kills horses for profit
20. hindquarters: the rear end of a four-legged animal
21. trotter: foot
22. *Clementine*: an American folk ballad
23. *La Cucaracha*: a traditional Spanish folk ballad that became popular in Mexico during the Mexican Revolution
24. harness: a set of leather straps attached to an animal so it can be attached to a cart or carriage for pulling
25. bit: a metal mouthpiece used to control a horse
26. spur: a spike or spiked wheel used to nudge an animal to make it go faster
27. mangel-wurzels: root vegetables fed to livestock

### **Chapter Two**

1. Berkshire boar: a breed of pig that often has a black body and white on its feet and tail
2. especial: special
3. tale-bearer: someone who tells tall-tales
4. linseed cake: feed for livestock, formed by compressing linseed until all the oil is removed
5. Windsor chair: a chair with a wooden seat first made in the 1700s, named after Windsor, England
6. Midsummer's Eve: celebration of the summer solstice; takes place around June 23 or 24
7. drawing-room: a large formal living room
8. store-shed: a storage shed

9. cart-track: a rough road used by farm vehicles
10. carpet bag: a traveling bag made out of old carpet
11. five-barred gate: a gate with five horizontal rails
12. harness-room: the room in which harnesses and other implements are hung for use
13. nose-rings: rings put through the nose of an animal in order to help pull or control the animal
14. dog-chains: collars and/or leashes made of chain
15. castrate: remove the testicles of a male animal, making reproduction impossible
16. reins: ropes, usually made of leather, to help control an animal
17. halters: an arrangement of ropes or straps put over the head of an animal in order to pull or control it
18. blinkers: blinders that restrict a horse's vision to the rear and sides to encourage a horse to pay attention to what is in front of him
19. nosebags: a canvas bag attached to an animal's nose, used to feed the animal
20. knoll: a small hill
21. dew: moisture droplets
22. ploughland (sp. plowland): land that is cultivated and sowed
23. hayfield: a field where grass or alfalfa are grown to make hay
24. pool: a small pond of water
25. spinney: a small thicket or tall grass
26. looking-glasses: eyeglasses
27. horsehair sofa: a sofa or couch made with the hair from a horse
28. Brussels carpet: a rug made from several colors of yarn
29. lithograph: an inked print which can be a picture, photo, or writing
30. Queen Victoria: the Queen of the United Kingdom from 1837-1901
31. mantelpiece: a shelf that projects from the wall, directly above a fireplace
32. harvest: the crop that is gathered or ripens during a season
1. cutter: a small sleigh pulled by one horse used to cut grasses
2. horse-rake: a large wheeled rake drawn by a horse
3. chaff: seed coverings removed by threshing
4. threshing machine: a machine for removing grains from straw and chaff
5. cockerels: young male chickens
6. bushels: units of measure used for measuring dry goods
7. flagstaff: flagpole
8. blacksmithing: working with iron and metal objects such as horseshoes
9. carpentering: building or repairing wooden objects or structures
10. forelock: front of a horse's mane
11. whelped: gave birth to
12. mash: grain and water mixed as food for animals
13. loft: upper floor of a barn
14. windfalls: ripe fruit blown off a tree

#### **Chapter Four**

1. taproom: a bar in a hotel
2. fortnight: two weeks
3. cannibalism: eating the flesh of other animals of the same species
4. flogging: beating very hard, usually with a whip, strap, or stick
5. din of the smithies: the song of the blacksmiths—in other words, everyone was singing the anthem
6. threshed: separated the seeds from straw and chaff
7. Julius Caesar: (100-44 B.C.) Roman general, statesman, and historian who invaded Britain and crushed the army of Pompey; was chosen to rule Rome as dictator for life
8. hobnailed boots: a hobnail is a short nail with a thick head; hobnailed boots are boots made with hobnails in the soles, and are meant to improve traction
9. ambush: a surprise attack
10. cowshed: a building in which cattle are housed
11. iron-shod hoofs: hoofs with iron shoes
12. stallion: an uncastrated male horse

#### **Chapter Three**

13. stable-lad: a young man who works in a stable
14. manger: eating trough for animals
15. hawthorn bush: a thorny tree with small red berries
16. military decoration: a medal or other honor given to acknowledge bravery or dedication
17. horse-brasses: decorative brass ornaments attached to a horse's harness
18. cartridges: bullet casings
19. artillery: large-caliber guns, cannons, and other weaponry used by armies

### Chapter Five

1. prance about: to dance all around
2. took to her heels: ran off quickly
3. shafts: parallel bars by which an animal is harnessed to a cart or wagon
4. dogcart: two-wheeled horse-drawn vehicle
5. public-house: an inn, tavern, or small hotel
6. check breeches: checkered pants
7. gaiters: waterproof leg coverings
8. publican: the owner of a pub or bar
9. scarlet: a deep red color
10. acreage: an area of land
11. barley: the grain from a cereal plant
12. field-drains: a hollowed area to help drainage in a field
13. silage: animal food preserved by fermentation and storage in a silo
14. slag: a mixture of coal and mineral waste used as an alternate fertilizer
15. windmill: a building with a set of revolving blades that drive a grinding machine; used to pump water or generate electricity
16. dynamo: a machine that converts mechanical energy into electrical energy
17. incubators: a place in which the temperature is kept at a constant level so that eggs can be artificially hatched
18. cog-wheels: a projection on the edge of a gearwheel

19. sails (of a windmill): the blade of a windmill designed to be turned by the wind in order to drive machinery
20. firearms: a portable weapon that fires ammunition
21. turnip-slicers: turnip is a root vegetable; turnip slicers slice the vegetable
22. ploughs (sp. plow): a tool for breaking up soil and making trenches or grooves in the soil
23. harrows: farm machine for breaking up soil
24. rollers: devices used to flatten a lawn or grasses
25. reapers: machines for harvesting grain crops
26. binders: attachments on a reaping machine for bundling cut grain
27. baying: howling
28. brass-studded: covered with brass embellishments
29. pasture: land used for grazing
30. moonshine: nonsense or a senseless idea

### Chapter Six

1. sown: planted seeds
2. quarry: an open area from which stone is extracted
3. limestone: sedimentary rock formed from ocean organisms
4. outhouses: small buildings situated near the main building of a property
5. picks: tools for breaking up hard surfaces
6. crowbars: iron or steel bars used to raise or move things
7. governess-cart: a horse-drawn vehicle specially designed for children and their governess (nanny)
8. paraffin oil: a mixture used as heating fuel
9. artificial manures: manure made from sources other than animal dung
10. solicitor: an expert on the law
11. broker: someone who acts as an agent in negotiating contracts or buying or selling goods and services
12. commissions: fees paid to an agent for work completed



13. diagrams: simple drawing or chart showing how something works
14. sty: a pigpen
15. gale: an extremely strong gust of wind

### Chapter Seven

1. sleet: partly frozen rain
2. frost: frozen water deposits
3. snowdrifts: a bank of snow piled up by the wind
4. clamps: a heap of material (food, grasses, etc.) used in the process of silage
5. infanticide: the act of killing infants
6. clutches: groups of eggs hatched together at one time
7. Black Minorca pullets: large black-feathered young female hens
8. coccidiosis: a disease of domestic animals, causing diarrhea
9. beech spinney: a small orchard of beech trees
10. upset the milk pails: overturned the milk pails
11. blood-curdling: horrifying
12. in league: in association with; joined with
13. corpses: dead animals

### Chapter Eight

1. did not square with: did not make sense
2. food stuff: something that can be eaten
3. Crown Derby: The Royal Crown Derby Porcelain Company, a porcelain manufacturer based in Derby, England
4. swill-bucket: a bucket containing a watered-down feed typically containing kitchen waste
5. sucking-pig: a pig still feeding on its mother's milk
6. lest: in case
7. magistrates: local law officers
8. splinters: sharp fragments
9. scoundrels: dishonorable or villainous people
10. machinations: secret, cunning plans
11. nocturnal: occurring at night
12. gander: a male goose
13. nightshade berries: poisonous berries from the wild nightshade plant

14. hitherto: up to now
15. pensioner: someone receiving a pension, esp. someone retired from work
16. pounds, five-pound notes, bank-notes: common units of currency in the United Kingdom
17. hullabaloo: noisy excitement; clamor
18. forgeries: fake or illegal copies of money or documents
19. chinks: holes or weak spots
20. knot-holes: holes in wood
21. sledge-hammer: a large hammer swung with both hands
22. blasting powder: dynamite in powder form
23. gored: pierced with horns or tusks
24. trousers: pants
25. thorn hedge: a small bush with thorns
26. hearse: a vehicle in which a dead body is transported
27. procession: a succession; in this case, a funeral march
28. bowler hat: a round felt hat
29. brewing: the process of making beer or other alcoholic drinks
30. distilling: producing alcohol by boiling liquid and condensing its vapor

### Chapter Nine

1. pensions: regular sums of money paid during retirement
2. sows: adult female hog
3. littered about: had many babies
4. precincts: boundaries marking out an area
5. Republic: a political system with elected officials
6. stratagem: a clever scheme for deceiving an enemy
7. haunches: the back legs of a four-legged animal
8. hides: the skin of a larger animal, i.e. deer, cattle, buffalo
9. bone-meal: ground animal bones, used as a fertilizer or in animal feed
10. matchwood: small pieces of wood
11. laurels: trees or bushes resembling the bay tree, with stiff aromatic leaves

## Chapter Ten

1. inebriate: a drunk; an alcoholic
2. muzzle: an animal's nose and jaws
3. milling: grinding by machine
4. birch saplings: young birch trees
5. wireless set: a radio
6. *John Bull*: a British magazine published sporadically from 1824 to the 1960s
7. *Tit-Bits*: a British magazine of short stories and fiction (from 1881-1984)
8. *Daily Mirror*: a British tabloid founded in 1903, and still in publication
9. wardrobes: large closets
10. ratcatcher breeches: "rat-catcher" is a type of tweed fabric—ratcatcher breeches are tweed pants
11. *bon mot*: in French, a witty or clever remark
12. title-deeds: the documents showing ownership of property
13. masthead: the top of a ship, or in this case, a building
14. dregs: last remaining part

# **Animal Farm**

## **Vocabulary List**

**Directions:** Use a dictionary or the author's words to find the meanings of the following words from **Animal Farm**. Your teacher will direct you to do this either as you read each chapter or as a pre-reading activity. Whatever method your teacher chooses, be sure to keep this list and your definitions to use in vocabulary exercises and to study for quizzes and tests.

### **Chapter One**

1. benevolent
2. cynical
3. enmity
4. ensconced
5. lurched
6. regarded
7. scullery
8. trodden

### **Chapter Four**

1. alighted
2. conferred
3. contemptible
4. dung
5. ignominious
6. impromptu
7. posthumously
8. prophecy

### **Chapter Seven**

1. capitulated
2. countenance
3. decreed
4. gilded
5. pervading
6. procure
7. retribution
8. seasoned

### **Chapter Ten**

1. denounced
2. filial
3. frugally
4. invariably
5. morose
6. rheumy
7. taciturn
8. witticism

### **Chapter Two**

1. capered
2. disciples
3. expounded
4. gamboled
5. lowing
6. maltreating
7. reproached
8. vivacious

### **Chapter Five**

1. articulate
2. biding
3. blithely
4. disinterred
5. marshal
6. pretext
7. ratified
8. tactics

### **Chapter Eight**

1. conciliatory
2. lamentation
3. leagued
4. meddle
5. retinue
6. sentinels
7. skulking
8. surmounted

### **Chapter Three**

1. acute
2. cryptic
3. implements
4. indefatigable
5. maxim
6. obstinate
7. parasitical
8. resolutions

### **Chapter Six**

1. grudged
2. indignation
3. laborious
4. malignity
5. rations
6. reconciled
7. repose
8. superintendence

### **Chapter Nine**

1. complicity
2. interment
3. knacker
4. piebald
5. poultices
6. superannuated
7. tureen
8. wafted

**Challenge Activity:** For each vocabulary word, 1) find the part of speech and definition as it is used in the context of the novel, 2) use the word in an original sentence, 3) draw a picture that represents the word and its definition.

# ***Animal Farm***

## **Vocabulary with Definitions**

### **Chapter One**

1. benevolent - showing kindness or goodwill
2. cynical - distrustful of human nature
3. enmity - extreme ill-will or hatred between enemies
4. ensconced - settled in comfortably or securely
5. lurched - moved with unsteadiness from side to side
6. regarded - thought deeply about someone or something
7. scullery - a small room for washing and storing dishes and utensils and doing kitchen chores
8. trodden - trampled or stepped on

### **Chapter Two**

1. capered - jumped playfully
2. disciples - followers of a philosophy or religion
3. expounded - gave a detailed description
4. gamboled - leaped or skipped playfully
5. lowing - mooing like a cow
6. maltreating - mistreating; treating badly
7. reproached - criticized or blamed
8. vivacious - lively and high-spirited

### **Chapter Three**

1. acute - serious; severe
2. cryptic - puzzling; confusing
3. implements - tools or instruments
4. indefatigable - showing no sign of tiring
5. maxim - saying; proverb
6. obstinate - stubborn; refusing to change
7. parasitical - living in or on another organism
8. resolutions - decisions; goals for the future

### **Chapter Four**

1. alighted - landed or settled after a flight
2. conferred - discussed something in order to compare opinions; compared views
3. contemptible - worthy of disrespect and contempt
4. dung - manure; animal excrement

5. ignominious - shameful; despicable
6. impromptu - done or said spontaneously
7. posthumously - occurring or published after death
8. prophecy - a vision or foretelling

### **Chapter Five**

1. articulate - eloquent; able to speak clearly
2. biding - staying; waiting
3. blithely - cheerfully; without care or concern
4. disinterred - dug up; exposed something hidden
5. marshal - gather and organize
6. pretext - a hidden reason; a made-up excuse
7. ratified - formally approved
8. tactics – plans and procedures for forces in battle

### **Chapter Six**

1. grudged - resented; felt ill-will towards
2. indignation - anger at unfairness
3. laborious - requiring a lot of work
4. malignity - with intense hatred or will to harm
5. rations - fixed amount (esp. of food) allocated to a group
6. reconciled - made peace; ended conflict
7. repose - a state of rest or inactivity
8. superintendence - having charge over someone or something

### **Chapter Seven**

1. capitulated - gave in to an argument; surrendered
2. countenance - a face or expression on a face
3. decreed - gave an official order or ruling
4. gilded - covered with gold; appeared as if covered with gold
5. pervading - spreading throughout
6. procure - to acquire something
7. retribution - punishment for wrongdoing; vengeance
8. seasoned - dried-out before use; old

### **Chapter Eight**

1. conciliatory - used or meant to make peace
2. lamentation - expression of grief or sorrow
3. leagued - joined a group with common goals
4. meddle - interfere in someone else's concerns
5. retinue - followers; entourage
6. sentinels - guards; watchmen
7. skulking - moving in a sneaky way
8. surmounted - overcame great difficulty

### **Chapter Nine**

1. complicity - involvement in something illegal or wrong
2. interment - burial of a dead body
3. knacker - someone who kills horses for profit
4. piebald - multicolored; spotted
5. poultices - moist substances applied to a wound
6. superannuated - retired; old; useless; out of style
7. tureen - serving bowl
8. wafted - floated gently through the air

### **Chapter Ten**

1. denounced - criticized sharply
2. filial - parental; like a parent
3. frugally - with thrift; cheaply
4. invariably - always or almost always
5. morose - withdrawn; saddened
6. rheumy - watery
7. taciturn - reserved; silent by nature
8. witticism - a witty or clever remark

## **Animal Farm**

### **Anticipation/Reaction Activity**

**Directions:** Before reading the novel, write “yes” if you agree with the statement, “no” if you disagree with the statement, and “?” if you don’t have a strong opinion about the statement. After reading, you will complete the last column, revisiting your responses.

**Yes = I agree**

**No = I disagree**

**? = I don’t know**

<b>Before Reading</b>	<b>Statement</b>	<b>After Reading</b>
	1) True leaders lead by example.	
	2) A good leader is someone who can make strong decisions despite adversity and opposition.	
	3) Rules should be bent or discarded for some people.	
	4) All men are created equal.	
	5) TV advertisements and magazine ads are the most powerful and influential devices of persuasion.	
	6) When faced with something we disagree with, it is best to stay quiet and accept it.	
	7) There is a danger in the inability or unwillingness to question authority.	
	8) Being educated is not that important.	
	9) You should not believe everything you hear.	
	10) Some people are born to be leaders, and everyone else should be a follower.	
	11) Education and knowledge is the most important defense a person has.	
	12) It is important to continue questioning authority.	
	13) “Word of mouth” is a powerful tool of persuasion.	

After completing the “Before Reading” column, get into small groups, then tally the number of “yes”, “no,” and “?” responses for each question in the chart on the next page. Each group member should keep track of the tally on their own page.

Name \_\_\_\_\_ Per \_\_\_\_\_

Group Members: \_\_\_\_\_

<b>Statement #</b>	<b>Yes</b>	<b>No</b>	<b>I Don't Know</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

*Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates' arguments. Once you have discussed all of the issues, answer the Pre-Reading Individual Reflection questions on the next page on your own.*

*\*Your teacher will collect and keep your chart and responses to use after you have finished reading the novel, when you will complete the Post-Reading Individual Reflection.\**

### ***Pre-Reading Individual Reflection***

**Directions:** Use the information and discussion from the “Before Reading” responses on pages 6-7 to answer the following questions on a separate piece of paper. Be sure to use complete sentences.

1. Which statements triggered the most thought-provoking or interesting discussion?
2. Summarize the discussion/debate.
3. For any of the statements that you discussed, what were some of the strongest or most memorable points made by your group members?
4. What was your reaction when a group member disagreed with the way you feel about an issue?
5. Was any argument strong enough to make you change your mind or want to change any of your initial responses? Why or why not? What made the argument effective?

### ***Post-Reading Individual Reflection***

**Directions:** After reading the novel, revisit your Anticipation/Reaction Activity and your answers to the discussion questions. Now that you have read the novel, complete the “After Reading” column on pages 6-7 and answer the following questions on a separate piece of paper, comparing your responses. Answer each question using complete sentences.

1. How many of your responses have changed since reading the novel?
2. Which statements do you see differently after reading the novel?
3. Describe an important part of the novel that affected you, or made you think differently after reading.
4. In small groups, talk to some of your classmates about their responses. How are their responses different after reading the novel?
5. Overall, are the feelings of your other group members the same or different from yours? Do any of their responses surprise you? Which ones? How?
6. Why do you think there might be so many different opinions and viewpoints? What do you feel has contributed to the way you and your other classmates responded to each statement?



## Note-Taking and Summarizing

For some students, reading can be a difficult, challenging task. Part of the problem is that many students do not have the tools to read for meaning, and become disinterested because they cannot follow the action or do not understand, or cannot relate to, the events or the characters.

To develop good reading habits, there are a few steps that you can take which will help you to understand and appreciate what you are reading. As you read each chapter:

- **Summarize**—*Briefly restate* the most important information, details, or events of the chapter.
- **Question**—*Ask yourself*, where is this story, chapter, scene, etc. taking place? What has happened before this? Who are the characters involved? What do I not understand? What do I need to reread? What do I need my teacher to clarify?
- **Connect**—*Try to relate to the events or characters* in what you are reading. Has this ever happened to you? How did you handle this situation? Have you ever known a person like this character? What other stories come to mind when reading? Why? Are there any lessons or themes you have seen before?
- **Reflect**—*Think about why* you are reading the story. What do you think is the theme? What have you learned so far? Why are you reading this particular text in school? Do you like the story? Why or why not? Would you want to read or learn more about this author/ genre/ topic? Why or why not?
- **Predict**—*Try to make guesses or predictions* as to what may happen next in the story. This will help you to stay focused on what you read next, as you try to unravel the plot: What will happen next? What effect will this event have on the characters? On the plot?

To help you become a more successful reader, you will be completing an activity for each chapter of *Animal Farm*. Each activity is designed to help you understand the action, conflict, and characters, and to eventually appreciate the author's reasons for writing the book. Below is a chart to help you think of ideas for what to write for each section. The Chapter One Note-Taking and Summarizing Chart has been done for you as an example.

<b>Summarize</b>	Retell, in your own words, the main plot and important details of your reading. Your summary should not be more than about one paragraph, or 5-7 sentences long. Be sure to include setting, major characters, conflicts, and major action.
<b>Question</b>	In this space, write down questions you have about the story or characters, and any questions about the reading that you do not understand and/or would like your teacher to clarify.
<b>Connect</b>	In this space, write down anything that you find familiar: either a situation you have experienced, a character that reminds you of someone, or an event from the story that is similar to something you have already read.
<b>Reflect</b>	In this space, write down any quotes, sayings, or moments that affect you in some way. So far, what do you think is the reason the author wrote this book? Are there any themes you recognize? Do you like the book so far? Why or why not? What changes could be made so that you understand or connect with the novel better?
<b>Predict</b>	In this space, write your prediction of what you think will happen next in the story.

## Chapter One

### **Note-Taking and Summarizing Sample**

A sample of the Note-Taking and Summarizing Chart has been done for Chapter One below.

<b>Summarize</b>	After a drunk Mr. Jones goes to bed, the animals of Manor Farm gather to hear from Old Major, the prize Middle White boar, who had an important dream last night. The animals congregate, and among them are the dogs Bluebell, Jessie, and Pincher; the cart-horses Boxer and Clover; Muriel, the white goat; Benjamin, the donkey; and Mollie, the white mare. Old Major proceeds to tell the animals about the nature of their lives, and how they are worked to death by the evil human race. He tells them that man is the only creature that consumes without producing, and that the animals are slaves to every human whim. He finally mentions revolution and rebellion – taking back their lives by eliminating the human race and being free from their tyranny. He mentions the vices of humans – warning the animals never to live in a house, sleep in a bed, wear clothes, drink alcohol, smoke, touch tobacco, touch money, engage in trade, and tyrannize over their own kind – and all animals are equal. He eventually tells the animals about his dream: man had vanished from the earth and a song he knew when he was a child came back to him. It was the song <i>Beasts of England</i> . He sings it the best he can, and some of the smarter animals join in. They are interrupted by a gunshot, as Jones was awakened by their singing. Finally, the animals retire for the evening.
<b>Question</b>	<ul style="list-style-type: none"> <li>• Do the other animals hate humans as much as Old Major does?</li> <li>• Does Old Major really think the animals can survive without the help of humans?</li> <li>• How do the animals feel about Old Major?</li> </ul>
<b>Connect</b>	The idea of rebellion reminds me of studying the American Revolution in 8 <sup>th</sup> grade Social Studies, especially the Boston Tea Party.
<b>Reflect</b>	A quote I found interesting and disturbing at the same time was when Old Major said “The life of an animal is misery and slavery: that is the plain truth.” I never thought that an animal would feel like a slave working for the “master” human. This may open the theme of “Treat others they way you would want to be treated.”
<b>Predict</b>	I have a feeling that this book will be about the Rebellion. The animals will eventually get tired of the way they are treated by the humans and will try to rebel from the humans, but because they need humans to survive, they will fail miserably.

## Chapter One

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter One on a separate piece of paper.

1. Who owns Manor Farm? What does he forget?
2. Who is Old Major? How old is he? What was his show name?
3. Why are the animals directed to meet?
4. What term does Old Major use to address the animals? What does this term mean?
5. According to Old Major, what is the nature of the life of farm animals? Explain.
6. Where is the farm located?
7. According to Old Major, who is the enemy, and why?
8. What is the one fate that no animal will escape, according to Old Major?
9. What does Old Major suggest to the animals to rid themselves of the tyranny of human beings?
10. Which animal had to be voted into comradeship?
11. What motto does Old Major give the animals?
12. What human “vices” does Old Major warn against?
13. Above all, what does Old Major suggest is the number one rule?
14. What “came back” to Old Major is his dream?
15. What interrupted their singing?
16. What political idea in Russian history does Old Major represent?
17. Judging from the descriptions Orwell gives of the animals, who do you think are the smarter animals? The dumber animals?
18. Predict what you think the animals will do the next morning.
19. According to Orwell’s description, draw a picture of the meeting (including an accurate representation of the arrangement of the animals).

**Writing Prompt:** “If we behave like those on the other side, then we *are* the other side. Instead of changing the world, all we’ll achieve is a reflection of the one we want to destroy.”—from *The Balcony* by Jean Genet, French novelist and political activist

## Chapter One

### ***Literature Focus: Analyzing Poetry***

The song, *Beasts of England*, was a song Old Major learned as a child. Its words inspired him as a child, and as he sings in Chapter One, it begins to inspire and motivate the other animals of the farm. Read the song, then complete the activity that follows, analyzing the song as a work of poetry.

- 1 *Beasts of England, beasts of Ireland,* \_\_\_\_\_
- 2 *Beasts of every land and clime,* \_\_\_\_\_
- 3 *Hearken to my joyful tidings* \_\_\_\_\_
- 4 *Of the golden future time.* \_\_\_\_\_
  
- 5 *Soon or late the day is coming,* \_\_\_\_\_
- 6 *Tyrant Man shall be o'erthrown,* \_\_\_\_\_
- 7 *And the fruitful fields of England* \_\_\_\_\_
- 8 *Shall be trod by beasts alone.* \_\_\_\_\_
  
- 9 *Rings shall vanish from our noses,* \_\_\_\_\_
- 10 *And the harness from our back,* \_\_\_\_\_
- 11 *Bit and spur shall rust forever,* \_\_\_\_\_
- 12 *Cruel whips no more shall crack.* \_\_\_\_\_
  
- 13 *Riches more than mind can picture,* \_\_\_\_\_
- 14 *Wheat and barley, oats and hay,* \_\_\_\_\_
- 15 *Clover, beans, and mangel-wurzels* \_\_\_\_\_
- 16 *Shall be ours upon that day.* \_\_\_\_\_
  
- 17 *Bright will shine the fields of England,* \_\_\_\_\_
- 18 *Purer shall its waters be,* \_\_\_\_\_
- 19 *Sweeter yet shall blow its breezes* \_\_\_\_\_
- 20 *On the day that sets us free.* \_\_\_\_\_
  
- 21 *For that day we all must labour,* \_\_\_\_\_
- 22 *Though we die before it break;* \_\_\_\_\_
- 23 *Cows and horses, geese and turkeys,* \_\_\_\_\_
- 24 *All must toil for freedom's sake.* \_\_\_\_\_
  
- 25 *Beasts of England, beasts of Ireland,* \_\_\_\_\_
- 26 *Beasts of every land and clime,* \_\_\_\_\_
- 27 *Hearken well and spread my tidings* \_\_\_\_\_
- 28 *Of the golden future time.* \_\_\_\_\_

**Directions:** Answer the questions below on a separate piece of paper. Use a dictionary to find the meanings of any words with which you are unfamiliar.

1. What is the song's (poem's) rhyme scheme? Label the rhyme scheme on the lines provided on page 24.
2. Do you notice a pattern of rhyme? If so, what is it? Is there any evidence of internal rhyme? If so, give the line numbers in which the internal rhyme appears.
3. Are there any strategic points where the poem breaks with its rhyme scheme? Why? What do you notice about the last stanza (the last four lines)?
4. Who is the speaker? How would you describe the tone (the attitude of the speaker) of the poem? Explain your choice.
5. How is the poem organized? How many stanzas (groups of lines) are there? How might this organization help the animals learn the song?
6. Do the lines end with a completion of a thought or with closed punctuation? What kinds of pauses are written into the poem? How does each stanza end?
7. Is there any evidence of sound effects, i.e. *repetition* (repeat words or phrases), *alliteration* (repetition of consonant sounds at the beginning of words), *assonance* (repetition of vowel sounds within words), *consonance* (repetition of consonant sounds at the ends of words), or *onomatopoeia* (words that imitate the sound associated with a word), in the poem? If so, write the line(s) on your paper, indicating which sound device is being used.
8. What imagery is present? Does the poet use metaphor, simile, personification, etc? Which lines create a strong image in your mind? Copy the lines. Why do you think these lines are so powerful?
9. What is the poem's message? Is the theme stated explicitly or implicitly? How do you know?

## Chapter One

### ***Language Focus: Base Words/Root Words/Affixes***

An effective approach to deciphering unfamiliar words either in context or in an assessment situation, such as a state test when dictionaries are not available or allowed, is to break down the words into smaller parts. In order to break words into smaller parts, you must be familiar with common prefixes, suffixes and root words. For example, if you know that the “un” in the word “untrue” means “not,” then you can usually make the assumption that other words with the same prefix also mean “not” and you can then decipher the words “unoccupied,” “unsubstantiated”, and “unqualified,” for example.

**Directions:** Look up the following vocabulary words from Chapter One. For each word, find its base word, word root, and name any prefixes or suffixes, (also called affixes). Then write the definition for each word on the line provided, followed by a sentence which reflects its meaning in context. An example has been done for you.

#### **Example: benevolent**

Base Word: benevolent                      Root: benevolens                      Affix(es): none

Definition: adj., showing kindness or goodwill

Sentence: Because of her hours of unselfish volunteer work, Gina was known as a benevolent person.

#### **1. cynical**

a. Base Word: \_\_\_\_\_

b. Root: \_\_\_\_\_                      c. Affix(es): \_\_\_\_\_

d. Definition: \_\_\_\_\_

e. Sentence: \_\_\_\_\_

\_\_\_\_\_

#### **2. enmity**

a. Base Word: \_\_\_\_\_

b. Root: \_\_\_\_\_                      c. Affix(es): \_\_\_\_\_

d. Definition: \_\_\_\_\_

e. Sentence: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

**3. ensconced**

- a. Base Word: \_\_\_\_\_
- b. Root: \_\_\_\_\_ c. Affix(es): \_\_\_\_\_
- d. Definition: \_\_\_\_\_
- e. Sentence: \_\_\_\_\_  
\_\_\_\_\_

**4. lurched**

- a. Base Word: \_\_\_\_\_
- b. Root: \_\_\_\_\_ c. Affix(es): \_\_\_\_\_
- d. Definition: \_\_\_\_\_
- e. Sentence: \_\_\_\_\_  
\_\_\_\_\_

**5. regarded**

- a. Base Word: \_\_\_\_\_
- b. Root: \_\_\_\_\_ c. Affix(es): \_\_\_\_\_
- d. Definition: \_\_\_\_\_
- e. Sentence: \_\_\_\_\_  
\_\_\_\_\_

**6. scullery**

- a. Base Word: \_\_\_\_\_
- b. Root: \_\_\_\_\_ c. Affix(es): \_\_\_\_\_
- d. Definition: \_\_\_\_\_
- e. Sentence: \_\_\_\_\_  
\_\_\_\_\_

**7. trodden**

- a. Base Word: \_\_\_\_\_
- b. Root: \_\_\_\_\_ c. Affix(es): \_\_\_\_\_
- d. Definition: \_\_\_\_\_
- e. Sentence: \_\_\_\_\_  
\_\_\_\_\_

**Chapter Two**  
***Note-Taking and Summarizing***

*Directions: Refer to the chart on page 21, “Note-Taking and Summarizing.” Use it to complete the following chart as you read Chapter Two of the novel.*

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	



## Chapter Two

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Two on a separate piece of paper.

1. What happens three nights after Old Major holds the meeting? What month is it?
2. Which animals have taken it upon themselves to begin to plan the rebellion? Who are the standouts among them?
3. Describe Napoleon and Snowball. How are they similar? How are they different? What is their relationship like?
4. What is the name of the animals' new system of thought? How do the animals respond to this new form of government, particularly Mollie?
5. How does Moses, the raven, cause problems? What is Sugarcandy Mountain?
6. How has life on the farm been more difficult lately?
7. What incident(s) incite the Rebellion?
8. Once the animals realize they have rid themselves of all humans, what do they do with the instruments the humans used "against" them?
9. What does Snowball throw into the fire? Why? What does Boxer contribute?
10. How do they finally celebrate?
11. What do the animals do first thing in the morning? Why?
12. Who leads the animals through the farmhouse? How do the animals react to what they see in the house?
13. What three things are disturbed in the house, and why?
14. What agreement is made after the animals leave the house?
15. What do the pigs teach themselves? What is the result of their newly acquired skill?
16. Who has the honor of writing the Commandments on the wall? Why is he chosen for this job?
17. Identify the Seven Commandments. Why are they established?
18. What immediate problem do the pigs face? How do they solve this problem?
19. Predict how these types of problems will be solved in the future.
20. Explain the irony of the Seventh Commandment.
21. What problem is introduced at the very end of Chapter Two?

**Writing Prompt:** "Nearly all men can stand adversity, but if you want to test a man's character, give him power."—Abraham Lincoln, 16<sup>th</sup> President of the United States

## Chapter Two

### Literature Focus: Symbolism

**Symbolism** is the creative use of an object or **symbol**, to represent or indicate a deeper meaning or to represent something larger than itself. Just as a heart is a symbol of love, or a turkey is a symbol of Thanksgiving, colors, animals, weather, numbers, and even people can act as symbols in a piece of literature. It is important that we recognize the author’s use of symbols to indicate a deeper message in his or her work.

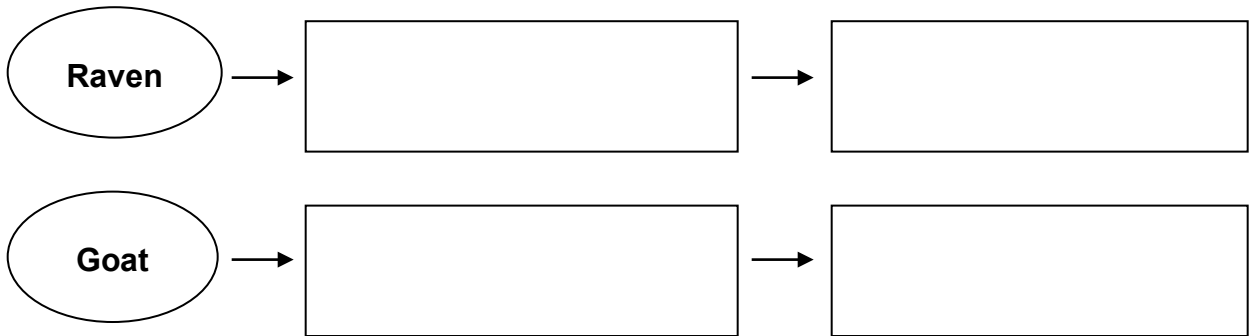
A **fable** is a story in which animals take on human characteristics. *Animal Farm* can be considered a fable, as well as an allegory, because the animals in the story are able to read, write, talk, sing, reason, debate, etc. Orwell uses these animals to symbolize human beings, and in doing so, he chose the animal characters with great thought.

#### Part A

**Directions:** Fill-in the stereotypical characteristics normally associated with each animal given. Then, extend your description to what a human might be like if he was compared to that animal. Once you have completed your chart, discuss your answers as a class, filling in any characteristics you may have missed, or crossing out any characteristics that don’t make sense. An example has been done for you.

Animal	Animal Characteristics	Human Characteristics
Pig	fat, sloppy, dirty, smelly, boisterous, squeals loudly, pink	whiny, bossy, pushy, fat, rude, lazy, loud, wants everything to himself
Dog		
Horse		
Rat		
Donkey		

Name \_\_\_\_\_ Per \_\_\_\_\_



Often, the names of characters in literature have been chosen very carefully by the author. The vast majority of the time, characters' names are somehow symbolic of the character, whether obvious or hidden to the reader. Such is the case with the animals of *Animal Farm*. Orwell has chosen the names of his animals very carefully, in order to emphasize and enhance the symbolism and significance of the allegory.

**Part B**

**Directions:** For each of the following characters, make an inference as to why Orwell chose these symbolic names for the animals. For each, brainstorm the meaning of the actual word, as if it was not a name; then explain the symbolism of the name as it connects with your thought process. There are no real wrong answers here, unless your inferences are completely random and illogical. An example has been done for you.

**Ex. Snowball**

- a. Thought Process: snow is white and pure; a snowball is ball of snow, packed very hard; snowballs are made by packing on more and more layers of snow
- b. Symbolism of the Name: Snowball could be a white or very light-colored pig; his name could symbolize the "purity" of the farm—he could turn out to be the "good guy." He could have several layers, making him a talented pig and very important to the farm. He could also be very strong, packed with drive and power.

1. Old Major

- a. Thought Process: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. Symbolism of the Name: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

2. Napoleon

a. Thought Process: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Symbolism of the Name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Moses

a. Thought Process: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Symbolism of the Name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Squealer

a. Thought Process: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Symbolism of the Name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Boxer

a. Thought Process: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Symbolism of the Name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Chapter Two

### ***Language Focus: Connotation/Denotation***

**Denotation** is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a **connotation**: an emotional feeling about the word. For example: the words thin, skinny, trim, emaciated, slender, lanky and slim all have the same dictionary definition: of limited size; of slight consistency. However, would you rather be referred to as slender or thin, or emaciated and lanky? The words slender and slim have a positive connotation; the words emaciated and lanky have a negative connotation. In other words, we would probably want to be referred to as slender, slim, or even trim.

Our goal as writers is to explore the use of connotation to enhance our writing. For example, rather than stating, “Kelli *walked* throughout the room, *talking* to her guests.” We can improve the sentence with words with the same *denotative* meaning, but more accurate or illustrative *connotative* meaning, such as “Kelli *sauntered* throughout the room, *gossiping* to her guests.” Clearly, the second sentence gives the reader a more accurate and detailed description of Kelli’s actions.

#### **Part A**

**Directions:** *In each sentence, the vocabulary word from Chapter Two has been underlined. Below the sentence are four choices, each with the same denotation as the vocabulary word. Using the context of the sentence, choose the best word that matches the connotation of the vocabulary word in its context. Write the correct letter on the line provided. An example has been done for you.*

  C   EX. The energetic puppies capered through the field.

- a. walked                      b. moved                      c. frolicked                      d. jumped

       1. In Russia, there were many disciples interested in the concept of Communism.

- a. groupies                      b. pupils                      c. fans                      d. followers

       2. Squealer expounded the benefits of having good leadership.

- a. explained                      b. reasoned                      c. endorsed                      d. interpreted

       3. When they realized they had won the battle, the animals gambled through the land they now claimed as their own.

- a. went                      b. moved                      c. stepped                      d. leaped

Name \_\_\_\_\_ Per \_\_\_\_\_

- \_\_\_\_\_ 4. To show their support, the cattle began lowing loudly.  
a. whispering      b. talking      c. sounding      d. mooing
- \_\_\_\_\_ 5. Mr. Jones was known for maltreating the animals on his farm.  
a. misusing      b. slaughtering      c. mistreating      d. destroying
- \_\_\_\_\_ 6. Any questioning or doubt whether the animals could run their own land and take care of themselves was quickly reproached.  
a. shouted at      b. criticized      c. addressed      d. spoken to
- \_\_\_\_\_ 7. When Boxer was young, he was vivacious, strong, and full of promise.  
a. operational      b. spirited      c. living      d. bubbly

### **Part B**

**Directions:** For each of the vocabulary words from Chapter Two, find a word with the opposite (or nearly opposite) connotation of the vocabulary word. For b., explain how the vocabulary word differs from the word you chose. An example has been done for you.

Ex. capered

1. Word with opposite (or nearly opposite) connotation: relaxed
2. Explanation: If a group of puppies capered around, it means that they played and frolicked playfully; a group of puppies who relaxed laid around lazily.

1. disciples

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

2. expounded

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

3. gamboled

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. lowing

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. maltreated

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. reproached

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. vivacious

a. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

### **Chapter Three** ***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	



## Chapter Three

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Three on a separate piece of paper.

1. What problem did the animals face when harvesting the fields?
2. Why was this harvest such a big success this year?
3. Who becomes a stand-out among the workers? Why? What is his personal motto?
4. Which characters begin to show signs of becoming problems?
5. Describe the typical Sunday.
6. On the flag, what do the color, hoof and horn symbolize?
7. What happens at the Meetings?
8. What shows that there are already problems in the leadership of the new government?
9. Describe the levels of learning of the animals, particularly the pigs, Muriel, Benjamin, Clover, Boxer, and Mollie.
10. How does Snowball summarize the Seven Commandments so that the stupid animals can remember?
11. What happened to Jesse and Bluebell's puppies?
12. Explain distribution of the apples and the mystery of the milk.
13. Who is sent to explain this? What are his arguments?
14. How do the animals respond?
15. If one or more of the animals was opposed the idea of the milk and apples going to the pigs, how do you think Snowball and Napoleon would react?
16. What is your reaction to the milk and apples incident? How well does this correspond with the Seventh Commandment? What does this suggest about future incidents?
17. Explain the quote: "...surely there is no one among you who wants to see Jones come back?" What rhetorical device is Squealer using? Infer what Squealer hopes will be the response by asking such a question.

**Writing Prompt:** "Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity." –Martin Luther King Jr., American activist in the Civil Rights Movement

## Chapter Three

### ***Literature Focus: Narrator and Point of View***

The **narrator** is the person who relates the events of a story to a reader or audience. **Point of view** is the perspective from which a story is told. The point of view from which a story is told determines how the reader interprets the story and understands the characters. There are three main types of point of view:

- **First Person:** narrator is a character in the story; uses the first person “I” to tell the story
- **Third Person Limited:** narrator does not participate in the action of the story; relates the thoughts and feelings of only one character
- **Third Person Omniscient:** narrator does not participate in the action of the story; relates the thoughts and feelings of more than one of the characters in the story

*Animal Farm* is told from the *third person omniscient* point of view, which allows the reader to see into the minds of characters and gain a better understanding of their true opinions of the happenings of Animal Farm. The narrator is a creature who has no part in the story, and tells the story of Animal Farm objectively. As a result, the reader is able to understand the true situation throughout the story, even while the animals have a limited view and/or do not understand what is happening.

One of the most effective and powerful aspects of *Animal Farm* is the objective tone of the (mostly) neutral narrator. The narrator rarely makes judgments; it rarely takes sides. The narrator mostly reports the events as a reporter would report the news. This powerful objectivity allows the reader to make his/her own judgments, and Orwell is confident that the reader will ultimately see his point and take his side without the narrator making assertions or stating opinions.

**Directions:** *In order to fully understand the power of the narrator, read the passage from Chapter Three below, then answer the questions that follow.*

*Sometimes the work was hard; the implements had been designed for human beings and not for animals, and it was a great drawback that no animal was able to use any tool that involved standing on his hind legs. But the pigs were so clever that they could think of a way round every difficulty. As for the horses, they knew every inch of the field, and in fact understood the business of mowing and raking far better than Jones and his men had ever done. The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership. Boxer and Clover would harness themselves to the cutter or the horse-rake (no bits or reins were needed in these days, of course) and tramp steadily round and round the field with a pig walking behind and calling out "Gee up, comrade!" or "Whoa back, comrade!" as the case might be. And every animal down to the humblest worked at turning the hay and gathering it. Even the ducks and hens toiled to and fro all day in the sun, carrying tiny wisps of hay in their beaks. In the end they finished the harvest in two days' less time than it had usually taken Jones*

Name \_\_\_\_\_ Per \_\_\_\_\_

*and his men. Moreover, it was the biggest harvest that the farm had ever seen. There was no wastage whatever; the hens and ducks with their sharp eyes had gathered up the very last stalk. And not an animal on the farm had stolen so much as a mouthful.*

1. Underline the words, phrases and/or sentences that are particularly expressive of the narrator's tone. What is the tone of the passage? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What is the effect of such a tone? How does it add to our experience of reading the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why do you think the author has chosen to tell the story from this particular point of view?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How does the narrator feel about the amount of work the pigs are doing on the farm? How do you know? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. How can you tell if a narrator is telling the truth about the events of the story? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. How do you know if you can trust what a narrator says in a story? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Can you trust the narrator of *Animal Farm*? Why or why not? Justify your response.

\_\_\_\_\_  
\_\_\_\_\_

### Chapter Three

#### ***Language Focus: Vocabulary in Context***

**Directions:** Answer the following questions regarding the vocabulary from Chapter Three using complete sentences for part a. Then using the vocabulary word, explain in part b. the reasoning behind your choice. An example has been done for you.

Ex. What implements might a teacher use?

- a. Answer: Some of the implements a teacher might use are chalk, a chalkboard, whiteboard markers, a whiteboard, pencils, a red pen, paper, and a copy machine.
- b. Explanation: Implements are tools or equipment.

1. When might it be to your benefit to be obstinate?

- a. Answer: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

2. What might you have to do in order to understand someone's cryptic remarks?

- a. Answer: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

3. What is the most important maxim of your life?

- a. Answer: \_\_\_\_\_  
\_\_\_\_\_
- b. Explanation: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

4. How can a friend with a parasitical personality affect your relationship?

a. Answer: \_\_\_\_\_

\_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

5. Describe a time when you were indefatigable in pursuing a goal.

a. Answer: \_\_\_\_\_

\_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

6. How might a person behave who has an acute need for attention?

a. Answer: \_\_\_\_\_

\_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

7. Why do many people make resolutions at the beginning of each year?

a. Answer: \_\_\_\_\_

\_\_\_\_\_

b. Explanation: \_\_\_\_\_

\_\_\_\_\_

**Chapter Four**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## **Chapter Four**

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Four on a separate piece of paper.

1. Infer why Napoleon and Snowball send pigeons to other farms to tell them the story of the Rebellion and teach them *Beasts of England*.
2. What does Mr. Jones do with most of his time now that he has been kicked off the farm?
3. Describe Mr. Pilkington and Foxwood.
4. Describe Mr. Frederick and Pinchfield.
5. What is Mr. Pilkington and Mr. Frederick's relationship like? What cause do they now share?
6. Why have the humans come back to Animal Farm?
7. Where did Snowball learn his battle techniques?
8. Who leads the first attack?
9. What bothers Boxer about his part in the battle? What is Snowball's response?
10. Where was Mollie during the battle?
11. How do the animals honor Snowball and Boxer for their part in the Battle? How do the animals honor the fallen sheep?
12. What do the animals name this battle?
13. Predict what you think Snowball's role will be on the farm, now that he is considered a hero.

**Writing Prompt:** "Man cannot discover new oceans unless he has the courage to lose sight of the shore." –Andre Gide, French author and winner of the Nobel Prize in Literature

## Chapter Four

### ***Literature Focus: Tone and Mood***

**Tone** is the emotional quality of the words that the author has chosen. It is also the author's attitude and point of view toward a subject; it reflects the feelings of the writer, and can affect the emotional response of the reader to the piece. While we have all heard, "Don't use that tone of voice with me!" a writer does not have the advantage of the sound of his voice to reveal the tone of the piece. As we read the words on the page, the author hopes that the words he or she has chosen and the way he or she has arranged those words will help us hear a voice in our heads, supplying the emotional appeal. Tone can be nostalgic, sentimental, moralizing, humorous or serious, personal or impersonal, subjective or objective, casual or passionate, and more.

When learning to recognize tone, it is also important to understand **mood**, a general feeling that is created by the tone. In literature, writers carefully choose their words to help the reader feel some kind of emotion about the work. Mood is *usually* described in expressions of feeling and emotions, such as fear, surprise, anger, hatred, contentment, or jealousy, to name a few.

**In short, *tone* is how the author says something, and *mood* is how it affects you, the reader.** For example, an author writes, "Kayla turned quickly, exclaiming, 'What a great idea!'" By the choice of the author's words, he created a tone that is enthusiastic, eager, and optimistic. By just reading this sentence, however, did you guess that the next sentences are: "'Drop out of school, get a minimum wage job, and that will, of course, solve all my problems? Thanks, Robert, but no thanks'"? Once the tone of the words change to cynical, pessimistic, and ironic, the mood changes to that of gloom, dejection, and frustration.

**Directions:** First, for each of the following excerpts, underline the words that contribute to the mood (hint—these are usually adjectives, adverbs, or other strong sensory words). Then identify the tone (part a) that Orwell is using, and how it affects you (mood—part b). Finally, for part c, write your analysis of the excerpt, or how the mood and tone work or don't work in the excerpt. An example has been done to help you.

**Example:** *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 had a strange dream on the previous night and wished to communicate it to the other animals... Old Major (so he was always called, though the name under which he had been exhibited was Willingdon Beauty) was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.*

- Tone: inviting, casual, fanciful
- Mood: curiosity, intrigue, fascination, humor, excitement
- Analysis: There is an excitement surrounding Old Major's announcement (the words stirring and fluttering contribute to this). Immediately, the reader begins to understand that these are not just regular animals—they dream, congregate, and



Name \_\_\_\_\_ Per \_\_\_\_\_

speak. We want to know what Old Major has to say, not only because he is a pig who speaks, but also because he is so highly respected on the farm.

1. *'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.'*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *The singing of this song threw the animals into the wildest excitement. Almost before Major had reached the end, they had begun singing it for themselves. Even the stupidest of them had already picked up the tune and a few of the words, and as for the clever ones, such as the pigs and dogs, they had the entire song by heart within a few minutes.*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *Three nights later old Major died peacefully in his sleep. His body was buried at the foot of the orchard.*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. *For the first few minutes the animals could hardly believe in their good fortune. Their first act was to gallop in a body right round the boundaries of the farm, as though to make quite sure that no human being was hiding anywhere upon it; then they raced back to wipe out the last traces of Jones's hated reign. The harness-room at the end of the stables was broken open; the bits, the nose-rings, the dog-chains, the cruel knives which Mr. Jones had used to castrate the pigs and lambs, were all flung down the well.*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. *The animals were happy as they had never conceived it possible to be. Every mouthful of food was an acute positive pleasure, now that it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. With the worthless parasitical human beings gone, there was more for everyone to eat.*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. *'Comrades!' he cried. 'You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig.'*

a. Tone: \_\_\_\_\_

b. Mood: \_\_\_\_\_

c. Analysis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter Four

### ***Language Focus: Base Words/Root Words/Affixes***

As you may recall, in order to divide words into smaller parts, you must be familiar with common prefixes, suffixes, and root words. For example, if you know that the “un-“ in the word “untrue” means “not,” then you can usually make the assumption that in other words, the same prefix also means “not” and you can then decipher the words “unoccupied,” “unsubstantiated,” and “unqualified,” for example.

**Directions:** *Using a dictionary, look up the following vocabulary words from Chapter Four. For each word, find its base word, word root, and name any prefixes or suffixes, also called affixes. Then write the definition for each word on the line provided, followed by a sentence that reflects the meaning in context. An example has been done for you.*

**Example:** alighted

- a. Base Word: alight                      b. Root: alihtan  
c. Affix(es): -ed  
d. Definition: verb- settled; came to rest  
e. Sentence: The birds alighted on the farm, once they knew they were out of harm’s way.

1. **conferred**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_  
c. Affix(es): \_\_\_\_\_  
d. Definition: \_\_\_\_\_  
e. Sentence: \_\_\_\_\_
- 

2. **contemptible**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_  
c. Affix(es): \_\_\_\_\_  
d. Definition: \_\_\_\_\_  
e. Sentence: \_\_\_\_\_
-

Name \_\_\_\_\_ Per \_\_\_\_\_

3. **dung**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_
  - c. Affix(es): \_\_\_\_\_
  - d. Definition: \_\_\_\_\_
  - e. Sentence: \_\_\_\_\_
- 

4. **ignominious**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_
  - c. Affix(es): \_\_\_\_\_
  - d. Definition: \_\_\_\_\_
  - e. Sentence: \_\_\_\_\_
- 

5. **impromptu**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_
  - c. Affix(es): \_\_\_\_\_
  - d. Definition: \_\_\_\_\_
  - e. Sentence: \_\_\_\_\_
- 

6. **posthumously**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_
  - c. Affix(es): \_\_\_\_\_
  - d. Definition: \_\_\_\_\_
  - e. Sentence: \_\_\_\_\_
- 

7. **prophecy**

- a. Base Word: \_\_\_\_\_ b. Root: \_\_\_\_\_
  - c. Affix(es): \_\_\_\_\_
  - d. Definition: \_\_\_\_\_
  - e. Sentence: \_\_\_\_\_
-

**Chapter Five**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## Chapter Five

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Five on a separate piece of paper.

1. What happens to Mollie? Explain.
2. Compare Snowball's and Napoleon's techniques for gathering support.
3. Explain Snowball's detailed plan for the placement of the windmill. Where did Snowball get his ideas?
4. What is Napoleon's reaction to Snowball's windmill idea?
5. On what topic are the animals divided? What is Snowball's platform? What is Napoleon's platform?
6. How do Napoleon and Snowball differ in their ideas of defense of the farm? With whom do you agree? Why?
7. What happens to Snowball the night he announces his plans for the windmill?
8. What does Napoleon remove from the Sunday morning ritual? What is his explanation? Who will now make all major decisions?
9. Infer why the animals are hesitant to speak out about Napoleon's announcement.
10. What does Squealer threaten may happen if the pigs, especially Napoleon, are not given leadership?
11. What two maxims does Boxer adopt?
12. How are Sunday mornings changing for the animals?
13. How does Squealer justify Napoleon's decision to build the windmill?
14. Infer why Napoleon finally changed his mind about building the windmill.
15. Which one of the Seven Commandments is no longer in effect? How is this not accurate anymore?
16. What very important aspect of Democracy did Napoleon remove from the animals' government? Why is this aspect so important? (Think about how our own government would be different without this.)
17. Make a prediction for the future of Animal Farm now that Snowball is gone and Napoleon is solely in charge.

**Writing Prompt:** "The road to tyranny, we must never forget, begins with the destruction of the truth." –Bill Clinton, 42<sup>nd</sup> President of the United States

## Chapter Five

### ***Literature Focus: Rhetoric and Propaganda***

Propaganda and rhetoric are all around us, in the form of political speeches, commercials, art, television, movies, newspaper and magazine articles—even in our everyday conversations. Each time we want to get our way, or take out our money to buy a product we saw in a commercial, we are either using rhetoric or are persuaded by the use of propaganda. While various media use different ways of appealing to an audience, they each have the same purpose: to persuade.

Throughout history, governments and political entities have attempted to alter and control the information that reaches its citizens. Utilizing **propaganda** to persuade and censoring information by not allowing citizens to gain full knowledge of events have been two of the most common ways in which government has attempted to control its citizens.

Governments, groups, and individuals engage in propaganda when they choose to manipulate, alter, or control information with the purpose of obtaining a particular response or opinion in their target audiences. The term *propaganda* began when Pope Gregory XV established the *Sacred Congregation for Propagating the Faith*, a group charged with developing and spreading the beliefs of the Roman Catholic Church, in 1622. Adolf Hitler even realized the importance of propaganda when he appointed Joseph Goebbels as the Nazi Party's Minister of Propaganda in 1933.

Propaganda can take many forms. These forms can range from fear tactics, to lies or falsehoods, to exaggerations, to testimonials. Many methods exist for fanning the flames of a particular belief or of spreading propaganda, many of which also appear in print and screen advertisements.

There are seven important types of propaganda, according to the Institute of Propaganda Analysis:

- The **bandwagon technique** advocates the importance of being in the “in” crowd. This is the idea that “everybody” is doing it, and so should you!
- **Glittering generalities** are emotionally-appealing words that are meant to evoke action. For example, using the words *freedom*, *honor*, and *Democracy* to appeal to your emotions in a speech. Glittering generalities rarely have real merit to them—the words sound great, but have no real reasoning behind or support for the claim.
- **Name-calling**, denigrating a particular group or individual also qualifies as propaganda. Japanese-Americans were victimized by name-calling after the Pearl Harbor attack during World War II.
- Political candidates also try to utilize the **plain folks** approach when a candidate tries to seem like an everyday guy or gal in order to make him/her self seem more trustworthy and credible. For example, placing a candidate with his/her family to convey that he/she is a father or mother just like the voters.
- **Testimonials** are frequently utilized to heighten appeal. This often appears when celebrities declare which product or candidate they support.
- The technique of **transfer**, defining or judging someone by who they do or do not associate with, is also frequently employed as propaganda. The McCarthy trials of the 1950s decided if a person was or was not Communist based solely on whom the accused did or did not speak to or associate with.
- **Card-Stacking** is making one side of an argument look good by presenting information to support that side, with the opposition being buried or underrepresented.

Name \_\_\_\_\_ Per \_\_\_\_\_

**Part One**

**Directions:** For each statement from the novel, clarify what the narrator or character is really saying "between the lines." An example has been done for you.

**Ex.** "Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege?" (spoken by Squealer, Ch. 3)

Reality: The pigs (represented by Squealer) are being selfish and do think that they are better than the other animals. They feel they truly deserve the milk and apples more than the other animals.

1. "We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty." (Old Major, Ch. 1)

Reality: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. "There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished forever." (Old Major, Ch. 1)

Reality: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. "Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers." (Squealer, Ch. 3)

Reality: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. "...surely there is no one among you who wants to see Jones come back?" (Squealer, Ch. 3)

Reality: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. "Comrades," he said, "I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine,



Name \_\_\_\_\_ Per \_\_\_\_\_

comrades, that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility." (Squealer, Ch. 5)

Reality: \_\_\_\_\_

\_\_\_\_\_

6. This, said Squealer, was something called tactics. He repeated a number of times, "Tactics, comrades, tactics!" skipping round and whisking his tail with a merry laugh. (Ch. 5)

Reality: \_\_\_\_\_

\_\_\_\_\_

7. 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. (Ch. 5)

Reality: \_\_\_\_\_

\_\_\_\_\_

8. 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. (Ch. 5)

Reality: \_\_\_\_\_

\_\_\_\_\_

9. They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way as the other dogs had been used to do to Mr. Jones. (Ch. 5)

Reality: \_\_\_\_\_

\_\_\_\_\_

10. In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself. These would meet in private and afterwards communicate their decisions to the others. (Ch.5)

Reality: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

**Part Two**

**Directions:** Look back through Chapters One-Five and find an example of six of the seven types of propaganda (see pages 51-52 for explanations—one has been done for you), then explain how or why it is a form of propaganda in the context of **Animal Farm**. An example has been done for you.

ex. **Bandwagon Technique:** In Chapter One, the singing of *Beasts of England*. This is an important example because if an animal did not join in the song, the other animals might believe that that animal did not believe in what Old Major preached, or was on the humans' side.

1. Glittering generalities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Name-calling: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Plain folks: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Testimonials: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Transfer: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Card-stacking: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Chapter Five**  
***Language Focus: Connotation/Denotation***

**Denotation** is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a **connotation** to them: an emotional feeling about the word. For example: the words *thin, skinny, trim, emaciated, slender, lanky* and *slim* all have the same dictionary definition: *of limited size; of slight consistency.*

However, would you rather be referred to as *slender* or *thin*, or *emaciated* and *lanky*? The words *slender* and *slim* have a positive connotation; the words *emaciated* and *lanky* have a negative connotation. In other words, we would probably want to be referred to as *slender, slim, or even trim.*

**Directions:** For each of the vocabulary words from Chapter Five, look up the dictionary definition (denotation) and write it on the line provided. Under “Connotation” indicate whether the word carries a positive, negative, or neutral connotation. Then think of a word with the opposite (or nearly opposite) connotation of the vocabulary word and write it. Finally, explain how the vocabulary word and the word you chose in part c differ. An example has been done for you.

**Ex. articulate**

1. Denotation: verb; to speak clearly and in distinct syllables
2. Connotation: positive
3. Word with opposite (or nearly opposite) connotation: mumble
4. Explanation: Someone who is able to articulate what he wants is making things clear, unlike someone who mumbles, who is hard to understand.

**1. biding**

- a. Denotation: \_\_\_\_\_
- b. Connotation: \_\_\_\_\_
- c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_
- d. Explanation: \_\_\_\_\_

**2. blithely**

- a. Denotation: \_\_\_\_\_
- b. Connotation: \_\_\_\_\_
- c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**3. disinterred**

a. Denotation: \_\_\_\_\_

b. Connotation: \_\_\_\_\_

c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**4. marshal**

a. Denotation: \_\_\_\_\_

b. Connotation: \_\_\_\_\_

c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**5. pretext**

a. Denotation: \_\_\_\_\_

b. Connotation: \_\_\_\_\_

c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**6. ratified**

a. Denotation: \_\_\_\_\_

b. Connotation: \_\_\_\_\_

c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**7. tactics**

a. Denotation: \_\_\_\_\_

b. Connotation: \_\_\_\_\_

c. Word with opposite (or nearly opposite) connotation: \_\_\_\_\_

d. Explanation: \_\_\_\_\_  
\_\_\_\_\_

**Chapter Six**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## **Chapter Six**

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Six on a separate piece of paper.

1. Despite “working like slaves” why were the animals still very happy?
2. What is the irony about working on Sundays?
3. What problems do the animals run into in building the windmill? How are these problems solved?
4. What major problems regarding supplies begin to surface?
5. Why did it become necessary to trade with humans?
6. Predict whether trade with humans will become a benefit or a mistake. Give reasons for your prediction.
7. Who always interrupts to remind the animals “Four legs good, two legs bad,” and what is their purpose? Where have we seen this behavior before?
8. Why was Squealer sent around to the animals this time?
9. Who is Mr. Whymper?
10. To where do the pigs move? How are these new arrangements justified?
11. What rhetorical question is Squealer fond of using? Infer why he continues to ask this particular question.
12. How does Napoleon react to the destruction of the windmill? Who does he blame? Why do you think he does this?
13. Infer why Napoleon chose to react this way, as opposed to just accepting that the weather destroyed the windmill.
14. Why does Napoleon immediately order the animals to begin reconstruction of the windmill?

**Writing Prompt:** “All tyranny needs to gain a foothold is for people of good conscience to remain silent.” –Thomas Jefferson, 3<sup>rd</sup> President of the United States

## Chapter Six

### ***Literature Focus: Main and Subordinate Characters***

In order to understand a plot and its significance, it is important that the reader understand the characters and their relationships. **Main characters** are those characters around which the plot is centered. They are the most important factors in the advancement of the plot, and can be either good or evil. **Subordinate characters** are supporting characters. They do not necessarily need to be in the story in order for the plot to unfold as it has.

- Each character, whether main or subordinate, has a **motivation**, or forces which give the character a reason to act the way they do or make the decisions they make. To help answer section b. about *Motivation*, ask yourself: *What does this character want the most?* or *Why does the character feel they must take the action they take?*
- **Conflict** is when a character or characters face a struggle or challenge.
  - *Internal*: when a character faces a major decision or a physical or emotional struggle with his own morals, ethics, or conscience
  - *External*: when a character struggles against either another character, a force such as weather or nature, or some aspect of society
- To help answer section c. about *Conflict*, ask yourself: *What does this character wish to change about himself/herself?* or *What force does this character fight against the most?*

**Directions:** For each of the following characters, identify:

- a) whether the character is main or subordinate
- b) the character's main motivation
- c) the character's main conflict
- d) how this character and his motivations and conflicts have affected the plot so far

#### **Ex. Napoleon**

- a. main
- b. to become supreme ruler of Animal Farm
- c. Snowball
- d. Napoleon was not able to truly flourish as a leader with Snowball opposing his ideas. Since he has scared Snowball away, he is now free to do whatever he wants without opposition.

#### **1. Snowball**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

**2. Boxer**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_

**3. Benjamin**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_

**4. Old Major**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_

**5. Squealer**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_

**6. Mollie**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
\_\_\_\_\_



**Chapter Six**  
**Writing Focus: Response to Literature—**  
**Finding Supporting Quotations**

For almost every test, whether it is for your school, your district, or for the state, at one time or another you will have to write an essay responding to literature. A **Response to Literature** prompt asks you to take your own personal opinions and answer the prompt, using examples from the literature to support your ideas.

Some broad examples of prompts are:

- How does the main character change throughout the story? What do you think causes the change? What does this story say about society in general? In what ways does this story remind you of people you have known or experiences you have had in your own life?
- How successful was the author in creating good literature? Support your response with examples from the story.
- Choose one of the following quotations from the story. How does this quotation relate to the elements of the story such as characters or theme?

In each of these examples, it will be necessary to know exactly how to take quotations from the text and make them work for you in your essay. Additionally, it is necessary to have the text in front of you in order to find quotes to support your response. To practice extracting and using quotations for an essay, complete the activity below.

**Prompt:** *In Chapter Six, Napoleon begins to reintroduce humans and human behavior to the farm. To justify the pigs’ actions, one of the Commandments is altered. As a leader, Napoleon has become more and more unethical and distrustful. Using examples from the Chapters Five and Six, explore the evidence that Napoleon is quickly turning into a tyrant over Animal Farm. Use direct quotes to support your response in a well-written, cohesive five-paragraph essay.*

**Directions:** *In order to write an essay using quotations from the text, re-read Chapters Five and Six, noting with a sticky note or other technique (i.e. highlighter if you own the book) every quotation that you can find that deals with **the evidence that Napoleon is quickly turning into a tyrant over Animal Farm**. You will want to find as many quotes as you can—that does not mean you will have to use them all in your essay. (You will need to save these pages to use in a future activity.)*

*Once you have found your quotes, you will need to decide HOW you are going to use them in your essay. Complete the chart below and on the next page to help organize your ideas and views. An example has been done for you.*

Direct Quote, Page(s)	Significance
<p>“Throughout the spring and summer they worked a sixty-hour week, and in August Napoleon announced that there would be work on Sunday afternoons as well.” (44)</p>	<p>Napoleon has no sympathy for the animals, and in fact, is working them even harder than Jones did.</p>

Name \_\_\_\_\_ Per \_\_\_\_\_

Direct Quote, Page(s)	Significance

## Chapter Six

### **Language Focus: Context Clues**

In most assessments, you must infer meanings of words by looking at **context clues**, or clues within the entire sentence or paragraph as a whole. You must look at how the word is used in the sentence in order to make an inference.

**Directions:** For each vocabulary word from Chapter Six, first indicate the part of speech in which the vocabulary in bold appears (noun, verb, etc.). Then infer the meaning of the vocabulary word based upon those clues. Finally, look up the word and write down the definition, including part of speech. An example has been done for you.

**Ex.** *But they were happy in their work; they **grudged** no effort or sacrifice, well aware that everything they did was for the benefit of themselves and those of their kind who would come after them and not for a pack of idle, thieving human beings.*

- a. Part of Speech: verb
- b. Inference: worked hard
- c. Definition: verb; to give or permit with reluctance

1. *There was a cry of **indignation**, and everyone began thinking out ways of catching Snowball if he should ever come back.*

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

2. *But it was a slow, **laborious** process.*

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

3. In sheer **malignity**, thinking to set back our plans and avenge himself for his ignominious expulsion, this traitor has crept here under cover of night and destroyed our work of nearly a year.

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

4. This work was strictly voluntary, but any animal who absented himself from it would have his **rations** reduced by half.

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

5. 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.

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

6. You would not rob us of our **repose**, would you, comrades?

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

7. By late summer a sufficient store of stone had accumulated, and then the building began, under the **superintendence** of the pigs.

- a. Part of Speech: \_\_\_\_\_
- b. Inference: \_\_\_\_\_
- c. Definition: \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

**Chapter Seven**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## Chapter Seven

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Seven on a separate piece of paper.

1. What was one of the strongest motivations for completing the rebuilding of the windmill?
2. From whose point of view do you think the story is being told, particularly based upon the sentence “Out of spite, the human beings pretended not to believe that it was Snowball who had destroyed the windmill: they said that it had fallen down because the walls were too thin”? How is the use of this point of view effective?
3. Infer why it was “vitally necessary” to conceal that the animals were starving.
4. How does Napoleon attempt to dispel the rumors about Animal Farm?
5. Why does Napoleon order that the hens’ eggs be sold? What happens when the hens rebel?
6. What else has Snowball supposedly been doing lately?
7. What does Squealer now say about Snowball, particularly regarding Mr. Jones and the Battle of the Cowshed?
8. How does Squealer make Napoleon sound like the true hero? How do the animals react to Squealer’s story?
9. Why do apparently innocent animals confess to being traitors? How do the animals react to the executions?
10. Who does Boxer blame for the executions? What does he vow to do?
11. What do the animals, through the thoughts of Clover, finally admit to themselves?
12. Why does Napoleon order the animals to stop singing “Beasts of England”?
13. Look back to Chapter One, when “Beasts of England” was introduced. Summarize the message and/or theme of the song. What does the song inspire the animals to do? Now look at the beginning of Minimus’s song, “Animal Farm, Animal Farm, Never through me shalt thou come to harm.” Summarize the message and/or theme of the song. What does this song inspire the animals to do?

**Writing Prompt:** “He who strikes terror into others is himself in continual fear.” – Claudian, Roman poet

## Chapter Seven

### *Literature Focus: Allegorical Characters*

Many students are familiar with the different **genres**, or categories, of literature—fiction, nonfiction, poetry, autobiography, biography, plays, folk tales—to name a few. However, there are often many **subgenres** of literature within these genres. For example, under the broad genre of plays, there are the subgenres of comedy, tragedy, and history. Under the genre of mystery, there are the subgenres of thriller, detective, historical, romantic, and suspense.

*Animal Farm* falls under the genre of fiction and is considered a satirical **allegory**. In literature, an allegory is a symbolic story in which the characters and action are representations of a deeper message or meaning. Often, the characters in an allegory have a general personality which represents a type of person—or, as in the case of *Animal Farm*, a specific individual—and the underlying theme of the literature has a political, moral, social, or religious significance. *Animal Farm* is satirical in that by disguising the characters and action of the story, Orwell is exposing and humorously attacking current political and social issues of his time, with the hope of inspiring acknowledgement of the issues and provoking change.

*Animal Farm* is an allegory about the Russian Revolution of 1917 in which the Russian Czar, Nicholas II, was overthrown, and the world’s first Communist regime was established. In his novel, Orwell creates fictional characters (which happen to be cleverly disguised as animals), who represent the actual people surrounding the events of the Russian Revolution.

**Directions:** As you read *Animal Farm*, complete the chart below and on the next page with observations of the use of allegory throughout the story. An example has been done for you.

Real Person/Group	Fictional Character/ Concept	Similarities
Karl Marx (1818-1883) wrote the Communist Manifesto and set ideas of revolution and the Communist ideal in motion.	<b>Old Major</b>	Old Major introduced the idea that “humans are bad” and set the Animal Farm revolution in motion.
Joseph Stalin (1897-1953) Communist leader of Russia from 1920-1953 after Vladimir Lenin. Known for his violent executions and persecution.	<b>Napoleo</b> -	<hr/> <hr/> <hr/> <hr/> <hr/>

Real Person/Group	Fictional Character/ Concept	Similarities
<p>Leon Trotsky (1879-1940) differed from Stalin in Communist ideals; follower of Marxism. Expelled from the Communist Party by Stalin and his followers.</p>	<p><b>Snowbal</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Propaganda department; worked to improve Stalin's image and promote his support.</p>	<p><b>Squealer</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Czar Nicholas II, (1868-1919) the last emperor of Russia. Ruled from 1894 until 1918, when he and his family were executed by the Bolsheviks. Often cruel and brutal to his subjects.</p>	<p><b>Mr. Jones</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Communism, a type of government based on the idea of communal ownership of property under government control.</p>	<p><b>Animalism</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Dedicated supporters of Stalin; generally undereducated and highly naïve. Continue to work without question.

**Boxer**

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Former aristocracy; moved away from Russia to continue to live their lavish lifestyle.

**Mollie**

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The Communist Anthem “The Internationale.” Stalin replaced the anthem in 1944 with the “Hymn of the Soviet Union.”

**“Beasts of England”**

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Stalin’s development of the People’s Commisars for Internal Affairs, which became Russia’s Secret Police.

**The Dogs**

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Critics of political and social change.

**Benjamin**

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Religion. Stalin used religious principles to promote work and avoid revolt.

**Moses**

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## Chapter Seven

### ***Writing Focus: Response to Literature— Using Supporting Quotations***

Now that you have several quotations that you might be able to use in your essay, the next step is to organize them by creating complete sentences, and eventually paragraphs.

Using the same quotation from page 63 in the novel, an example of this exercise has been done for you. (Note that it is now written in complete sentences. The highlighted portion is taken from your notes, while the un-highlighted portion supports the idea of the quote in paragraph form.)

“Throughout the spring and summer they worked a sixty-hour week, and in August Napoleon announced that there would be work on Sunday afternoons as well.”	Napoleon has no sympathy for the animals, and in fact, is working them even harder than Jones did.
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*Napoleon is truly showing signs of becoming a dictator. By definition, a dictator is someone who rules a country with absolute power, usually with force. An example of Napoleon’s abuse of power is found on page 63: “Throughout the spring and summer they worked a sixty-hour week, and in August Napoleon announced that there would be work on Sunday afternoons as well.” Even though the animals are working themselves to the bone, Napoleon has no sympathy for the overworked animals, and even works them harder and with more force than Mr. Jones had. All the animals are acutely aware that any problem or disagreement with Napoleon’s rules could result in an attack by the dogs, or even execution.*

As you can see, the paragraph was created using the ideas in the boxes above. Since you have already found your quotes and made your comparisons in the last exercise, you are now able to string your thoughts together to create several cohesive paragraphs.

**Directions:** *Using your chart on page 62, choose your three most powerful quotes. For the first quote you chose, use the same idea as above to write three original paragraphs using your quotes. Be sure that each of your paragraphs combine the quote, the significance of the quote, and the comparison of Napoleon’s actions with the actions of a dictator. These three paragraphs will then become three body paragraphs of your essay. Add an introduction and a conclusion, and you will have a complete, five paragraph essay on how Napoleon became a tyrant over Animal Farm.*

## Chapter Seven

### ***Language Focus: Vocabulary in Context***

**Directions:** Answer the following questions regarding the vocabulary from Chapter Seven using complete sentences. Be sure that your answer explains the reasoning behind your choice. An example has been done for you.

**Example:** How would you characterize someone who always **capitulated** to other people and their ideas?

Answer: Someone who always capitulated to others might be described as weak, naïve, or insecure.

1. How would you describe the **countenance** of a person who has just been an eyewitness to a robbery?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. If it was just **decreed** that school would now be held seven days a week, how might you react?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why would you want a solid gold statue, as opposed to one that has been **gilded**?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

4. If a rumor about you is **pervading** the school, what is probably happening?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Explain three ways someone could **procure** a million dollars.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Describe a situation in which someone might seek **retribution**.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Would your teacher rather be described as **seasoned** or *old*? Be sure to explain your choice.

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Chapter Eight**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## Chapter Eight

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Eight on a separate piece of paper.

1. Infer why the narrator says “or thought they remembered” at the beginning of Chapter Eight.
2. Why was the killing of the animals in Chapter Seven “justified”?
3. Why does Squealer read the figures to the animals?
4. What other names are given to Napoleon? What is your reaction to these titles?
5. Compare Minimus’s poem with Napoleon’s behavior and the actual living conditions of Animal Farm. How is the poem ironic?
6. Infer why Napoleon had this poem inscribed on the barn wall, and had a portrait of himself painted between the poem and the Seven Commandments.
7. Who is Pinkeye and for what is he employed? Why has this become necessary?
8. How do the pigs continually strip Snowball of his honor? What is the purpose of this degradation?
9. What are the animals finally able to celebrate?
10. Describe the scandal surrounding the sale of the wood pile. Give your interpretation of the changing stories involving Pilkington and Frederick.
11. How does Frederick double-cross Napoleon?
12. How is the battle against Frederick’s men different from the Battle of the Cowshed?
13. What one act destroys the symbol of all of the animals’ work, but unites the animals again?
14. Explain why Snowball sees the battle as a victory.
15. What commendation does Napoleon decree upon himself?
16. Why do you think Napoleon proclaims the drinking of alcohol punishable by death? What happened to him the night before?
17. Why were the animals instructed to plow the grazing field? Why is this ironic?
18. How does another Commandment change at the end of this chapter?
19. What is the irony of Muriel remembering the Fifth Commandment differently?
20. Compose a new poem, like Minimus’s, only depicting a more accurate portrayal of life on Animal Farm.

**Writing Prompt:** “An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't.” –Anatole France, a French poet, novelist, and journalist

## Chapter Eight

### ***Literature Focus: Irony***

**Irony** is a literary device in which words are used to express a contradiction between appearance and reality— in irony, reality is usually the opposite of what it seems. In literature, there are three types of irony:

- **verbal irony**- when the author or a character deliberately says one thing in order to suggest or emphasize the opposite
- **situational irony**- a contradiction in what the audience or reader thinks will happen, and what actually happens
- **dramatic irony**- a situation in which the audience or reader knows something that the characters do not know

In *Animal Farm*, several instances of verbal, dramatic, and situational irony are used to enhance the reader’s understanding and appreciation of the novel. As the plot unfolds, we as the reader are able to see the pigs’ hypocrisy and manipulation. We are able to see what the other animals do not, and therefore, are able to understand the deeper meaning and the warning that Orwell intended.

**Directions:** *First, decide whether the irony is either verbal, dramatic, or situational. Then for each example, explain what is ironic. In other words, now that you have read the majority of the novel, what is contradictory about each of these statements, and what do we now know?*

1. In Chapter One, Old Major asks the animals “You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid in this last year, and how many of those eggs ever hatched into chickens? The rest have gone to market to bring in money for Jones and his men.”

a. Type: \_\_\_\_\_

b. Irony: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. In Chapter Two, Napoleon called for paint to inscribe the Seven Commandments on the wall, which would “form an unalterable law by which all the animals on Animal Farm must live for ever after.” Snowball, because he was the best at writing, painted out the Commandments.

a. Type: \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

b. Irony: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In Chapter Eight, the pigs find a case of whiskey and the following morning Squealer announces that Napoleon is dying.

a. Type: \_\_\_\_\_

b. Irony: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. “It says, ‘No animal shall sleep in a bed *with sheets*,’ [Muriel] announced finally. Curiously enough, Clover had not remembered that the Fourth Commandment mentioned sheets; but as it was there on the wall, it must have done so.” (Chapter Six)

a. Type: \_\_\_\_\_

b. Irony: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. In Chapter Six, Napoleon declares that it was Snowball who destroyed the windmill.

a. Type: \_\_\_\_\_

b. Irony: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. “The animals now also learned that Snowball had never—as many of them had believed hitherto—received the order of ‘Animal Hero, First Class.’ This was merely a legend which had been spread some time after the Battle of the Cowshed by Snowball himself.” (Chapter Eight)

a. Type: \_\_\_\_\_

b. Irony: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Chapter Eight

### ***Language Focus: Types of Sentences***

As you may already know, there are several types of sentences. A sentence is classified according to its structure, or by how many clauses the sentence contains. A **clause** is a group of words that contain a subject and a verb. An **independent clause** is a clause that can stand alone as a **complete sentence**. A **dependent or subordinate clause** does **not** have all the words it needs to be a **complete sentence**.

Sentences are made up of these clauses. The type of clauses that are used help to create several types of sentences. A **simple sentence** has **one independent clause**. A **compound sentence** has **two or more independent clauses**. A **complex sentence** contains **one independent** and **one subordinate clause**. A **compound-complex sentence** contains **two or more independent clauses** and **one or more subordinate clauses**.

**Directions:** Each of the vocabulary words from Chapter 8 have been used in a simple sentence below. On the line provided, improve the sentence to a complex, compound, or compound-complex sentence, as indicated. Be sure to use the simple sentence (although you may add words to it) to construct your sentence, and do not change the part of speech of the vocabulary word.

Ex. She offered ice cream as a **conciliatory** gesture.

Compound Sentence: \_\_\_\_\_ She offered ice cream as a conciliatory gesture, and I was happy to accept!

\_\_\_\_\_

1. The **lamentation** was heard throughout many villages.

Complex Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. He **leagued** with Tom's team.

Compound-Complex Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

3. Amber tended to **meddle** in Kiley's affairs.

Complex Sentence: \_\_\_\_\_

\_\_\_\_\_

4. Nancy's **retinue** made sure she had everything.

Compound-Complex Sentence: \_\_\_\_\_

\_\_\_\_\_

5. The dogs were like **sentinels** at the door.

Compound Sentence: \_\_\_\_\_

\_\_\_\_\_

6. The prowler was caught **skulking**.

Complex Sentence: \_\_\_\_\_

\_\_\_\_\_

7. We couldn't believe she actually **surmounted** her problems this year.

Compound Sentence: \_\_\_\_\_

\_\_\_\_\_

**Chapter Nine**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	
<b>Predict</b>	

## **Chapter Nine**

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Nine on a separate piece of paper.

1. What is your impression of Boxer's attitude? Predict what you believe will happen to Boxer and how it will affect the animals and Animal Farm.
2. What is the irony in Squealer's declaration that things are better now than in Jones's day because "in those days they had been slaves and now they were free"?
3. Which animals are increasing in number?
4. How are these new younglings being treated differently?
5. How do the animals' lives now have a "greater dignity," according to the narrator?
6. Describe the irony in the "Spontaneous Demonstrations."
7. How does the tale against Snowball grow in this chapter?
8. Why do you think Moses reappears in this chapter?
9. What is Boxer looking forward to at the end of summer next year?
10. How does Napoleon betray Boxer? Why is this so tragic?
11. How does Squealer claim Boxer spent his last hours?
12. What does Squealer tell the animals to dispel their fear of Boxer having been taken to the knacker?
13. Infer how the pigs acquired another case of whiskey.

**Writing Prompt:** "Only the educated are free." from *Discourses*, by Epictetus (55 AD-135 AD), Greek philosopher

## Chapter Nine

### ***Literature Focus: Foreshadowing***

In order to build suspense and make a story more interesting, writers often use techniques such as **foreshadowing**, or hints and clues of events that occur later in the plot. Now that you have almost finished reading *Animal Farm*, think back to the author’s hints, or use of foreshadowing, which led the animals to their current situation in Chapter 9.

#### **Part A**

**Directions:** *Below are several examples of incidents or situations in which Orwell used foreshadowing. Read each event below, then find events in the novel that clearly serve as hints or clues leading to the event. An example has been done for you. When you have completed the chart, move on to Part B.*

<b><i>Foreshadowing</i></b>	<b><i>Event</i></b>
<p>Mollie asks Snowball, “Will there still be sugar after the Rebellion?” and “And I shall still be allowed to wear ribbons in my mane?” After Snowball declared that ribbons are the badge of slavery, Mollie was not convinced.</p>	<p>Mollie runs away, and is eventually seen living happily on another farm eating sugar and wearing a ribbon.</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>After the milk disappears, Squealer defends the pigs, saying that they were the brainworkers and therefore needed the best food in order to stay healthy.</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>Napoleon’s dogs chase Snowball off the farm.</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>Squealer is able to change the Commandments on the wall with no problems or inquiry.</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>“No one stirred in the farmhouse before noon on the following day, and the word went round that from somewhere or other the pigs had acquired the money to buy themselves another case of whiskey.”</p>

Name \_\_\_\_\_ Per \_\_\_\_\_

**Part B**

**Directions:** Answer the following questions using complete sentences.

1. Reread Old Major’s speech in Chapter One. Find two specific examples of foreshadowing in his speech. Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. In Chapter Seven, the dogs surprisingly attack Boxer. Were you surprised by this attack? Why or why not? What do you think this “random” attack may mean for Boxer in the future? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What foreshadowing do you notice at the beginning of Chapter Nine? What does this foreshadow for Boxer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How does foreshadowing enhance a piece of literature? For *Animal Farm*, how does Orwell’s use of foreshadowing add to the mood of the novel? Does it make you more sympathetic towards the animals and their plight? Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Chapter Nine

### ***Language Focus: Examples and Non-Examples***

**Directions:** For this activity, you will be focusing on “non-examples” of each of the vocabulary words from Chapter Nine. Answer each question fully, giving examples and/or explaining the definition as needed. Then write a sentence showing the meaning of the vocabulary word in context. Use a dictionary if needed. An example has been done for you.

**Ex.** Which is an example of *complicity*? A petty theft or a day at the park? Why?

- a. A petty theft is an example of complicity, since complicity is involvement in something illegal or wrong.
- b. Mark was arrested for his complicity in the robbery.

1. Which would be an example of *wafted*? A bowling ball dropped from a 10-story building, or a feather dropped from a 10-story building? Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

2. Which is *not* an example of a *poultice*: salve, ointment, abrasion, or liniment? Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

3. A toilet is *not* an example of a *tureen*. Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

4. Which is *not* an example of something that is *superannuated*? A piece of rotten fruit, a chic outfit, a television rerun, or a load of uncut wood? Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

5. How is a butcher *not* a good example of a *knacker*?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

6. Which would *not* be considered *piebald*: a resplendent rainbow, a mottled horse, or a person with the chicken pox? Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

7. Which of the following is *not* an appropriate place for an *interment*: a sepulcher, a mortuary, a lavatory, or a catacomb? Why?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_ Per \_\_\_\_\_

**Chapter Ten**  
***Note-Taking and Summarizing***

<b>Summarize</b>	
<b>Question</b>	
<b>Connect</b>	
<b>Reflect</b>	

## **Chapter Ten**

### ***Comprehension and Analysis***

**Directions:** As you read *Animal Farm*, use the Note-Taking techniques described on page 21. After you read and take notes, answer the following questions for Chapter Ten on a separate piece of paper.

1. How has the farm changed over time?
2. According to Napoleon, where does true happiness lie?
3. What is interesting about the fact that the dogs and pigs did not produce any food, but had no problem enjoying the food produced by the animals?
4. What does Clover see in the yard? Why is this shocking to the animals? How is this new skill supported by the sheep?
5. What is the single Commandment? What is the connotation of the word “equal” in this context?
6. How is Napoleon’s transformation being completed?
7. What do the animals see through the window?
8. For what does Pilkington praise the pigs?
9. What causes the animals to run back to the window?
10. What blatant lie about the animals “sole wish, now and in the past” does Napoleon make in his speech? What is the truth?
11. What recent changes have been made that we learn about in this final chapter?
12. What brought the animals quickly back to the window again?
13. What do the animals see when they look in the farmhouse window? What is the significance of this sighting?
14. What is your response to the ending? How does it make you feel? Were you expecting this ending? Why or why not?

**Writing Prompt:** “... all men would be tyrants if they could.”—Daniel Defoe, English writer, poet, and journalist

## Chapter Ten

### ***Literature Focus: Subject Versus Theme***

**Subject** is the topic of a work of literature, or what the story is about. The subject of a book is very simple, and can often be expressed in one word or one short phrase. When someone asks you what a book was about, you usually reply with a short explanation of the subject, for example: growing up homeless, losing a sibling, etc.

**Theme** is the central idea in a work of literature, or an opinion about the subject. It is a general statement or “universal truth” about life or human nature. In other words, what does the author want us as readers (and human beings) to think about this subject? What does the author want us to learn from the subject? We know from reading *Animal Farm* that the book is about much more than just animals on a farm, otherwise, it might look and sound a lot like a children’s book! *Animal Farm* is certainly more than a children’s book—and Orwell’s themes prove that.

Themes are complete sentences stating a general truth about the subject. For example, using our subjects above:

- *Growing up homeless*—Facing and overcoming hardships early in life can make a person stronger and more resilient in adulthood.
- *Losing a sibling*—Losing a sibling you love can be extremely difficult and life-changing.

Notice that when designing a theme statement you do not use names of characters or specific situations from the plot.

### **Part One**

**Directions:** For each of the following statements, decide whether the statement is a theme or the subject. Write the word “theme” or “subject” on the line provided.

1. "Power tends to corrupt, and absolute power corrupts absolutely." (Lord Acton, 1887) \_\_\_\_\_
2. the influence of words \_\_\_\_\_
3. Apathy can be as dangerous as action. \_\_\_\_\_
4. Be careful what you wish for. \_\_\_\_\_
5. Being given a position of power does not necessarily make one a true leader.  
\_\_\_\_\_
6. If you choose to be ignorant, you choose to be exploited. \_\_\_\_\_
7. lack of education as a tool of oppression \_\_\_\_\_
8. the corruption of ideals \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

9. Leading a life without respect or regard for others can lead to a life of corruption.  
\_\_\_\_\_

10. Give a man an inch, and he will take a mile. \_\_\_\_\_

## Part Two

**Directions:** Reflect on the themes of *Animal Farm* to answer the following questions in complete sentences on a separate piece of paper.

1. What do you feel is the most important theme of *Animal Farm*? Why?
2. How does Orwell caution his readers? What does he caution against?
3. Explain the lesson Orwell hopes to convey from the changes in the Commandments. What do you think Orwell is saying about education and/or ignorance?
4. Explain what Orwell wants the reader to learn from Napoleon's behavior.
5. How do you think the song "Beasts of England" relates to the novel as whole? What was ironic about the song? How might it relate to the themes of the novel?
6. What was your first reaction to the animals seeing the pigs and men together, unable to tell which was which? Did the end surprise you? Why or why not? What do you think is the reason Orwell wrote this particular ending?
7. From what you have read in this novel, what do you think Orwell is trying to say about the true nature of human beings?
8. Explain in detail what you believe the final Commandment *All animals are equal but some animals are more equal than others* truly means.
9. *Animal Farm* is full of some subtle, some obvious lessons on conformity and the importance of education. What lessons have you personally learned from Orwell regarding the importance of education and the danger of blind obedience?
10. How has this novel changed your view of the world in any way?

## Chapter Ten

### ***Language Focus: Analogies***

**Analogies** are a shortened way of stating relationships between words and ideas. One type of analogy expresses the relationship between synonyms. Below is an example:

rare : scarce :: bargain : deal

This means that the relationship between *rare* and *scarce* is the same as the relationship between *bargain* and *sale*. (The symbol “ : ” means “is to” and the symbol “ :: ” means “as”). An analogy may also involve antonyms. For example:

narrow : wide :: long : short

Another way to state this analogy is: “*narrow* is to *wide* as *long* is to *short*.”

**Directions:** For each analogy, note whether the words are synonyms or antonyms. If they are synonyms, write “S” on the line provided, if they are antonyms, write “A.” Then fill in the blanks with either a synonym or an antonym, matching the word relationship before it. An example has been done for you.

Chose your answers for 1-7 from the vocabulary words from Chapter Ten below:

filial	frugally	invariably	morose
	rheumy	taciturn	witticism

**Ex. ( A ) endure : quit :: praised : denounced**

- ( \_\_\_\_\_ ) scrutinized : analyzed :: despondent : \_\_\_\_\_
- ( \_\_\_\_\_ ) contemptuously : respectfully :: generously : \_\_\_\_\_
- ( \_\_\_\_\_ ) starving : famished :: always : \_\_\_\_\_
- ( \_\_\_\_\_ ) often : regularly :: parental : \_\_\_\_\_
- ( \_\_\_\_\_ ) defunct : current :: forthcoming : \_\_\_\_\_
- ( \_\_\_\_\_ ) exact : precise :: joke : \_\_\_\_\_
- ( \_\_\_\_\_ ) aloof : reticent :: watery : \_\_\_\_\_

Name \_\_\_\_\_ Per \_\_\_\_\_

For numbers 8-16, use the vocabulary words from the word box below to create analogies of your own. Be sure to indicate whether you put together synonym or antonym pairs for each.

benevolent	maltreating	cryptic
contemptible	articulate	reconciled
countenance	surmounted	complicity

8. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

9. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

10. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

11. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

12. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

13. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

14. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

15. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

16. ( \_\_\_\_ ) \_\_\_\_\_ : \_\_\_\_\_ ::

\_\_\_\_\_ :

## ***Animal Farm***

### **Quiz: Chapters 1-2**

**Directions:** Choose the best answer for each of the following questions from Chapters 1-2. Write the letter of the correct answer on the line provided.

1. \_\_\_\_\_ What was Old Major's formal exhibition name?
  - a. Major Jones
  - b. White Beauty
  - c. Willingdon Beauty
  - d. Wilmington Pride
  
2. \_\_\_\_\_ What happened to Old Major at the beginning of Chapter 2?
  - a. he died
  - b. he led the Rebellion
  - c. he announced he was leaving Manor Farm
  - d. he announced the Seven Commandments
  
3. \_\_\_\_\_ What system of thought do the pigs create from Old Major's teachings?
  - a. Pigism
  - b. Animalism
  - c. Rebellionism
  - d. Farmism
  
4. \_\_\_\_\_ What is the name of the special heaven for animals?
  - a. Candyland
  - b. Polar Express
  - c. Sugarcandy Mountain
  - d. Beast Heaven
  
5. \_\_\_\_\_ Who were the most "faithful disciples" of the pig's ideas?
  - a. Muriel and Benjamin
  - b. Moses and Mollie
  - c. Clover and Boxer
  - d. Napoleon and Squealer
  
6. \_\_\_\_\_ Who is Jones's special pet?
  - a. Boxer
  - b. Clover
  - c. the cat
  - d. Moses
  
7. \_\_\_\_\_ What is the seventh, and most important, Commandment at this point in the story?
  - a. No animal shall wear clothes.
  - b. No animal shall drink alcohol.
  - c. No animal shall sleep in a bed.
  - d. All animals are equal.

Name \_\_\_\_\_ Per \_\_\_\_\_

8. \_\_\_\_\_ Why did the Rebellion happen earlier than everyone expected?
- Mr. Jones beat and slaughtered the animals until they could no longer take it.
  - Mr. Jones went on vacation and forgot to hire someone to take care of the animals.
  - Mr. Jones got drunk for days on end, didn't come home from the bar, and forgot to feed the animals.
  - Napoleon and Snowball encouraged all the animals that "now" was the time to act.
9. \_\_\_\_\_ Complete the statement: "All men are \_\_\_\_\_ . All animals are \_\_\_\_\_ ."
- friends; companions
  - enemies; comrades
  - comrades; enemies
  - equal; friends
10. \_\_\_\_\_ Which animal had to be "voted in" in Chapter One?
- rats
  - hens
  - cows
  - sheep
11. \_\_\_\_\_ Which of the following could be considered the initiator of the Rebellion?
- Napoleon's speech
  - Battle of the Cowshed
  - Old Major's speech
  - The Seven Commandments
12. \_\_\_\_\_ Why did Old Major say that man is the enemy?
- He had a bad experience recently with a farmer.
  - Man does nothing but consume.
  - Animals were the original rulers of the earth.
  - Old Major wants to live in the house.
13. \_\_\_\_\_ Which of the following is NOT one of the Seven Commandments?
- No animal shall wear clothes.
  - No animal shall drink alcohol.
  - No animal shall sleep in a bed.
  - No animal shall dine from a table.
14. \_\_\_\_\_ What was discovered missing at the end of Chapter 2?
- the hay rations
  - the milk
  - the flag
  - pots of white paint
15. \_\_\_\_\_ Who is the most realistic, yet cynical, animal on the farm?
- Benjamin
  - Mollie
  - Boxer
  - Napoleon



## ***Animal Farm***

### **Vocabulary Quiz: Chapters 1-2**

**Directions:** Match the following vocabulary words from Chapters One and Two by writing the letter of the correct definition on the line provided.

- |                              |  |
|------------------------------|--|
| 1. _____ benevolent          | a. settled in comfortably or securely  |
| 2. _____ capered or gamboled | b. showing kindness or goodwill  |
| 3. _____ cynical             | c. thought deeply about someone or something   |
| 4. _____ disciples           | d. trampled or stepped on  |
| 5. _____ enmity              | e. a small room for washing and storing dishes and utensils and doing kitchen chores |
| 6. _____ ensconced           | f. criticized or blamed  |
| 7. _____ expounded           | g. distrustful of human nature   |
| 8. _____ lowing              | h. extreme ill-will or hatred between enemies  |
| 9. _____ lurched             | i. followers of a philosophy or religion   |
| 10. _____ maltreating        | j. gave a detailed description   |
| 11. _____ regarded           | k. leaped or jumped playfully  |
| 12. _____ reproached         | l. lively and high-spirited  |
| 13. _____ scullery           | m. mistreating; treating badly   |
| 14. _____ trodden            | n. mooing like a cow   |
| 15. _____ vivacious          | o. moved with unsteadiness from side to side   |

## ***Animal Farm*** **Quiz: Chapters 3-4**

**Directions:** Match the characters with the correct description, action, or quote from Chapters 3-4. Write the letter of the correct answer on the line provided.

- |                       |   |
|-----------------------|---|
| 1. _____ Clover       | a. said "War is war. The only good human being is a dead one."                                |
| 2. _____ Boxer        | b. motto was "I will work harder!"  |
| 3. _____ Jones        | c. spoke in cryptic answers; is unchanged since the Rebellion                                 |
| 4. _____ Benjamin     | d. refused to learn anything but the letters of her name                                      |
| 5. _____ Snowball     | e. only able to learn "Four legs good, two legs bad!"   |
| 6. _____ Mollie       | f. would vanish for hours on end, but gave excellent excuses                                  |
| 7. _____ Napoleon     | g. owned Foxwood Farm   |
| 8. _____ Muriel       | h. a tough, shrewd man perpetually involved in lawsuits                                       |
| 9. _____ the sheep    | i. would read to the others from scraps of newspapers in the evenings                         |
| 10. _____ Squealer    | j. learned the entire alphabet, but could not put words together                              |
| 11. _____ Pilkington  | k. took the puppies, saying he would be responsible for their education                       |
| 12. _____ Frederick   | l. said "Surely there is no one among you who wants to see Jones come back?"                  |
| 13. _____ the cat     | m. dropped his gun during the Battle of the Cowshed   |
| 14. _____ the dogs    | n. not interested in reading anything but the Seven Commandments                              |
| 15. _____ the pigeons | o. told other animals about the Rebellion, teaching them the tune of <i>Beasts of England</i> |

## ***Animal Farm*** **Vocabulary Quiz: Chapters 3-4**

**Directions:** Match the following vocabulary words from Chapters Three and Four by writing the letter of the correct answer on the line provided.

- |                         |  |
|-------------------------|--|
| 1. _____ acute          | a. a vision or foretelling                           |
| 2. _____ alighted       | b. occurring or published after death                |
| 3. _____ conferred      | c. decisions; goals for the future                   |
| 4. _____ contemptible   | d. discussed something in order to compare opinions; |
| 5. _____ cryptic        | compared views                                       |
| 6. _____ dung           | e. done or said spontaneously                        |
| 7. _____ ignominious    | f. living in or on another organism                  |
| 8. _____ implements     | g. manure; animal excrement                          |
| 9. _____ impromptu      | h. puzzling; confusing                               |
| 10. _____ indefatigable | i. saying; proverb                                   |
| 11. _____ maxim         | j. serious; severe                                   |
| 12. _____ obstinate     | k. settled; came to rest after flight                |
| 13. _____ parasitical   | l. shameful; despicable                              |
| 14. _____ posthumously  | m. showing no sign of tiring                         |
| 15. _____ prophecy      | n. stubborn; refusing to change                      |
| 16. _____ resolutions   | o. tools or instruments                              |
|                         | p. worthy of disrespect and contempt                 |

## ***Animal Farm***

### **Quiz: Chapters 5-6**

**Directions:** Choose the best answer for each of the following questions from Chapters 5-6. Write the letter of the correct answer on the line provided.

1. \_\_\_\_\_ Who confronted Mollie about her contact with humans?
  - a. Clover
  - b. Boxer
  - c. Benjamin
  - d. Napoleon
  
2. \_\_\_\_\_ What was found in Mollie's stall?
  - a. lump sugar and ribbons
  - b. an extra ration of corn
  - c. apples and milk
  - d. the medals found in the main house
  
3. \_\_\_\_\_ How does Snowball gain the support of the animals?
  - a. by giving eloquent speeches during the Sunday debates
  - b. by secretly meeting with small factions on his off times
  - c. by siding with Boxer and Clover for strength
  - d. by meeting regularly with the more intelligent animals to get their feedback and ideas
  
4. \_\_\_\_\_ How does Napoleon gain the support of the animals?
  - a. by giving eloquent speeches during the Sunday debates
  - b. by secretly meeting with small factions on his off times
  - c. by siding with Boxer and Clover for strength
  - d. by meeting regularly with the more intelligent animals to get their feedback and ideas
  
5. \_\_\_\_\_ What do the sheep shout in the middle of some of Snowball's speeches, often at critical times?
  - a. "We will work harder!"
  - b. *Beasts of England*
  - c. "Four legs good, two legs bad."
  - d. "All animals are equal."
  
6. \_\_\_\_\_ Why was Snowball adamant about building the windmill?
  - a. He wanted to build a large structure that all the other farms could see.
  - b. He wanted to become the leading farm in food production.
  - c. He wanted to generate electricity in order to operate machinery and make less work for the animals.
  - d. He wanted to increase food production in order to keep the animals from starving.
  
7. \_\_\_\_\_ Why was Napoleon against building the windmill?
  - a. He didn't think the animals were capable of building such a massive structure.
  - b. He didn't think they would be able to procure the parts and supplies necessary to build the windmill.
  - c. He didn't want Snowball to get all the credit for an idea that was really his own.
  - d. He wanted to increase food production in order to keep the animals from starving.

8. \_\_\_\_\_ What did Napoleon do to Snowball's plans for the windmill?
  - a. He sat on them.
  - b. He tore them up.
  - c. He put them safely away in storage.
  - d. He urinated on them.
9. \_\_\_\_\_ After Snowball was expelled, Napoleon made what announcement?
  - a. There would no longer be communication with Mr. Whymper.
  - b. There would no longer be Sunday meetings.
  - c. The pigs would begin to receive double rations.
  - d. Construction on the windmill would begin immediately.
10. \_\_\_\_\_ At the end of Chapter Five, what did Squealer claim is more important than bravery?
  - a. honesty and pride
  - b. hope and allegiance
  - c. loyalty and obedience
  - d. hard work and submission
11. \_\_\_\_\_ What new motto did Boxer adopt in Chapter Five?
  - a. "Long live Napoleon!"
  - b. "Napoleon is always right."
  - c. "If Napoleon says it—it is the truth!"
  - d. "Death to Snowball!"
12. \_\_\_\_\_ What does Napoleon claim at the end of Chapter Five?
  - a. That Snowball was right all along, and Napoleon shouldn't have ousted him.
  - b. That Snowball stole Napoleon's plans for the windmill.
  - c. That Snowball was secretly siding with Mr. Whymper to overtake Animal Farm.
  - d. That Napoleon was going to find Snowball to bring him back to Animal Farm.
13. \_\_\_\_\_ What rule do the pigs break by deciding to work with Mr. Whymper?
  - a. handling money
  - b. drinking alcohol
  - c. dealing with humans
  - d. resembling man
14. \_\_\_\_\_ Who is blamed for the destruction of the windmill?
  - a. Boxer
  - b. Napoleon
  - c. Snowball
  - d. Mr. Whymper
15. \_\_\_\_\_ Why does the windmill really collapse?
  - a. the wind
  - b. the construction plans were not accurate
  - c. the humans sabotaged it
  - d. an earthquake

***Animal Farm***  
**Vocabulary Quiz: Chapters 5-6**

**Directions:** Match the following vocabulary words from Chapters Five and Six by writing the letter of the correct answer on the line provided.

- |                           |   |
|---------------------------|---|
| 1. _____ articulate       | a. eloquent; able to speak clearly                |
| 2. _____ biding           | b. having charge over someone or something        |
| 3. _____ blithely         | c. a state of rest or inactivity                  |
| 4. _____ disinterred      | d. made peace; ended conflict                     |
| 5. _____ grudged          | e. fixed amount, especially of food, allocated to |
| 6. _____ indignation      | a group   |
| 7. _____ laborious        | f. with intense hatred or will to harm            |
| 8. _____ malignity        | g. requiring a lot of work                        |
| 9. _____ marshal          | h. staying; waiting                               |
| 10. _____ pretext         | i. anger at unfairness                            |
| 11. _____ ratified        | j. resented; felt ill-will towards                |
| 12. _____ rations         | k. plans and procedures for forces in battle      |
| 13. _____ reconciled      | l. formally approved                              |
| 14. _____ repose          | m. a hidden reason; a made-up excuse              |
| 15. _____ superintendence | n. gather and organize                            |
| 16. _____ tactics         | o. dug up; exposed something hidden               |
|                           | p. cheerfully; without care or concern            |

## ***Animal Farm***

### **Quiz: Chapters 7-8**

**Directions:** Choose the best answer for each of the following questions from Chapters 7-8. Write the letter of the correct answer on the line provided.

1. \_\_\_\_\_ How thick did the animals build the walls of the windmill the third time?
  - a. 12 inches
  - b. 18 inches
  - c. 2 feet
  - d. 3 feet
  
2. \_\_\_\_\_ What did Napoleon make sure the humans did not find out about Animal Farm?
  - a. that Snowball had returned
  - b. that there was a shortage of food
  - c. that the windmill was finished early
  - d. that Napoleon was giving up his position
  
3. \_\_\_\_\_ What happened when the hens rebelled against the increase in production?
  - a. nine hens died of starvation
  - b. Mr. Whymper investigated the happenings on the farm
  - c. Napoleon ordered the dogs to attack them
  - d. Napoleon declared that all animals would be kept from being fed until they surrendered the eggs
  
4. \_\_\_\_\_ How do the hens rebel against Napoleon's orders?
  - a. they lay their eggs in the mangers
  - b. they lay their eggs in the rafters
  - c. they toss their eggs out of their nests
  - d. they break their eggs by stomping on them
  
5. \_\_\_\_\_ What did Mr. Pilkington and Mr. Frederick both want from the farm?
  - a. the extra rations of corn
  - b. a well-seasoned stack of timber
  - c. the hens' eggs
  - d. a share of the barley production
  
6. \_\_\_\_\_ Who do the dogs unexpectedly attack in Chapter Seven?
  - a. Napoleon
  - b. Benjamin
  - c. Boxer
  - d. Clover
  
7. \_\_\_\_\_ What was abolished in Chapter Seven?
  - a. the drinking of alcohol
  - b. mentioning/speaking of Snowball
  - c. mentioning/speaking of the executions
  - d. the singing of *Beasts of England*

Name \_\_\_\_\_ Per \_\_\_\_\_

8. \_\_\_\_\_ To what does the Sixth Commandment change in the beginning of Chapter Eight?
- No animal shall drink alcohol to excess.
  - No animal shall speak to a human outside the farm limits.
  - No animal shall pass the flag without saluting.
  - No animal shall kill any other animal without cause.
9. \_\_\_\_\_ Napoleon is called all of the following EXCEPT:
- Our Leader, Comrade Napoleon
  - Terror of Mankind
  - Traitor to Snowball
  - Father of All Animals
10. \_\_\_\_\_ What is Pinkeye's job?
- taste-testing Napoleon's food for poisons
  - writing poems and songs in honor of Napoleon
  - communicating with Mr. Whymper
  - singing lullabies to Napoleon each night before bed
11. \_\_\_\_\_ What did Napoleon name the windmill?
- Animal Mill
  - Windmill of Champions
  - Rebel Mill
  - Napoleon Mill
12. \_\_\_\_\_ Who does Napoleon eventually sell the pile of timber to?
- Pilkington
  - Whymper
  - Frederick
  - Jones
13. \_\_\_\_\_ How is Napoleon tricked in Chapter Eight?
- the timber was stolen
  - he was given fake bank notes
  - the animals tricked Napoleon into thinking the windmill was finished
  - Pilkington gave him too little money for the eggs he bought
14. \_\_\_\_\_ How do the humans destroy the windmill?
- they throw rocks at it
  - they blow it up with explosives
  - they knock it down with a bulldozer
  - they shoot at it
15. \_\_\_\_\_ What does the Fifth Commandment change to at the end of Chapter Eight?
- No animal shall drink alcohol to excess.
  - No animal shall speak to a human outside the farm limits.
  - No animal shall pass the flag without saluting.
  - No animal shall kill any other without cause.



***Animal Farm***  
**Vocabulary Quiz: Chapters 7-8**

**Directions:** Match the following vocabulary words from Chapters Seven and Eight by writing the letter of the correct answer on the line provided.

- |                       |   |
|-----------------------|---|
| 1. _____ capitulated  | a. a face or expression on a face                 |
| 2. _____ conciliatory | b. covered with gold; appeared as if covered with |
| 3. _____ countenance  | gold  |
| 4. _____ decreed      | c. dried-out before use; old                      |
| 5. _____ gilded       | d. expression of grief or sorrow                  |
| 6. _____ lamentation  | e. followers; entourage                           |
| 7. _____ leagued      | f. gave an official order or ruling               |
| 8. _____ meddled      | g. guards; watchmen                               |
| 9. _____ pervading    | h. interfered in someone else's concerns          |
| 10. _____ procure     | i. joined a group with common goals               |
| 11. _____ retinue     | j. moving in a sneaky way                         |
| 12. _____ retribution | k. overcame great difficulty                      |
| 13. _____ seasoned    | l. punishment for wrongdoing; vengeance           |
| 14. _____ sentinels   | m. spreading throughout                           |
| 15. _____ skulking    | n. gave in to an argument; surrendered            |
| 16. _____ surmounted  | o. to acquire something                           |
|                       | p. used or meant to make peace                    |

## ***Animal Farm***

### **Quiz: Chapters 9-10**

**Directions:** Choose the best answer for each of the following questions from Chapters 9-10. Write the letter of the correct answer on the line provided.

1. \_\_\_\_\_ What was Boxer looking forward to in Chapter Nine?
  - a. an increase in corn rations
  - b. retirement
  - c. a trip to another farm
  - d. the start of a new windmill
  
2. \_\_\_\_\_ What did Napoleon forbid the other pigs to have, on the grounds it made them fat?
  - a. beer
  - b. whiskey
  - c. sugar
  - d. milk
  
3. \_\_\_\_\_ Who suddenly reappeared on Animal Farm in Chapter Nine?
  - a. Snowball
  - b. Moses
  - c. Mollie
  - d. Jones
  
4. \_\_\_\_\_ Who was able to read what was written on the van that Boxer was taken away in?
  - a. Clover
  - b. Benjamin
  - c. Muriel
  - d. Moses
  
5. \_\_\_\_\_ According to Squealer, what were Boxer's last words?
  - a. "Four legs good, two legs bad."
  - b. "I will work harder."
  - c. "Napoleon is always right."
  - d. "Long live Animal Farm!"
  
6. \_\_\_\_\_ What were the pigs mysteriously able to afford after Boxer's death?
  - a. a carton of milk
  - b. several rations of corn
  - c. a barrel of beer
  - d. a case of whiskey
  
7. \_\_\_\_\_ What work did the pigs do as far as the "supervision and organization" of the farm that Squealer often spoke of?
  - a. have many pig babies
  - b. drink beer and whiskey
  - c. write on large sheets of paper and then burn them
  - d. entertain the human farmers

Name \_\_\_\_\_ Per \_\_\_\_\_

8. \_\_\_\_\_ What new saying do the sheep repeat?
- “Four legs good, two legs better.”
  - “Four legs good, two legs bad.”
  - “Two legs are the best!”
  - “Long live Animal Farm!”
9. \_\_\_\_\_ What did Clover see that shocked her and the other animals?
- the pigs walking on two legs
  - Snowball and Jones, walking side-by-side
  - Napoleon followed by his piggy babies
  - the pigs drinking whiskey
10. \_\_\_\_\_ What one Commandment replaced the Seven Commandments?
- “Long live Animal Farm. Long live Napoleon.”
  - “All animals are equal but some animals are more equal than others.”
  - “Four legs good, two legs bad.”
  - “I will work harder.”
11. \_\_\_\_\_ Who said ““If you have your lower animals to contend with ... we have our lower classes”?”
- Jones
  - Napoleon
  - Frederick
  - Pilkington
12. \_\_\_\_\_ What happened to Old Major’s skull in Chapter Ten?
- it was buried
  - it was ground up
  - it was stuck on a piece of timber
  - it was covered in gold and made into a statue
13. \_\_\_\_\_ At the end of the novel, what does the flag change to?
- a white flag with a big black “A”
  - a red flag with Napoleon’s silhouette
  - a plain red flag
  - a plain green flag
14. \_\_\_\_\_ What does Napoleon change the name of the farm to?
- Napoleon’s Farm
  - Animal Farm
  - Manor Farm
  - Foxwood Farm
15. \_\_\_\_\_ At the end of the book, what caused the fight?
- Both Napoleon and Pilkington played the same card.
  - Napoleon accused Pilkington of drinking his beer.
  - Pilkington accused Napoleon of stealing money.
  - Pilkington gave Napoleon fake bank notes.

## ***Animal Farm*** **Vocabulary Quiz: Chapters 9-10**

**Directions:** Match the following vocabulary words from Chapters Nine and Ten by writing the letter of the correct answer on the line provided.

- |                         |  |
|-------------------------|--|
| 1. _____ complicity     | a. involvement in something illegal or wrong |
| 2. _____ denounced      | b. a witty or clever remark                  |
| 3. _____ filial         | c. reserved; silent by nature                |
| 4. _____ frugally       | d. withdrawn; saddened                       |
| 5. _____ interment      | e. watery                                    |
| 6. _____ invariably     | f. always or almost always                   |
| 7. _____ knacker        | g. with thrift; cheaply                      |
| 8. _____ morose         | h. parental; like a parent                   |
| 9. _____ piebald        | i. criticized sharply                        |
| 10. _____ poultices     | j. burial of a dead body                     |
| 11. _____ rheumy        | k. someone who kills horses for profit       |
| 12. _____ superannuated | l. multicolored; spotted                     |
| 13. _____ taciturn      | m. moist substances applied to a wound       |
| 14. _____ tureen        | n. retired; old; useless                     |
| 15. _____ wafted        | o. floated gently through the air            |
| 16. _____ witticism     | p. serving bowl                              |

## ***Animal Farm*** **Final Test: Version One**

### **Part One: Matching**

**Directions:** Match the following characters to the correct description, action, or quote. Write the letter of the correct answer on the line provided.

- |                      |   |
|----------------------|---|
| 1. Napoleon _____    | a. Napoleon's propagandist                                |
| 2. Snowball _____    | b. the cynic who never changed                            |
| 3. Boxer _____       | c. tested Napoleon's food for poison                      |
| 4. Squealer _____    | d. the farm's poet and songwriter                         |
| 5. Benjamin _____    | e. repeat the maxim "Four legs good, two legs bad."       |
| 6. Clover _____      | f. threaten and intimidate by Napoleon's side             |
| 7. Jones _____       | g. introduces the song "Beasts of England" to the animals |
| 8. Minimus _____     | h. talked of Sugarcandy Mountain                          |
| 9. Pinkeye _____     | i. symbolic of Joseph Stalin                              |
| 10. Moses _____      | j. motto was "Napoleon is always right."                  |
| 11. Mollie _____     | k. gave Napoleon forged bank notes                        |
| 12. Muriel _____     | l. loved sugar and ribbons                                |
| 13. the sheep _____  | m. died in an inebriates' home                            |
| 14. Pilkington _____ | n. read to the others from scraps of newspapers           |
| 15. Frederick _____  | o. suspicious; often doubts the Commandments and the pigs |
| 16. the dogs _____   | p. powerful orator who represents Leon Trotsky            |
| 17. Old Major _____  | q. played the ace of spades simultaneously with Napoleon  |

### **Part Two: True/False**

**Directions:** Decide whether each of the following statements is true or false. If true write out the word "true" on the line provided; if false, write "false."

\_\_\_\_\_ 18. All of the animals eventually learned to read.

\_\_\_\_\_ 19. There were twelve Commandments.

Name \_\_\_\_\_ Per \_\_\_\_\_

- \_\_\_\_\_ 20. The hens rebelled because they had to give up their eggs.
- \_\_\_\_\_ 21. The Commandments were continually being rewritten because the “stupider” animals kept forgetting them.
- \_\_\_\_\_ 22. The second battle was called the Battle of the Bulge.
- \_\_\_\_\_ 23. “I will work harder” was Clover’s motto.
- \_\_\_\_\_ 24. The plans for the windmill were originally created by Napoleon.
- \_\_\_\_\_ 25. The Battle of the Cowshed was led by Napoleon.
- \_\_\_\_\_ 26. The Rebellion was triggered because the animals were starving.
- \_\_\_\_\_ 27. The windmill was first destroyed by fire.
- \_\_\_\_\_ 28. Napoleon urinated on the plans for the windmill.
- \_\_\_\_\_ 29. Several animals confessed and were executed for crimes they did not commit.
- \_\_\_\_\_ 30. Boxer believed he would retire someday.

**Part Three: Multiple Choice**

**Directions:** Write the letter of the best answer on the line provided.

- \_\_\_\_\_ 31. The human who acted as a middleman between Animal Farm and the outside world was:
- a. Pilkington
  - b. Whymper
  - c. Jones
  - d. Frederick
- \_\_\_\_\_ 32. By the end of the novel “All animals are created equal” was changed to:
- a. “All humans are evil.”
  - b. “All animals are not created equal.”
  - c. “All animals are equal, but not enough to make a difference.”
  - d. “All animals are equal, but some animals are more equal than others.”
- \_\_\_\_\_ 33. The original flag of Animal Farm was:
- a. an emblem of a pig on a black background
  - b. a horn and hoof on a green background
  - c. an axe and horseshoe on a red background
  - d. an emblem of a horse on a white background
- \_\_\_\_\_ 34. When the original windmill was built, it was intended to produce:
- a. electricity
  - b. wind
  - c. grain
  - d. nothing

- \_\_\_\_\_ 35. How was Frederick able to trick Napoleon?
- with phony bank notes
  - by telling him he was safe from attack
  - by playing an ace of spades
  - by exchanging his whiskey with water
- \_\_\_\_\_ 36. The only one who really knew where Boxer was going to be sent when he was dying was:
- Muriel
  - Mollie
  - Moses
  - Benjamin
- \_\_\_\_\_ 37. Snowball represents:
- Trotsky
  - Lenin
  - Marx
  - Stalin
- \_\_\_\_\_ 38. Which animal led Napoleon's processions around the farm?
- the cockerel
  - the raven
  - Minimus
  - Squealer
- \_\_\_\_\_ 39. How was the windmill finally destroyed?
- an earthquake
  - an enormous storm
  - the humans blew it up
  - it crumbled from poor construction
- \_\_\_\_\_ 40. Which of the following is NOT one of the Commandments?
- All animals are equal.
  - Whatever goes upon four legs, or has wings, is a friend.
  - No animal shall wear clothes.
  - No animal shall live in a house.

**Part Four: Short Response (5-7 Sentences)**

**Directions:** For *each* of the following quotes, answer each question with as much detail and insight as possible:

- To what incidents is the quote referring?
  - What happened?
  - What was the result?
  - How is the incident or event important to the overall plot?
41. "When the hens heard this, they raised a terrible outcry. They had been warned earlier that this sacrifice might be necessary, but had not believed that it would really happen. They were just getting their clutches ready for the spring sitting, and they protested that

Name \_\_\_\_\_ Per \_\_\_\_\_

to take the eggs away now was murder. For the first time since the expulsion of Jones, there was something resembling a rebellion.”

42. "Curiously enough, Clover had not remembered that the Fourth Commandment mentioned sheets; but as it was there on the wall, it must have done so. And Squealer, who happened to be passing at this moment, attended by two or three dogs, was able to put the whole matter in its proper perspective.”
43. “Yes, a violent quarrel was in progress. There were shoutings, bangings on the table, sharp suspicious glances, furious denials. The source of the trouble appeared to be that Napoleon and Mr. Pilkington had each played an ace of spades simultaneously. Twelve voices were shouting in anger, and they were all alike. No question, now, what had happened to the faces of the pigs. The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.”
44. “At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn. They dashed straight for Snowball, who only sprang from his place just in time to escape their snapping jaws.”
45. "Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself."



## ***Animal Farm***

### **Final Test: Version Two—Multiple Choice**

**Directions:** Fill-in the letter of the BEST choice on your answer document.

1. Who was Napoleon's propagandist?
  - a. Minimus
  - b. Squealer
  - c. Pinkeye
  - d. Snowball
  - e. none of the above
2. Who was the cynic who never changed?
  - a. Boxer
  - b. Clover
  - c. Mollie
  - d. Benjamin
  - e. none of the above
3. Who tested Napoleon's food for poison?
  - a. Minimus
  - b. Pinkeye
  - c. Squealer
  - d. Moses
  - e. none of the above
4. Who was the farm's poet and songwriter?
  - a. Pinkeye
  - b. Squealer
  - c. Minimus
  - d. Muriel
  - e. none of the above
5. Who was known to repeat the maxim "Four legs good, two legs bad," even at inappropriate times?
  - a. Boxer
  - b. the pigs
  - c. the sheep
  - d. the dogs
  - e. none of the above
6. Who threatened and intimidated by Napoleon's side?
  - a. Boxer
  - b. the sheep
  - c. the dogs
  - d. Squealer
  - e. none of the above
7. Who introduced the song "Beasts of England" to the animals?
  - a. Napoleon
  - b. Squealer
  - c. Jones
  - d. Minimus
  - e. none of the above
8. Who talked of a special heaven for animals?
  - a. Minimis
  - b. Mollie
  - c. Moses
  - d. Muriel
  - e. none of the above
9. Who was symbolic of Joseph Stalin?
  - a. Napoleon
  - b. Snowball
  - c. Jones
  - d. Old Major
  - e. none of the above
10. Whose motto was "Napoleon is always right"?
  - a. Mollie
  - b. Muriel
  - c. Clover
  - d. Boxer
  - e. none of the above
11. Who gave Napoleon forged bank notes?
  - a. Pilkington
  - b. Frederick
  - c. Jones
  - d. Snowball
  - e. none of the above
12. Who loved sugar and ribbons?
  - a. Muriel
  - b. Moses
  - c. Clover
  - d. Mollie
  - e. none of the above

13. Who died in an inebriates' home?  
 a. Jones  
 b. Pilkington  
 c. Frederick  
 d. Old Major  
 e. none of the above
14. Who read to the others from scraps of newspapers?  
 a. Muriel  
 b. Clover  
 c. Benjamin  
 d. Boxer  
 e. none of the above
15. Who was often suspicious; doubting the Commandments and the pigs, but never saying anything?  
 a. Clover  
 b. Boxer  
 c. Mollie  
 d. Muriel  
 e. none of the above
16. Who was the powerful orator who represents Leon Trotsky?  
 a. Old Major  
 b. Napoleon  
 c. Snowball  
 d. Minimus  
 e. none of the above
17. Who played the ace of spades simultaneously with Napoleon?  
 a. Snowball  
 b. Pinkeye  
 c. Pilkington  
 d. Frederick  
 e. none of the above
18. Who said "War is war. The only good human being is a dead one"?  
 a. Napoleon  
 b. Snowball  
 c. Squealer  
 d. Jones  
 e. none of the above
19. Whose motto was "I will work harder!"?  
 a. Napoleon  
 b. Clover  
 c. Muriel  
 d. Benjamin  
 e. none of the above
20. Who refused to learn anything but the letters of her name?  
 a. Muriel  
 b. Clover  
 c. Mollie  
 d. Millie  
 e. none of the above
21. All of the animals eventually learned to read.  
 a. TRUE  
 b. FALSE
22. There were twelve Commandments.  
 a. TRUE  
 b. FALSE
23. The hens rebelled because they had to give up their eggs.  
 a. TRUE  
 b. FALSE
24. The Commandments were continually being rewritten because the "stupider" animals kept forgetting them.  
 a. TRUE  
 b. FALSE
25. The second battle was called the Battle of the Bulge.  
 a. TRUE  
 b. FALSE
26. "I will work harder" was Clover's motto.  
 a. TRUE  
 b. FALSE
27. The plans for the windmill were originally created by Napoleon.  
 a. TRUE  
 b. FALSE

28. The Battle of the Cowshed was led by Napoleon.
- a. TRUE
  - b. FALSE
29. The Rebellion was triggered because the animals were starving.
- a. TRUE
  - b. FALSE
30. The windmill was first destroyed by fire.
- a. TRUE
  - b. FALSE
31. Napoleon urinated on the plans for the windmill.
- a. TRUE
  - b. FALSE
32. Several animals confessed and were executed for crimes they did not commit.
- a. TRUE
  - b. FALSE
33. Boxer believed he would retire someday.
- a. TRUE
  - b. FALSE
34. The human who acted as a middleman between Animal Farm and the outside world was:
- a. Pilkington
  - b. Whymper
  - c. Jones
  - d. Frederick
  - e. none of the above
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- a. "All humans are evil."
  - b. "All animals are not created equal."
  - c. "All animals are equal, but not enough to make a difference."
  - d. "All animals are equal, but some animals are more equal than others."
  - e. none of the above
36. The original flag of Animal Farm was:
- a. an emblem of a pig on a black background
  - b. a horn and hoof on a green background
  - c. an axe and horseshoe on a red background
  - d. an emblem of a horse on a white background
  - e. none of the above
37. When the original windmill was built, it was intended to produce:
- a. electricity
  - b. wind
  - c. grain
  - d. nothing
  - e. none of the above
38. How was Frederick able to trick Napoleon?
- a. with phony bank notes
  - b. by telling him he was safe from attack
  - c. by playing an ace of spades
  - d. by exchanging his whiskey with water
  - e. none of the above
39. The only one who really knew where Boxer was going to be sent when he was dying was:
- a. Mollie
  - b. Muriel
  - c. Moses
  - d. Benjamin
  - e. none of the above
40. Which animal led Napoleon's processions around the farm?
- a. the cockerel
  - b. the raven
  - c. Minimus
  - d. Squealer
  - e. none of the above

Name \_\_\_\_\_ Per \_\_\_\_\_

41. How is the windmill finally destroyed?
- an earthquake
  - an enormous storm
  - Snowball destroys it
  - it crumbles from poor construction
  - none of the above
42. Which of the following is NOT one of the Commandments?
- All animals are equal.
  - Whatever goes upon four legs, or has wings, is a friend.
  - No animal shall wear clothes.
  - No animal shall live in a house.
  - none of the above
43. What human was the owner of Manor Farm?
- Mr. Smith
  - Mr. Pilkington
  - Old Major
  - Mr. Jones
  - none of the above
44. What happened to Old Major shortly after the animals sang the song that he dreamt?
- He escaped from Manor Farm.
  - He was killed by the dogs.
  - He died.
  - He led the Rebellion.
  - none of the above
45. What was Old Major's formal exhibition name?
- Major Jones
  - White Beauty
  - Willingdon Beauty
  - Wilmington Pride
  - none of the above
46. What system of thought do the pigs create from Old Major's teachings?
- Pigism
  - Revolutionism
  - Rebellionism
  - Farmism
  - none of the above
47. What is the name of the special heaven for animals?
- Candyland
  - Polar Express
  - Sugarcandy Mountain
  - Beast Heaven
  - none of the above
48. Who were the most "faithful disciples" of the pig's ideas?
- Muriel and Benjamin
  - Moses and Mollie
  - Clover and Boxer
  - Benjamin and Squealer
  - none of the above
49. Who was Jones's special pet?
- Boxer
  - Clover
  - the cat
  - Moses
  - none of the above
50. Why did the Rebellion happen earlier than everyone expected?
- Mr. Jones beat and slaughtered the animals until they could no longer take it.
  - Mr. Jones went on vacation and forgot to hire someone to take care of the animals.
  - Mr. Jones got drunk for days on end, didn't come home from the bar, and forgot to feed the animals.
  - Napoleon and Snowball encouraged all the animals that "now" was the time to act.
  - none of the above
51. Complete the statement: "All men are \_\_\_\_\_. All animals are \_\_\_\_\_."
- enemies; companions
  - enemies; comrades
  - comrades; enemies
  - equal; friends
  - none of the above

52. Which animal had to be “voted in” as a Comrade in Chapter One?
- rats
  - hens
  - cows
  - sheep
  - none of the above
53. Which of the following could be considered the initiator of the Rebellion?
- Napoleon’s speech
  - Battle of the Cowshed
  - Old Major’s speech
  - The Seven Commandments
  - none of the above
54. Why did Old Major say that man is the enemy in Chapter One?
- He had a bad experience recently with a farmer.
  - Man does nothing but consume.
  - Animals were the original rulers of the earth.
  - Old Major wants to live in the house.
  - none of the above
55. Who was always blamed for the destruction of the windmill and for causing general mayhem on the farm?
- Boxer
  - Jones
  - Snowball
  - Mr. Whymper
  - none of the above
56. Why did the windmill collapse the first time?
- Snowball destroyed it.
  - The construction plans were not accurate.
  - The humans sabotaged it.
  - an earthquake
  - none of the above
57. How thick did the animals build the walls of the windmill the third time?
- 12 inches
  - 18 inches
  - 2 feet
  - 3 feet
  - none of the above
58. What did Napoleon make sure the humans did not find out about Animal Farm?
- that Snowball had returned
  - that there was a shortage of food
  - that the windmill was finished early
  - that Napoleon was giving up his position
  - none of the above
59. What happened when the hens rebelled against the increase in production?
- nine hens died of starvation
  - Mr. Whymper investigated the happenings on the farm
  - Napoleon ordered the dogs to attack them
  - Napoleon declared that all animals would be kept from being fed until they surrendered the eggs
  - none of the above
60. How did the hens rebel against Napoleon’s orders?
- they laid their eggs in the mangers
  - they laid their eggs in the rafters
  - they tossed their eggs out of their nests
  - they broke their eggs by stomping on them
  - none of the above
61. What did Mr. Pilkington and Mr. Frederick both want from the farm?
- the extra rations of corn
  - a well-seasoned stack of timber
  - the hens’ eggs
  - a share of the barley production
  - none of the above

62. Which of the following is NOT one of the Seven Commandments?
- No animal shall wear clothes.
  - No animal shall drink alcohol.
  - No animal shall sleep in a bed.
  - No animal shall dine from a table.
  - none of the above
63. What was discovered missing at the end of Chapter 2, that ended up causing the first controversy of the farm?
- the hay rations
  - the milk
  - the flag
  - pots of white paint
  - none of the above
64. Who confronted Mollie about her contact with humans?
- Clover
  - Boxer
  - Benjamin
  - Napoleon
  - none of the above
65. What was found in Mollie's stall?
- lump sugar and ribbons
  - an extra ration of corn
  - apples and milk
  - the medals found in the main house
  - none of the above
66. How did Snowball gain the support of the animals?
- by giving eloquent speeches during the Sunday debates
  - by secretly meeting with small factions on his off times
  - by siding with Boxer and Clover for strength
  - by meeting regularly with the more intelligent animals to get their feedback and ideas
  - none of the above
67. How did Napoleon gain the animals' support?
- by giving eloquent speeches during the Sunday debates
  - by secretly meeting with small factions on his off times
  - by siding with Boxer and Clover for strength
  - by meeting regularly with the more intelligent animals to get their feedback and ideas
  - none of the above
68. Why was Napoleon initially against building the windmill?
- He didn't think the animals were capable of building such a massive structure.
  - He didn't think they would be able to procure the parts and supplies necessary to build the windmill.
  - He didn't want Snowball to get all the credit for an idea that was really his own.
  - He wanted to increase food production in order to keep the animals from starving.
  - none of the above
69. What did Napoleon do to Snowball's plans for the windmill?
- He sat on them.
  - He tore them up.
  - He put them safely away in storage.
  - He urinated on them.
  - none of the above
70. After Snowball was expelled, Napoleon made what announcement?
- There would no longer be communication with Mr. Whymper.
  - There would no longer be Sunday meetings.
  - The pigs would begin to receive double rations.
  - Construction on the windmill would begin immediately.
  - none of the above

71. At the end of Chapter Five, what did Squealer claim was more important than bravery?
- honesty and pride
  - hope and allegiance
  - loyalty and obedience
  - hard work and submission
  - none of the above
72. Who did the dogs unexpectedly attack in Chapter Seven?
- Napoleon
  - Benjamin
  - Boxer
  - Clover
  - none of the above
73. Napoleon is called all of the following EXCEPT:
- Our Leader, Comrade Napoleon
  - Terror of Mankind
  - Traitor to Snowball
  - Father of All Animals
  - none of the above
74. What did Napoleon name the windmill?
- Animal Mill
  - Windmill of Champions
  - Rebel Mill
  - Napoleon Mill
  - none of the above
75. Who does Napoleon eventually sell the pile of timber to?
- Pilkington
  - Whymper
  - Frederick
  - Jones
  - none of the above
76. How did the humans destroy the windmill?
- they threw rocks at it
  - they blew it up with explosives
  - they knocked it down with a bulldozer
  - they shot at it
  - none of the above
77. What was Boxer looking forward to in Chapter Nine?
- an increase in corn rations
  - retirement
  - a trip to another farm
  - the start of a new windmill
  - none of the above
78. What did Napoleon forbid the other pigs to have, on the grounds it made them fat?
- beer
  - whiskey
  - sugar
  - milk
  - none of the above
79. Who suddenly reappeared on Animal Farm in Chapter Nine?
- Snowball
  - Moses
  - Mollie
  - Jones
  - none of the above
80. Who was able to read what was written on the van that Boxer was taken away in?
- Clover
  - Mollie
  - Bluebell
  - Moses
  - none of the above
81. According to Squealer, what were Boxer's last words?
- "Four legs good, two legs bad."
  - "I will work harder."
  - "Napoleon is always right."
  - "Long live Animal Farm!"
  - none of the above
82. What were the pigs mysteriously able to afford after Boxer's death?
- a carton of milk
  - several rations of corn
  - a barrel of beer
  - a case of whiskey
  - none of the above

83. What work did the pigs do as far as the “supervision and organization” of the farm that Squealer often spoke of?
- have many pig babies
  - drink beer and whiskey
  - write on large sheets of paper and then burn them
  - entertain the human farmers
  - none of the above
84. What new saying do the sheep repeat?
- “Four legs good, two legs better.”
  - “Four legs good, two legs bad.”
  - “Two legs are the best!”
  - “Long live Animal Farm!”
  - none of the above
85. What did Clover see that shocked her and the other animals in Chapter Ten?
- the pigs walking on two legs
  - Snowball and Jones, walking side-by-side
  - Napoleon followed by his piggy babies
  - the pigs drinking whiskey
  - none of the above
86. What is the final Commandment?
- “Long live Animal Farm. Long live Napoleon.”
  - “All animals are equal but some animals are more equal than others.”
  - “Four legs good, two legs bad.”
  - “I will work harder.”
  - none of the above
87. What happened to Old Major’s skull in Chapter Ten?
- it was buried
  - it was ground up
  - it was stuck on a piece of timber
  - it was covered in gold and made into a statue
  - none of the above
88. At the end of the novel, what does the flag change to?
- a white flag with a big black “A”
  - a red flag with Napoleon’s silhouette
  - a plain red flag
  - a plain green flag
  - none of the above
89. What does Napoleon change the name of the farm to?
- Napoleon’s Farm
  - Animal Farm
  - Manor Farm
  - Foxwood Farm
  - none of the above
90. At the end of the book, what caused the fight?
- Both Napoleon and Pilkington played the same card.
  - Napoleon accused Pilkington of drinking his beer.
  - Pilkington accused Napoleon of stealing money.
  - Pilkington gave Napoleon fake bank notes.
  - none of the above



**Animal Farm**  
**Final Test: Vocabulary**

**Part One—A**

**Directions:** Match the following vocabulary words from Chapters One through Five by writing the letter of the correct answer on the line provided.

- |                              |   |
|------------------------------|---|
| 1. _____ acute               | a. discussed something in order to            |
| 2. _____ alighted            | compare opinions; compared views              |
| 3. _____ articulate          | b. serious; severe                            |
| 4. _____ benevolent          | c. showing kindness or goodwill               |
| 5. _____ biding              | d. gave a detailed description                |
| 6. _____ blithely            | e. staying; waiting                           |
| 7. _____ capered or gamboled | f. eloquent; able to speak clearly            |
| 8. _____ conferred           | g. extreme ill-will or hatred between enemies |
| 9. _____ contemptible        | h. worthy of disrespect and contempt          |
| 10. _____ cryptic            | i. leaped or jumped playfully                 |
| 11. _____ cynical            | j. puzzling; confusing                        |
| 12. _____ disciples          | k. manure; animal excrement                   |
| 13. _____ disinterred        | l. followers of a philosophy or religion      |
| 14. _____ dung               | m. dug up; exposed something hidden           |
| 15. _____ enmity             | n. settled after a flight                     |
| 16. _____ ensconced          | o. cheerfully; without care or concern        |
| 17. _____ expounded          | p. settled in comfortably or securely         |
| 18. _____ ignominious        | q. shameful; despicable                       |
| 19. _____ implements         | r. distrustful of human nature                |
| 20. _____ impromptu          | s. tools or instruments                       |
|                              | t. done or said spontaneously                 |

**Part One—B**

**Directions:** Match the following vocabulary words from Chapters One through Five by writing the letter of the correct answer on the line provided.

- |                         |  |
|-------------------------|--|
| 21. _____ indefatigable | a. a hidden reason; a made-up excuse   |
| 22. _____ lowing        | b. a small room for washing and storing dishes and utensils and doing kitchen chores |
| 23. _____ lurched       | c. a vision or foretelling   |
| 24. _____ maltreating   | d. occurring or published after death  |
| 25. _____ marshal       | e. criticized or blamed  |
| 26. _____ maxim         | f. decisions; goals for the future   |
| 27. _____ obstinate     | g. formally approved   |
| 28. _____ parasitical   | h. gather and organize   |
| 29. _____ posthumously  | i. lively and high-spirited  |
| 30. _____ pretext       | j. living in or on another organism  |
| 31. _____ prophecy      | k. mistreating; treating badly   |
| 32. _____ ratified      | l. mooing like a cow   |
| 33. _____ regarded      | m. moved with unsteadiness from side to side   |
| 34. _____ reproached    | n. plans and procedures for forces in battle   |
| 35. _____ resolutions   | o. saying; proverb   |
| 36. _____ scullery      | p. showing no sign of tiring   |
| 37. _____ tactics       | q. stubborn; refusing to change  |
| 38. _____ trodden       | r. thought deeply about someone or something   |
| 39. _____ vivacious     | s. trampled or stepped on  |

**Part Two—A**

**Directions:** Match the following vocabulary words from Chapters Six through Ten by writing the letter of the correct answer on the line provided.

- |                       |   |
|-----------------------|---|
| 1. _____ capitulated  | a. used or meant to make peace                            |
| 2. _____ complicity   | b. burial of a dead body                                  |
| 3. _____ conciliatory | c. always or almost always                                |
| 4. _____ countenance  | d. gave in to an argument;<br>surrendered                 |
| 5. _____ decreed      | e. interfered in someone else's<br>concerns               |
| 6. _____ denounced    | f. criticized sharply                                     |
| 7. _____ filial       | g. involvement in something illegal or<br>wrong           |
| 8. _____ frugally     | h. gave an official order or ruling                       |
| 9. _____ gilded       | i. with thrift; cheaply                                   |
| 10. _____ grudged     | j. covered with gold; appeared as if<br>covered with gold |
| 11. _____ indignation | k. a face or expression on a face                         |
| 12. _____ interment   | l. parental; like a parent                                |
| 13. _____ invariably  | m. withdrawn; saddened                                    |
| 14. _____ knacker     | n. resented; felt ill-will towards                        |
| 15. _____ laborious   | o. requiring a lot of work                                |
| 16. _____ lamentation | p. someone who kills horses for profit                    |
| 17. _____ leagued     | q. anger at unfairness                                    |
| 18. _____ malignity   | r. joined a group with common goals                       |
| 19. _____ meddled     | s. expression of grief or sorrow                          |
| 20. _____ morose      | t. with intense hatred or will to harm                    |

**Part Two—B**

**Directions:** Match the following vocabulary words from Chapters Six through Ten by writing the letter of the correct answer on the line provided.

- |                           |  |
|---------------------------|--|
| 21. _____ pervading       | a. a state of rest or inactivity                       |
| 22. _____ piebald         | b. a witty or clever remark                            |
| 23. _____ poultices       | c. dried-out before use; old                           |
| 24. _____ procure         | d. fixed amount (esp. of food)<br>allocated to a group |
| 25. _____ rations         | e. floated gently through the air                      |
| 26. _____ reconciled      | f. followers; entourage                                |
| 27. _____ repose          | g. guards; watchmen                                    |
| 28. _____ retinue         | h. having charge over someone or<br>something          |
| 29. _____ retribution     | i. made peace; ended conflict                          |
| 30. _____ rheumy          | j. moist substances applied to a<br>wound              |
| 31. _____ seasoned        | k. moving in a sneaky way                              |
| 32. _____ sentinels       | l. multicolored; spotted                               |
| 33. _____ skulking        | m. overcame great difficulty                           |
| 34. _____ superannuated   | n. punishment for wrongdoing;<br>vengeance             |
| 35. _____ superintendence | o. reserved; silent by nature                          |
| 36. _____ surmounted      | p. retired; old; useless; out of style                 |
| 37. _____ taciturn        | q. serving bowl  |
| 38. _____ tureen          | r. spreading throughout                                |
| 39. _____ wafted          | s. to acquire something                                |
| 40. _____ witticism       | t. watery  |

## Teacher Guide

### Sample Agenda

Our Literature Guides are designed to be used in their sequential entirety, or they may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize as much as you can of this Guide. Below is a sample unit plan integrating all aspects of this *Animal Farm* Literature Guide. This agenda assumes students have the time to read together as a class. It will need to be modified if you intend to have your students read at home or have them complete a combination of reading in class and at home.

#### Week One

**Before Reading:** Have students complete one of the *Pre-Reading Ideas and Activities* (7) to activate prior knowledge and introduce themes. Allow students to gain a better understanding of the novel by completing and/or working on a project from this list either before or during your reading of *Animal Farm*. Give due dates for projects.

**Day One:** Have students complete the *Anticipation/Reaction Activity* (22) and *Pre-Reading Reflection* (24). Keep or have students keep their *Anticipation/Reaction* chart and responses to revisit after reading the novel.

**Day Two:** Have students complete *Informational Focus: Author Biography: George Orwell* (8); Have students complete *Informational Focus: Elements of Fiction—Genre: Allegory* (10) for homework.

**Day Three:** Review the complexities of an allegory and how a satire works. Now is a good time to make sure that students realize that the animals are symbolic representations, and that the story is deeper than it will seem at first. The worksheets and handouts in this Guide will help you to explore these concepts. Have students complete *Informational Focus: Government and Economic Systems* (11). Students will need access to the Internet or a library in order to complete the activity on page 12.

**Day Four:** Have students complete *Historical/Cultural Focus: The Russian Revolution* (12). Students may need to refer back to *Government and Economic Systems* (11) to complete part of the activity.

**Day Five:** Introduce students to the list of *Allusions, Terminology and Expressions* (14). Review what an allusion is, and remind students that this list is available if they don't understand a reference when reading. Be sure to model using this list when reading in class. Also introduce either the *Vocabulary List* without definitions (19) or with definitions (20). If you choose to give the list without definitions, have students look up the vocabulary words, keeping their own personal dictionary for use with worksheets and vocabulary activities. Students may complete the Challenge Activity for their vocabulary words at this time, or before each section of chapters.

#### Week Two

**Day One:** Introduce *Note-Taking and Summarizing* (25). Begin reading Chapter One. Walk students through the sample Note-Taking chart on page 26 in order to help them take notes beginning with Chapter Two.

**Day Two:** Continue reading and reviewing the sample Note-Taking guide for Chapter One.

**Day Three:** Once you have finished reading Chapter One, have students complete the *Comprehension and Analysis* (27).

**Day Four:** Complete *Literature Focus: Analyzing Poetry* (28). Have students complete *Language Focus: Base Words/Root Words/Affixes* (30) for homework.

**Day Five:** Begin reading Chapter Two, taking notes on the *Note-Taking and Summarizing* chart (32) as you read. You may want to make an overhead transparency to model note-taking for this new chapter. Alternatively or in conjunction, you can encourage students to share their thoughts and ideas and write them down to get a complete and comprehensive look at the reading.

### **Week Three**

**Day One:** Finish Chapter Two and *Note-Taking and Summarizing* chart.

**Day Two:** Complete the *Comprehension and Analysis* questions for Chapter Two (33).

**Day Three:** Complete *Literature Focus: Symbolism* (34). Have students complete *Language Focus: Connotation/Denotation* (37) for homework.

**Day Four:** Give *Quiz: Chapters 1-2* (95) and *OPTIONAL Vocabulary Quiz: Chapters 1-2* (97).

**Day Five:** Begin reading Chapter Three, taking notes on the *Note-Taking and Summarizing* chart (40) as you read.

### **Week Four**

**Day One:** Finish Chapter Three and *Note-Taking and Summarizing* chart.

**Day Two:** Complete the *Comprehension and Analysis* questions for Chapter Three (41).

**Day Three:** Complete *Literature Focus: Narrator and Point of View* (42). Have students complete *Language Focus: Vocabulary in Context* (44) for homework.

**Day Four:** Begin reading Chapter Four, taking notes on the *Note-Taking and Summarizing* chart (46) as you read.

**Day Five:** Finish Chapter Four and *Note-Taking and Summarizing* chart.

### **Week Five**

**Day Two:** Complete the *Comprehension and Analysis* questions for Chapter Four (47).

**Day Three:** Complete *Literature Focus: Tone and Mood* (48). Have students complete *Language Focus: Base Words/Root Words/Affixes* (51) for homework.

**Day Four:** Give *Quiz: Chapters 3-4* (98) and *Vocabulary Quiz: Chapters 3-4* (99).

**Day Five:** Begin reading Chapter Five, taking notes on the *Note-Taking and Summarizing* chart (53) as you read.

**Day Five:** Finish Chapter Five and *Note-Taking and Summarizing* chart.

### **Week Six**

**Day One:** Complete the *Comprehension and Analysis* questions for Chapter Five (54).

**Day Two:** Complete *Literature Focus: Rhetoric and Propaganda* (55). Have students complete *Language Focus: Connotation/Denotation* (59) for homework.

**Day Three:** Begin reading Chapter Six, taking notes on the *Note-Taking and Summarizing* chart (61) as you read.

**Day Four:** Finish Chapter Six and *Note-Taking and Summarizing* chart.

**Day Five:** Complete the *Comprehension and Analysis* questions for Chapter Six (62).

### **Week Seven**

**Day One:** Complete *Literature Focus: Main and Subordinate Characters* (63). Have students complete *Writing Focus: Response to Literature—Finding Supporting Quotations* (65) for homework.

**Day Two:** Have students continue work on *Writing Focus: Response to Literature—Finding Supporting Quotations* if necessary. Have students complete *Language Focus: Context Clues* (67) for homework.

**Day Three:** Give *Quiz: Chapters 5-6* (100) and *Vocabulary Quiz: Chapters 5-6* (102).

**Day Four:** Begin reading Chapter Seven, taking notes on the *Note-Taking and Summarizing* chart (69) as you read.

**Day Five:** Finish Chapter Seven and *Note-Taking and Summarizing* chart.

### **Week Eight**

**Day One:** Complete the *Comprehension and Analysis* questions for Chapter Seven (70).

**Day Two:** Complete *Literature Focus: Allegorical Characters* (71). Have students begin *Writing Focus: Response to Literature—Using Supporting Quotations* (74) for homework.

**Day Three:** Have students complete *Writing Focus: Response to Literature—Using Supporting Quotations*.

**Day Four:** Have students complete *Language Focus: Vocabulary in Context* (75).

**Day Five:** Begin reading Chapter Eight, taking notes on the *Note-Taking and Summarizing* chart (77) as you read.

### **Week Nine**

**Day One:** Finish Chapter Eight and *Note-Taking and Summarizing* chart.

**Day Two:** Complete the *Comprehension and Analysis* questions for Chapter Eight (77).

**Day Three:** Complete *Literature Focus: Irony* (79). Have students complete *Language Focus: Types of Sentences* (81).

**Day Four:** Give *Quiz: Chapters 7-8* (103) and *Vocabulary Quiz: Chapters 7-8* (105).

**Day Five:** Begin reading Chapter Nine, taking notes on the *Note-Taking and Summarizing* chart (83) as you read.

### **Week Ten**

**Day One:** Finish Chapter Nine and *Note-Taking and Summarizing* chart.

**Day Two:** Complete the *Comprehension and Analysis* questions for Chapter Nine (84).

**Day Three:** Complete *Literature Focus: Foreshadowing* (85). Have students complete *Language Focus: Examples and Non-Examples* (87) for homework.

**Day Four:** Begin reading Chapter Ten, taking notes on the *Note-Taking and Summarizing* chart (89) as you read.

**Day Five:** Finish Chapter Ten and *Note-Taking and Summarizing* chart.

### **Week Eleven**

**Day One:** Complete the *Comprehension and Analysis* questions for Chapter Ten (90).

**Day Two:** Complete *Literature Focus: Subject Versus Theme* (91). Have students complete *Language Focus: Analogies* (93) for homework.

**Day Three:** Give *Quiz: Chapters 9-10* (106) and *Vocabulary Quiz: Chapters 9-10* (108)

**Day Four:** Begin review of entire novel. Complete *Anticipation/Reaction Post-Reading* (24). Introduce *Post-Reading Activities and Alternative Assessment* (136). Give parameters for completion, and assign or allow students to choose which project they would like to do. Assign due date.

### **Week Twelve**

**Day One:** Give one version of a Final Test (109 or 113). Some alternates to these tests are a project from the *Post-Reading and Alternative Assessment ideas* (134), an essay exam from the *Essay/Writing Ideas* (136) or any combination of the three test types. Two different *Project Rubrics* are on pages 138-139; a *Response to Literature Essay Rubric* is on page 140.

**Day Two:** Give the *Final Test: Vocabulary* (125, optional).

**Days Three-Five:** Allow students time in class to work on their Post-Reading activities, or Essay/Writing assignments





# ***Animal Farm***

## ***Novel Summary***

### **Chapter One**

After a drunk Mr. Jones retires for the night, the animals of Manor Farm gather to hear from Old Major, the prize Middle White boar, who had an important dream last night. The animals congregate, and among them are the dogs Bluebell, Jessie, and Pincher; the cart-horses Boxer and Clover; Muriel, the white goat; Benjamin, the donkey; and Mollie, the white mare. Old Major proceeds to tell the animals about the nature of their lives, and how they are worked to death by the evil human race. He tells them that man is the only creature that consumes without producing, and that the animals are slaves to every human whim. He finally mentions revolution and rebellion—taking back their lives by eliminating the human race and being free from their tyranny. He mentions the vices of humans—warning the animals never to live in a house, sleep in a bed, wear clothes, drink alcohol, smoke, touch tobacco, touch money, engage in trade, and tyrannize over their own kind. He eventually tells the animals about his dream, and how a song he knew when he was a child came back to him. It was the song *Beasts of England*. He sings it the best he can, and some of the smarter animals join in. They are interrupted by a gunshot, as Jones was awakened by their singing. Finally, the animals retire for the evening.

### **Chapter Two**

Three days later, Old Major dies. The pigs secretly begin to study Old Major's teachings and begin to prepare for a rebellion. The pigs create system of thought based on Old Major's teachings, and call it *Animalism*. The animals begin to hold secret meetings in the barn after Jones goes to bed. The animals are divided on whether a rebellion is a good idea or not. Moses tells the animals about Sugarcandy Mountain, a heaven for animals. One night Jones goes out drinking and doesn't come home. Starving, the animals break into the store-room and lash out. The animals attack Jones and expel him and his wife from the farm, which allows the animals to take ownership of the farm. The animals celebrate, throwing items of control—bits, nose-rings, harnesses, dog-chains, etc. down the well. They sing *Beasts of England* and dance. They then venture into the farmhouse and agree that no animal must ever live there. The animals change the name from Manor Farm to Animal Farm, then paint the Seven Commandments on the barn wall. The Seven Commandments are 1) Whatever goes upon two legs is an enemy. 2) Whatever goes upon four legs, or has wings, is a friend. 3) No animal shall wear clothes. 4) No animal shall sleep in a bed. 5) No animal shall drink alcohol. 6) No animal shall kill any other animal. 7) All animals are equal. Immediately, problems begin to arise as the cows need to be milked. The pigs milk the cows and the milk is set aside. The animals question what to do with the excess milk, but Napoleon says it will be taken care of. That evening, the milk disappears.

### **Chapter Three**

The animals continue to take care of the farm. The work was hard since the animals are not built to run machinery constructed to be used by humans, but the harvest was even bigger than they hoped. All through the summer, the animals worked for the good of the farm and were happier than ever. Boxer emerges as the hero—as the hardest, most dedicated worker on the farm—and wins the admiration of all the animals. Everyone worked, no one grumbled, and no one stole. However, Mollie and the cat both seemed to disappear when there was work to be done. There was no work on Sundays. Breakfast was an hour later and after breakfast the animals held a ceremony that included the hoisting of the flag, a meeting, and singing of *Beasts of England*, followed by a day of recreation. The pigs

continue to emerge as leaders, especially Napoleon and Snowball. Snowball created committees, and worked to teach the animals to read and write. Each of the animals learned to a different degree, and some—like the sheep—were not able to learn anything at all, and were forced to just memorize “four legs good, two legs bad.” Napoleon had no interest in Snowball’s committees, but when Jessie and Bluebell had puppies, Napoleon took the puppies in order to educate them. The milk mystery was soon cleared up—it went into the pigs’ mash. Squealer justified this to the other animals, stating that the animals needed the milk, and now the apples as well, to give them the energy to lead. The animals quietly accepted this new rule.

#### **Chapter Four**

It is now late summer and news of the Rebellion has the other human farmers worried. Jones tried to tell his story to everyone he could, but he received little sympathy. The animals of Animal Farm try to spread their story to any animal who will listen, and before long, animals on other farms know their story and even the song *Beasts of England*. In early October, the humans decide to take back the farm. Snowball leads the defense, and emerges a hero. The animals keep the farm as the humans run away in fear, defeated. The animals celebrate their victory and give Snowball the decoration of “Animal Hero, First Class.” The fallen animals are given the award of “Animal Hero, Second Class” posthumously. It is decided that the battle was to be named Battle of the Cowshed, and that every year on October 12<sup>th</sup>, an anniversary celebration would be held.

#### **Chapter Five**

Problems continue to emerge. This time, Mollie is becoming more of a problem. Clover witnessed her talking to a man on Pilkington’s farm. Mollie denied the accusation, and ran away from the farm three days later. She was later spotted in town wearing ribbons and eating sugar. Winter wears on, and the pigs continue to lead. Snowball and Napoleon, who have emerged as the strongest leaders, cannot agree on anything. Snowball has lots of plans and decides the animals should build a windmill. Napoleon is against the idea of the windmill, and urinates all over Snowball’s diagrams. The animals begin to divide their allegiances between factions. Snowball wants to build the windmill to generate power in order to operate machinery so the animals won’t have to work so hard, and Napoleon wants to spend the animals’ energies building up the harvest and increasing food production. In addition to this division, Snowball and Napoleon cannot agree on the defense of the farm. Napoleon wants to procure firearms and train in their use; Snowball wants to send pigeons to stir rebellion and gain support from other farms. Finally, at a Sunday Meeting, the plans for the windmill are revealed. Snowball makes a convincing speech in support of the windmill, and it seems as if the animals will vote in his favor. Just at this moment, Napoleon makes a loud squealing sound and in come the puppies—now grown dogs—lusting after Snowball. Terrified, Snowball runs, and the dogs chase Snowball off Animal Farm. Napoleon, with the dogs at his side, declares that no more Sunday morning Meetings will be held and from now on all decisions will be made by a special committee of pigs. Some of the other pigs try to argue, but they are immediately silenced by Napoleon’s dogs. The rest of the animals silently accept the change. Squealer later justifies Napoleon’s decisions, again rhetorically asking the animals, “Surely, comrades, you do not want Jones back?” Boxer then adopts the maxim “Napoleon is always right.”

Spring arrives and it is assumed plans for the windmill are long gone. Every Sunday morning, the animals assemble for their orders for the week, pay homage to the skull of Old Major, watch the flag raising, and sing *Beasts of England*. A few weeks later, Napoleon

announces that construction of the windmill will continue, and Squealer is sent around to assure the animals that Napoleon was never truly against building the windmill, and that his initial opposition was merely a tactic against Snowball, who is now the enemy.

### **Chapter Six**

The animals begin to work like slaves, although they are still happy that the work they do is for themselves and not man. They work a sixty-hour week and on Sunday afternoons as well. The windmill has proved to be difficult to build, especially breaking up the stone into the right sizes. They end up carrying the large rocks up a hill and pushing them over to break them into smaller pieces. It is a long, laborious process. Boxer continues to work harder than all the other animals, arranging with the cockerel to wake up 45 minutes earlier than the other animals to get a head start on the day's work. In spite of all their work, the animals do not have any more food than they did in Jones's day. The animals begin to find they need certain materials that they cannot produce, such as paraffin oil, nails, string, dog biscuits, and iron. Napoleon decides that they will begin to trade for the items they need, even though this was one of the "vices" Old Major warned against. Mr. Whymper would become an intermediary for the trade. Despite the animals' uneasiness, Squealer reassures them that there never was a resolution that the animals should not engage in trade—and challenges them to show him where it was ever written. Of course, the animals cannot, so they are convinced that they just remembered incorrectly.

At this time, the pigs decide to move into the farmhouse. The Fourth Commandment comes into question. Muriel seemed to remember something about sleeping in a bed, but when she reads the Commandment, it has been changed to "No animal shall sleep in a bed *with sheets*." By autumn the windmill is half done, and the animals, especially Boxer, continue to toil day and night. One November night, a huge gale destroys the windmill. Immediately, Napoleon blames the destruction on Snowball, and they decide to rebuild the windmill even better and stronger than before.

### **Chapter Seven**

The animals continue to build the windmill through a harsh winter. Food stores freeze and the animals face starvation. It is important to the animals to keep their living conditions hidden from the humans, so it is decided to allow Mr. Whymper onto the farm so that he can see first-hand that the animals are not only surviving—but thriving. In order to make things look good, Napoleon orders the almost empty food bins to be filled with sand and then covered with food to appear full. One morning, it is announced that the hens will have to surrender their eggs, since Napoleon entered a contract with Mr. Whymper for four hundred eggs a week. When the hens hear this, they start to rebel. Hearing about the rebellion, Napoleon disallows any animals to feed the hens. Five days later, with nine hens dead, the hens give up their rebellion. Rumors of Snowball continue, and it is said that Snowball disturbed the farm at night, and that he sold himself to Pinchfield Farm and that they were planning on attacking the Farm. The animals are told that Snowball was in league with Jones from the start and out to destroy the farm from the beginning. Days later, the animals are called to a meeting, and several of the pigs, and Boxer, are attacked by the dogs. The pigs, under the teeth of the mad dogs, confess that they were consorting with Snowball and that they were planning to hand over Animal Farm to Mr. Frederick. When they are done, the dogs tear their throats out. Then three hens confess that Snowball incited them to disobey, and they are also slaughtered. Other animals confess and receive the same fate. The animals had not seen anything like that since Jones's day. The animals gather together and realize that this is not what they wanted when they set out to liberate themselves from

Jones's tyranny. After they sing Beasts of England, Squealer announces that the song is no longer needed, and it is replaced by a new one.

### **Chapter Eight**

A few days later, some of the animals remember the Commandment that no animal should kill another animal. When they read the Commandment on the wall, however, it reads: "No animal shall kill another animal *without cause*." The animals continue their work on the windmill, working longer days with less food than ever before. Squealer makes regular announcements that food production has increased exponentially. Napoleon is seen less and less, and when he does come out, he is attended by his cockerel and his dogs. Minimus composes a song entitled "Comrade Napoleon" praising him as their leader. At this time, Napoleon is deciding who to sell a pile of timber to, since both Pilkington and Frederick want the lumber. After Napoleon decides to sell the timber to Pilkington, rumors about Frederick's cruelty to animals escalate. Pigeons are ordered to spread "Death to Frederick." That autumn, the windmill is finished, with walls twice as thick as before, and it is named Napoleon Mill. Two days later, it is announced that the timber was secretly sold to Frederick. A campaign to slander Pilkington's name commences, and it is announced that Snowball is not on Frederick's farm, but Pilkington's. Days later, it is discovered that the money Frederick used to buy the timber was fake and Frederick had gotten the timber for free—double-crossing Napoleon. The next morning, Frederick and his men attack Animal Farm, blasting the windmill to pieces. Although the animals defeat the humans, they are badly crushed and the windmill is destroyed. Despite this, Napoleon sees this as a victory, and the flag is flown and guns are fired. A few days later, a case of whiskey is discovered, and the pigs have a party. The next morning, it is announced that Napoleon is dying. Hours later, Napoleon makes a decree that drinking alcohol is punishable by death. By that evening, Napoleon feels better, and he orders Whymper to buy books on distilling and brewing, and he orders the paddock to be sown with barley. One night, in the middle of the night, a loud crash is heard and Squealer is discovered with a bucket of paint. Later, Muriel discovers the Fifth Commandment now says "No animal shall drink alcohol *to excess*."

### **Chapter Nine**

The day after the victory celebration, rebuilding of the windmill begins. Despite Clover's warnings and a broken hoof, Boxer continues working as hard as ever. Work and life is still difficult for the animals; rations are reduced, except for the pigs and dogs. Squealer continues to convince the animals that they have just as much as when Jones was around by continually spewing numbers and statistics. Napoleon fathers many more pigs, who are educated and raised separately from the other animals. There are now more songs, speeches, and processions, and Napoleon orders Spontaneous Demonstrations with speeches and poems in Napoleon's honor. In April, Napoleon is "elected" President of the new Republic, and new documentation is released about Snowball being in cahoots with Jones from the beginning. That summer, Moses the raven returns, and the animals work like slaves. One evening, Boxer collapses. Fifteen minutes later, Squealer appears, letting the animals know that Napoleon has decided to send Boxer to a hospital at Willingdon. Although the animals are skeptical about Boxer leaving the farm, they hope for the best for Boxer. Two days later a van with the words "Alfred Simmonds, Horse Slaughterer and Glue Boiler, Willingdon" on its side arrives to take Boxer. Only Benjamin is able to read and realizes what was happening. The animals try to stop the van, but are only able to helplessly watch their companion ride to his death. Three days later it is announced that Boxer died in the hospital at Willingdon, his last words allegedly "Long live Animal Farm!" and "Long live Comrade Napoleon." Most of the animals are convinced that the pigs' story

is true, but Benjamin and Clover know the truth. Later, it is discovered that the pigs “unexpectedly” have enough money to purchase a crate of whiskey.

## Chapter Ten

Years later, the animals hardly remembered what life had been like before the Rebellion. Many of the animals were dead, and Snowball was forgotten. Many more animals inhabited the farm, only knowing life under Napoleon’s rule. The farm was more prosperous, better organized, and larger due to the acquisition of land from Pilkington’s farm. The farm boasted a windmill, threshing machine and a hay elevator. The animals, except for the pigs, were generally hungry and overworked, but they never lost hope. They continued to be proud of the fact that they were the only farm in England governed by animals themselves. Little of the tradition, songs, and customs of the Rebellion were still in place. They still clung to the maxim that all animals were equal. One day, the animals were shocked to see a pig walking on its hind legs—it was Squealer. A moment later a line of pigs, also walking on two legs, followed. The last to appear was Napoleon, on his hind legs with a whip in his trotter. They were followed by the bleating of sheep who had been taught “Four legs good, two legs better!” After the procession of pigs disappeared, Benjamin and Clover noticed the conspicuous disappearance of the Seven Commandments, replaced by only one: *All animals are equal, but some are more equal than others*. The next day, the pigs began carrying whips in their trotters, and got comfortable in the farm house, wearing Jones’s clothes, buying a radio and a telephone, and taking out subscriptions to magazines. A week later, the animals watched as a group of men were shown around the farm. That evening, the animals discovered the pigs and humans having a party. When they looked in the window, they watched as an argument broke out, as Napoleon and Mr. Pilkington played the ace of spades simultaneously. Finally, the pigs’ and humans’ faces morphed so much that the animals were unable to tell the difference between man and pig.

## ***Animal Farm***

### ***Post-Reading Ideas and Alternative Assessment***

#### **Cross-Curricular Activities (Multiple Subjects)**

1. The animals created a utopia in which they ruled themselves and everything they did benefited the whole of Animal Farm. Create a fictional utopia of your own. In small groups or individually, discuss/brainstorm your ideal utopia. Create a detailed society and a specific governmental system. You may use an existing governmental/economic system, or you may create one of your own. Consider: democracy, totalitarianism, oligarchy, capitalism, communism, socialism, etc. Research each and decide on your governmental/economic system. Some things to consider in the creation of the utopia are a class system, laws, media, personal freedoms, religion/rituals, values, family, natural resources, imports/exports, etc. Consider the following: What does the world need more of? What does the world need less of? What would be the goals or rules for a perfect world? The final report should be no less than 2 pages in length. Finally, draw a map of your utopia, indicating the name of the utopia and the capital. After projects are complete, each student will choose which utopia they would like to move to. The creator of the utopia with the most votes can receive extra credit, a homework pass or a similar reward.
2. Create a board game that includes the following:
  - a. Game Cards (at least 20) that contain quotations from *Animal Farm*
  - b. Game Pieces (at least 8 different ones) representing the characters in *Animal Farm*
  - c. Game Board, complete with your art work, relating to *Animal Farm*
  - d. Typed directions on how to play the game, the object of the game, and how to win.

#### **Science/Technology**

3. Research the purpose of windmills. Find out how the windmill operates, the function of the windmill, and how it is used on a farm. Draw a picture of a windmill, and include a diagram of the inner structure showing how a windmill works.
4. Research how beer or whiskey is made. Consider the production of barley, and what happens in the distilling process. Find or draw a picture of a still and explain how it works.

#### **Art/Music**

5. Tape together a row of 8 ½" by 11" paper or use banner paper to create a giant timeline of the important events of the novel. Be sure to include pictures and descriptions of each event.
6. Create a shoebox diorama of the barn or the Jones's house once the pigs take over. Include as many accurate details as possible, according to the descriptions given in the text.

7. Compare/contrast the novel with the 1999 or the 1955 movie version of *Animal Farm*. Note similarities and differences, as well as your reaction to the philosophies in both the novel and the movie. Did you like one more than the other? Why or why not? Explain.
8. Create a cause and effect diagram, explaining how each event of the book caused other events to occur. What might have happened had one of the events not occurred? Choose an event to change, and rewrite the events that occurred because of that change.

### **Social Science/History**

9. Research a political or world leader with which you are unfamiliar. Create a poster or brochure that describes biographical information as well as the leader's policies, political interests, and major contributions.
10. Research the Russian Revolution. Make a poster of the important events leading up to the Revolution, major political players, a timeline of the events, pictures, etc.
11. Research key figures and their roles in the Russian Revolution: Czar Nicholas II, Karl Marx, Leon Trotsky, Joseph Stalin, the Bolsheviks, the proletariat, and the bourgeoisie.
12. Create an informative poster or brochure about Communism, including facts and statistics about the famous leaders, politics, and philosophies.

### **Mathematics**

13. Build a scale-model of a windmill. Your construction can be made out of Popsicle sticks, toothpicks, cardboard, or anything that will yield a 3-D design. Draw out your blueprint, indicating your measurements and dimensions. Be sure to do your research to make your dimensions accurate so that it won't be destroyed by a weak design!

## ***Animal Farm***

### ***Essay/Writing Ideas***

1. Create a poster or brochure on the life and work of George Orwell. Include information about major events in his life, his major works, and how his life is related to his novels.
2. Compare and contrast the characters of Napoleon and Snowball. Consider their personalities, motivations and relationships. Who was the better leader? What motivated each of them? What kind of relationship did they have with the animals? How were their views on life and leadership similar or different? Use examples from the text to support your response.
3. Compare and contrast the following forms of government: Democracy, Dictatorship, Totalitarianism, Monarchy, Socialism, and Communism.
4. Research different means of Propaganda/Rhetoric. What are the significant uses, techniques and effects of propaganda and rhetoric? Can propaganda be useful and used for a greater good? How does Squealer's technique using lies and denial compare with modern techniques of propaganda and rhetoric?
5. Analyze the character of Boxer. What is his role in the life of *Animal Farm*? How does his role change? Is he an admirable character? Why or why not? Could he have saved *Animal Farm* from Napoleon's tyranny? Why or why not?
6. Write an alternate ending to the novel. What happens next? What would happen if Snowball had come back? If Boxer had lived? If Napoleon had died? What would the lives of the animals be like? You choose from where the story changes and what happens to each character.
7. Would the novel have been as effective if Orwell had used people instead of animals? Explore the idea of the allegory and its effectiveness at getting Orwell's messages across.
8. How does Orwell use the technique of irony in *Animal Farm*? Give examples from the text to support your response.
9. Examine the causes and effects of the Rebellion. Explore the reasons the animals felt it was time to revolt, what they hoped to gain from the overthrow of the humans, and the actual outcome.
10. You are a psychologist, and your patient is a character of your choice from *Animal Farm*. He or she has come to you seeking advice. What questions would you ask your patient? What advice would you give? Compose notes and/or a tape recording of your thoughts from 5 "sessions." Also consider dream analysis and role-playing exercises. You must have at least five complete entries, including your advice to your patient.
11. Research a speech by a famous political leader and summarize the message of his/her speech. Under what circumstances was the speech given? What did the leader hope to gain/obtain from the speech? What is your reaction to the speech (was it effective, powerful, full of rhetoric, weak, etc.)? Attach a copy of the speech to your report.
12. Conduct an interview with one of the animals from *Animal Farm*. For those who died, the interview can be when the character was alive or after his or her death. Write at least 10 questions that will give the character a chance to tell his or her story from his or her point of view. You may ask questions, challenge a situation, express a



- complaint or make a suggestion. Once you have written the questions, answer the questions in the persona of the character, or from that characters' point of view.
13. Add a new character to *Animal Farm*. Why would the animal be added? What animal would it be? Why? What would this animal contribute to the plot? Would the animal change the plot? If so, how?
  14. Write about what you would have done in the same situation, had you been one of the animals on Animal Farm. Specifically, how would you have handled Napoleon, and what animal would you have been?
  15. Write a journal from Boxer or Clover's point of view about what has been happening on the farm. A minimum of ten entries should be included in the journal. Entries should focus on major events in the character's life and how he would respond to each event. Remember—you are *Boxer or Clover* while you are writing in this journal. Finally, create a unique cover for the journal.
  16. Analyze Clover's role in the novel. Consider her role as a worker, caretaker, as well as a friend to the other animals. How does she change throughout the novel? Is she a necessary character? Why or why not?
  17. The extermination of the "traitors" was significant on several levels. Discuss the significance of the killings, including the concept of power and innocence, and the significance of the animals confessing their relationships and communication with Snowball. Why would the animals confess to something they did not do? Of what incident in history does this remind you?
  18. Explore how the Commandment "All animals are created equal but some are more equal than others" evolved. What does this mean? Why is this important? What does it mean life will be like for the animals of the farm?
  19. Explore the symbolism of the windmill. What does it represent to Napoleon and the other pigs? What does it represent to the other animals? Why does Napoleon insist on rebuilding every time? Why does the windmill keep getting destroyed? Discuss the significance of each.
  20. Explore the lessons on conformity and education in *Animal Farm*. What was Orwell's message about the importance of being educated and informed? Why is it important to question authority? Based upon this story, why is it important to get an education?
  21. Create a newspaper about the day the animals took over the farm, the day of the Battle of the Cowshed, the day of the Battle of the Windmill, or the day the animals saw the pigs standing on two feet. Include as many details of the event as possible in the main article. Also include advertisements, horoscopes, photos, gossip and advice columns, letters to the editor, or other newsworthy events to enhance the project. Be sure to write all your articles relative to *Animal Farm*.
  22. Create your own set of Seven Commandments, based upon your belief systems. Explain why each Commandment is important to you. Now imagine that you and your friends and classmates had to live according to these "laws." Consider the reactions to your laws. How would your friends and classmates react? Would they agree? Would everyone be expected to behave the same way? Would leaders emerge? Why or why not? How would you enforce your laws?
  23. Write a political speech, taking a position about something for which you are passionate. Be sure to indicate your audience, circumstances on which you would present your speech, and your purpose for addressing your audience. For practice in performance and public speaking, present your speech to your classmates.

## Project Rubric A

Category	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score
<b>Required Elements</b>	Includes all of the required elements as stated in the directions.	Includes all but one or two of the required elements as stated in the directions.	Missing 3 or 4 of the required elements as stated in the directions.	Missing 5 or 6 of the required elements as stated in the directions.	Project does not follow the directions.	
<b>Graphics, Pictures</b>	All pictures, drawings, or graphics are appropriate and add to the enjoyment of the project.	Some pictures, drawings, or graphics are included, are appropriate, and add to the enjoyment of the project.	A few pictures, drawings, or graphics are included and are appropriate to the project.	A few pictures, drawings, or graphics are included, but may not be appropriate to the project, or may be distracting.	Pictures or drawings are not used and/or are inappropriate or distracting to the project.	
<b>Creativity</b>	Exceptionally clever and unique; design and presentation enhance the project.	Clever at times; thoughtfully and uniquely presented.	A few original or clever touches enhance the project.	Little evidence of uniqueness, individuality, and/or effort.	No evidence of creativity or effort. Project is not unique.	
<b>Neatness, Appeal</b>	Exceptionally neat and attractive; typed or very neatly handwritten, appropriate use of color, particularly neat in design and layout.	Neat and attractive; typed or neatly handwritten, good use of color, good design and layout.	Generally neat and attractive; handwritten, some use of color, some problems in design and layout.	Distractingly messy or disorganized; handwritten; little use of color; several problems in design and layout.	Work shows no pride or effort. Project is incomplete, illegible, or particularly messy and unattractive.	
<b>Grammar, Spelling, Mechanics</b>	Little to no problems with grammar, spelling, and mechanics. Project was clearly proofread.	A few problems with grammar, spelling, or mechanics. Errors are minor and do not distract from the project.	Some errors in grammar, spelling, or mechanics. Errors can be slightly distracting at times.	Several problems with grammar, spelling, or mechanics. Errors are distracting.	Many problems with grammar, spelling, or mechanics. Mistakes clearly show project was not proofread.	
<b>Comments:</b>						
<b>Final Score:</b> _____ <b>out of 25</b>						

## Project Rubric B

Category	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score
<b>Required Elements</b>	Includes all of the required elements as stated in the directions.	Includes all but one or two of the required elements as stated in the directions.	Missing 3 or 4 of the required elements as stated in the directions.	Missing 5 or 6 of the required elements as stated in the directions.	Project does not follow the directions.	
<b>Creativity</b>	Exceptionally clever and unique; design and presentation enhance the project.	Clever at times; thoughtfully and uniquely presented.	A few original or clever touches enhance the project.	Little evidence of uniqueness, individuality, and/or effort.	No evidence of creativity or effort. Project is not unique.	
<b>Neatness, Appeal</b>	Exceptionally neat and attractive; typed or very neatly handwritten, appropriate use of color, particularly neat in design and layout.	Neat and attractive; typed or neatly handwritten, good use of color, good design and layout.	Generally neat and attractive; handwritten, some use of color, some problems in design and layout.	Distractingly messy or disorganized; handwritten; little use of color; several problems in design and layout.	Work shows no pride or effort. Project is incomplete, illegible, or particularly messy and unattractive.	
<b>Grammar, Spelling, Mechanics</b>	Little to no problems with grammar, spelling, and mechanics. Project was clearly proofread.	A few problems with grammar, spelling, or mechanics. Errors are minor and do not distract from the project.	Some errors in grammar, spelling, or mechanics. Errors can be slightly distracting at times.	Several problems with grammar, spelling, or mechanics. Errors are distracting.	Many problems with grammar, spelling, or mechanics. Mistakes clearly show project was not proofread.	
<b>Citation of Sources</b>	All graphics, pictures, and written work are original, or if they have been obtained from an outside source, have been properly cited.	All graphics, pictures, and written work that are not original or have been obtained from an outside source have been cited, with a few problems.	All graphics, pictures, and written work that are not original or have been obtained from an outside source have been cited, with several problems.	Some attempt has been made to give credit for unoriginal graphics, pictures, and written work.	No attempt has been made to give credit for unoriginal graphics, pictures, and written work.	
<b>Comments:</b>						
<b>Final Score:</b> _____ <b>out of 25</b>						

## ***Response to Literature Rubric***

Adapted from the **California Writing Assessment Rubric**  
California Department of Education, Standards and Assessment Division

### **Score of 4**

- Clearly addresses all parts of the writing task.
- Provides a meaningful thesis and thoughtfully supports the thesis and main ideas with facts, details, and/or explanations.
- Maintains a consistent tone and focus and a clear sense of purpose and audience.
- Illustrates control in organization, including effective use of transitions.
- Provides a variety of sentence types and uses precise, descriptive language.
- Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
- Demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- Develops interpretations that demonstrate a thoughtful, comprehensive, insightful grasp of the text, and supports these judgments with specific references to various texts.
- Draws well-supported inferences about the effects of a literary work on its audience.
- Provides *specific* textual examples and/or personal knowledge and details to support the interpretations and inferences.

### **Score of 3**

- Addresses all parts of the writing task.
- Provides a thesis and supports the thesis and main ideas with mostly relevant facts, details, and/or explanations.
- Maintains a generally consistent tone and focus and a general sense of purpose and audience.
- Illustrates control in organization, including *some* use of transitions.
- Includes a variety of sentence types and *some* descriptive language.
- Contains some errors in the conventions of the English language. These errors do not interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate a comprehensive grasp of the text and supports these interpretations with references to various texts.
- Draws supported inferences about the effects of a literary work on its audience.
- Supports judgments with some specific references to various texts and/or personal knowledge.
- Provides textual examples and details to support the interpretations.

### **Score of 2**

- Addresses *only parts* of the writing task.
- Suggests* a central idea with *limited* facts, details, and/or explanation.
- Demonstrates *little* understanding of purpose and audience.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure which may include *ineffective or awkward* transitions that do not unify important ideas.
- Contains *several errors* in the conventions of the English language. These errors may interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate a limited grasp of the text.
- Includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- Draws *few* inferences about the effects of a literary work on its audience.
- Supports judgments with *few, if any*, references to various text and/or personal knowledge.

### **Score of 1**

- Addresses *only one* part of the writing task.
- Lacks* a thesis or central idea but may contain *marginally related* facts, details, and/or explanations.
- Demonstrates *no* understanding of purpose and audience.
- Lacks* a clear point of view, focus, organizational structure, and transitions that unify important ideas.
- Includes *no* sentence variety; sentences are simple.
- Contains *serious errors* in the conventions of the English language. These errors interfere with the reader's understanding of the writing.
- Develops interpretations that demonstrate *little* grasp of the text.
- Lacks* an interpretation or *may* be a simple retelling of the text.
- Lacks* inferences about the effects of a literary work on its audience.
- Fails* to support judgments with references to various text and/or personal knowledge.
- Lacks* textual examples and details.

## Answer Key

Due to space constraints, answers will not be given in complete sentences.

### Page 9: Informational Focus—Author Biography

1. He wanted a fictional, classless, and anti-establishment persona. He didn't want to be attached to his own name, which had a history.
2. which was published in 1949 as Orwell suffered with tuberculosis
3. in paragraph two
4. Orwell was born in 1903 in India, and grew up in England. He attended private school, but was not a very good student, and eventually joined the Indian Imperial Police. He eventually quit to write, and it was then that Orwell began to foster his sympathy for the underdog. During World War II, Orwell worked as a journalist, and began writing *Animal Farm*. Later, he wrote another controversial dystopian novel, *1984*, which was published just before his death in 1950.
5. Answers will vary. Sample student answer: 1) *Why were you fascinated with the underdog and the downtrodden?* 2) *You died at a considerably young age. Had you lived longer, what would you have wanted to accomplish that you were unable to in your life?*
6. *Timelines will vary.* Students should have included dates as well as explanations of important events.

### Page 10: Literature Focus: Elements of Fiction - Allegory

Answers will vary. Sample answers are given.

1. When thinking of a fairy tale, I think of a Disney story like Cinderella or Snow White. In these "fairy tales" there is a princess and a prince and usually someone wicked, like a step-mother or witch who tries to destroy the princess. Of course, the prince always comes to save the princess at the end, and they live happily ever after. Because of this title, I think *Animal Farm* will end with a happy ending.
2. By writing *Animal Farm* as a satirical allegory, Orwell can deny any backlash from his criticism—he can always claim it was just a story about animals and that

any connection to real people was unintentional. If he wrote a political essay that appeared in a newspaper, he would be outwardly criticizing those people and political systems, and therefore putting himself in danger of backlash and retribution.

3. If Orwell had used people, it would not have been an allegory, first of all. If it were written in this manner, Orwell would have opened himself up for problems, as this would have been closer to a political essay. I don't think that using animals makes the story more clear, but I haven't read it yet, so that is my prediction. It seems like just coming out and saying what you mean would be better.

### Page 11: Informational/Historical Focus—Socialism, Totalitarianism, and Communism

Answers may vary. Sample answers are given.

1. Each of the following practice some form of Capitalism: United States, Hong Kong, Singapore, New Zealand, Britain, Switzerland, Philippines; students may find in their research that there is no country that truly practices a "pure" form of Capitalism
2. Countries practicing Communism: China, Vietnam, Cuba, Laos, North Korea
3. Czarist Government (Tsarism): no longer in existence; students may be interested to know that Czar Nicholas II was in fact the last to practice the Russian Tsarist system.
4. Each of the following practice some form of Democracy: United States, Philippines, Canada, Australia, Germany
5. The following can be classified as a Republic by definition: India, Panama, Ireland, Singapore, Afghanistan; students may have found that many other countries designate themselves a "Republic" whether or not their country follows the definition, these are: People's Republic of China, Republic of the Congo, Republic of Costa Rica, etc.
6. The following practice some form of a socialist state (either Marxist-Leninist or other): People's Republic of China, Cuba, North Korea, Laos, Vietnam, Bangladesh, Egypt, India, Libya, Portugal

7. The following practice some form of Totalitarianism: Mussolini in Italy, Stalin in the USSR, Germany under Hitler, and the People's Republic of China under Deng Xiaoping

**Page 13: Informational/Historical Focus—  
The Russian Revolution**

1. Vocabulary words from articles
  - a. allegory: a work in which the characters and events represent other things symbolically
  - b. regime: a system or style of government
  - c. dystopia: an imaginary place where everything is as bad as it can possibly be
  - d. meager: unsatisfactorily small
  - e. commissioned: hired and paid to complete a task
  - f. oppression: a condition in which a subject or person is subjected to harsh punishment or cruel treatment
  - g. populace: the general public
  - h. exile: unwillingly forced out of a home
  - i. deportation: forcibly banished or expelled
  - j. dispelled: rid of an idea or thought
  - k. morose: gloomy and withdrawn
2. In a capitalist society, people can get rich on their own with enough hard work; in a socialist society, individual people cannot own a business, and the government controls who is rich or poor
3. With totalitarianism, one person or one group rules with an “iron fist,” taking away all freedoms from its citizens; Tsarism is similar in that it is a king who rules, giving little voice to its citizens
4. People were working hard and being taken advantage of by their employers; workers were not protected, and the people’s needs were not being met.
5. The Bolsheviks were a Communist group led by Vladimir Lenin. This group led the Revolution, overthrowing the Czar.
6. He was thrown out of the Communist Party and forced into exile. He was later assassinated in Mexico. He vocally opposed Stalin and created a problem for him. Stalin didn’t like Trotsky or his ideas; he also saw him as a threat.
7. Stalin oppressed the people, calling for public executions and deportation of all

those who opposed him. He terrorized his citizens and led with fear tactics.

8. He was mad that Hitler and Germany broke the nonaggression pact they had signed. He decided to join the Allies during WWII to get back at Hitler and go after him.

**Pages 22: Anticipation/Reaction Pre-Reading Activity**

*Answers are personal and will vary widely.*

**Page 24: Anticipation/Reaction Pre-Reading Individual Reflection**

*Answers are personal and will vary widely.*

**Page 24: Anticipation/Reaction Post-Reading Individual Reflection**

*Answers are personal and will vary widely.*

**Page 27: Chapter One Comprehension and Analysis**

1. Mr. Jones; he forgets to lock the popholes
2. an old prize-winning Middle White boar; 12; Willingdon Beauty
3. Old Major had a dream he wants to tell the animals about
4. Comrades; *friends* or *confidants* in Russian
5. their lives are miserable, laborious, and short; they are born, given just enough food to survive, and forced to work until they are slaughtered
6. England
7. Man is the enemy because he takes and takes from the animals and does not produce or contribute anything.
8. slaughter—they will all eventually be killed in some manner
9. he suggests rebellion
10. rats
11. “Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend.”
12. never resemble man—never live in a house, sleep in a bed, wear clothes, drink alcohol, smoke tobacco, touch money, engage in trade, or tyrannize over their own kind
13. All animals are equal.
14. The tune and all the words to “Beasts of England”
15. Mr. Jones heard them making noise, and thought there was a fox in the yard. He grabbed his gun and shot into the air.
16. Communism
17. *Answers will vary.* According to how they entered the barn and where they sat in

relation to Old Major, the smarter animals are the dogs, pigs, horses, goats and donkeys. The dumber animals are the ducks, hens, pigeons, sheep and cows.

18. *Answers will vary.* Some students may predict that the animals are so moved and motivated by Old Major's speech that they begin to plan a rebellion against human beings the next morning.
19. *Illustrations will vary.*

### Pages 28-29: Literature Focus: Analyzing Poetry

1. Rhyme Scheme: abcb; defe; ghij; jklk; mnon; pqrq; abcb
2. Each stanza follows the abcb rhyme scheme. The final stanza repeats the first stanza's rhyme scheme exactly. No clear internal rhyme.
3. No. It keeps a clear rhyme scheme throughout, although some may want to break for rhyming of the words *England* and *Ireland*. In that case, it would break up the rhyme scheme. The last stanza repeats the first stanza exactly.
4. Old Major; he is speaking (singing) proudly and arrogantly against the "tyrant man." He uses words like *tyrant*, and speaks of the "golden" future, painting an image of a heaven on earth without human control.
5. It is organized by stanza. There are 28 lines divided into four lines, for a total of 7 stanzas. The rhyme scheme is catchy and follows a pattern. There are only four lines at a time, so animals can follow the story. The final stanza makes it easiest for the animals, as it repeats the first stanza.
6. Lines do not end until the end of the stanza. Each stanza is one complete sentence. Lines are divided using commas, enjambments, and semi-colons. Each stanza ends with a period, making it a complete thought.
7. Repetition: Repetition of Stanza 1 at the end; repetition of the word "beasts in stanza 1  
Alliteration: Line 7 "fruitful fields"; Line 12 "cruel" and "crack"; Line 22 "before it break"  
Alliteration and Consonance: Lines 17-20 "Shine," "shall," "waters," "Sweeter," "shall," "its," "breezes," "sets," "us"

Onomatopoeia: Line 12 "crack"; Line 22 "break"

8. Strong imagery in Stanza 3 "Rings shall vanish from our noses, and the harness from our back, bit and spur shall rust forever, cruel whips no more shall crack"; also in Lines 18-20 "Bright will shine the fields of England, Purer shall its waters be, Sweeter yet shall blow its breezes, On the day that sets us free"; the poet uses specific words and precise language to paint a picture in the reader's mind. The rhyme of the poem also helps us to remember the picture.
9. Overthrow human beings and live a life of freedom! Explicitly. It is very clear by the words Old Major has chosen the action he hopes the animals will take (Revolution) when they have the opportunity. There are no hidden messages here—Old Major's hope and vision is clear and obvious.

### Pages 30-31: Language Focus: Base Words/Root Words/Affixes

*Answers may vary according to dictionary.*

*Sentences will vary.*

1. cynical
  - a. cynic
  - b. *kynikos*
  - c. -al
  - d. adj. distrustful of human nature
  - e. *Will vary*
2. enmity
  - a. enmity
  - b. *inimicus*
  - c. none
  - d. n. extreme ill will or hatred between enemies
  - e. *Will vary*
3. ensconced
  - a. ensconce
  - b. *en + sconce*
  - c. -ed
  - d. v. settled in comfortably or securely
  - e. *Will vary*
4. lurched
  - a. lurch
  - b. *lacher*
  - c. -ed
  - d. v. moved with unsteadiness from side to side
  - e. *Will vary*
5. regarded
  - a. regard
  - b. *re + guarder*



- c. -ed
  - d. v. thought deeply about someone or something
  - e. *Will vary*
6. scullery
- a. scullery
  - b. *scutella*
  - c. none
  - d. n. a small room for washing and storing dishes and utensils and doing kitchen chores
  - e. *Will vary*
7. trodden
- a. tread
  - b. *tredan*
  - c. past participle + -en
  - d. v. trampled or stepped on
  - e. *Will vary*

**Page 32: Chapter Two Literature Focus: Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 33: Chapter Two Comprehension and Analysis**

1. Old Major died in his sleep; March
2. pigs; Snowball, Napoleon, Squealer
3. Napoleon is large; fierce-looking Berkshire boar (the only one on the farm); not really a talker, has a reputation for getting his own way. Snowball is described as “vivacious,” quicker in speech, more inventive; no real depth of character. Similar—both pigs; love being in charge; both want to be a leader; both want Animal Farm. Different—Napoleon is a quiet and dangerous giant, Snowball is more forthcoming; they argue all the time
4. Animalism; some of the animals are leery of the teachings; they are worried about starving; Mollie wondered whether there would be sugar and ribbons
5. Moses spreads rumors about Sugarcandy Mountain and doesn’t work. Sugarcandy Mountain is the animals’ heaven, where it is Sunday seven days a week, clover is in season all year round, and lump sugar and linseed cake grow on the hedges.
6. Jones has fallen on hard luck because of a lawsuit he lost, and has begun to drink more and lounge more. He and his men

- don’t take care of the weeds, neglect the hedges and underfeed the animals.
7. Jones got so drunk that he didn’t come home. When he got home, he forgot to feed the animals. They animals had finally had enough.
  8. They break into the harness-room and throw all bits, nose-rings, dog-chains, and knives down the well. The reins, halters, blinkers, nosebags, and whips are thrown into a fire.
  9. Snowball throws in the ribbons from market days, because they can be considered clothes, and no animals will wear clothes. Boxer also throws in his straw hat.
  10. Napoleon gives each of them a double-ration of corn and two biscuits for each dog. They sing *Beasts of England* seven times, and sleep like they have never slept before.
  11. They all gather at the knoll, then jump for excitement, taking everything in. They play in the dew, eat the summer grass, smell the rich soil, and survey everything very carefully, almost like they have never seen it before.
  12. Snowball and Napoleon; they are very careful not to disturb anything; they tiptoe and speak in a whisper
  13. Mollie puts a ribbon up to her and looks at herself in the mirror; the hams are taken to be buried; the barrel of beer is crushed by Boxer
  14. It is agreed that no animal will ever live in the house.
  15. to read and write; they are able to come up with and write down the Seven Commandments
  16. Snowball; he knows how to write, and he has the best handwriting
  17. 1) Whatever goes upon two legs is an enemy. 2) Whatever goes upon four legs, or has wings, is a friend. 3) No animal shall wear clothes. 4) No animal shall sleep in a bed. 5) No animal shall drink alcohol. 6) No animal shall kill any other animal. 7) All animals are equal. They are established to give order to the farm, and to set up a set of unchangeable, unarguable rules.
  18. The cows had not been milked in 24 hours. The pigs milked them.
  19. *Answers will vary. Sample student answer:* Since the pigs are the ones who can read and write, they will more than likely be the ones to take care of what the humans once did.

20. Although the Seventh Commandment says that all animals are equal, even now we can see that the animals are not equal—some are more “stupid” than others. Just because the Commandment says something, doesn’t necessarily mean it is true.
21. the milk disappeared

**Pages 34-36: Literature Focus: Symbolism**

**Part A**

*Answers will vary widely.*

**Part B**

*Answers will vary. Sample student answers are given.*

1. Old Major
  - a. sounds like a very important military person; sounds like someone who is experienced, seasoned, and wise
  - b. Old Major could symbolize the wise, old voice of reason. He cautions the other animals like a wise old man, yet spurs them on like a Major in the military
2. Napoleon
  - a. Napoleon was a major political figure; he was a small but mighty military leader who led a revolution in France
  - b. Napoleon the pig will symbolize the Revolution. He will lead the animals into a new life, although he may be small and mighty like his namesake.
3. Moses
  - a. In the Bible, Moses was a prophet and important leader. Moses led his people across the Red Sea and received the Ten Commandments.
  - b. Moses, the raven, may become a religious leader for the animals. He may give them hope when they need it.
4. Squealer
  - a. To squeal means to make a very noisy, loud, high-pitched sound, usually attributed to some animal, like a pig
  - b. when something is squealing, it is very difficult to hear anything else or to think straight; Squealer’s name could be this sound—a shrill voice that the animals can’t hear past.
5. Boxer
  - a. a boxer is a fighter; usually boxers are strong, tenacious, and fight to the

- b. bitter end; they are also not that bright and are easily influenced
- b. Boxer will represent the strong, loyal, hard-worker of Animal Farm. He will work until the bitter end, although he will be easily influenced along the way.

**Pages 37-39: Language Focus: Connotation/Denotation**

**Part A**

1. d. followers
2. a. explained
3. d. leaped
4. d. mooing
5. c. mistreating
6. b. criticized
7. b. spirited

**Part B**

*Answers will vary. Sample student answers are given for part a. Explanations will vary widely, based upon answer for part a.*

1. a. leaders; messiahs
2. a. confused; said; passed over
3. a. lounged; walked
4. a. whispering; squeaking
5. a. nurtured; spoiled; babied
6. a. praised; honored
7. a. languid; listless; indifferent

**Page 40: Chapter Three Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 41: Chapter Three Comprehension and Analysis**

1. the implements were made for humans; they couldn’t stand on only their hind legs
2. they finished in two days less time, and it was the biggest harvest ever; there was also no waste, as the hens and ducks picked up every last piece and no one stole a mouthful
3. Boxer; he worked like three horses; got up earlier than everyone else, and volunteered wherever needed, always saying “I will work harder!”
4. Mollie showed up late and left early; the cat could never be found, except at mealtimes
5. On Sundays there was no work; breakfast was an hour later, and after breakfast was a ceremony that included the hoisting of the flag, a meeting, the singing of *Beasts of England*, and recreation the rest of the day

6. Green is for the fields of England; hoof and horn symbolize the future Republic of the Animals
7. The Meetings were a time when the plans for the coming week were made and resolutions were debated.
8. At the Meetings, Snowball and Napoleon can never agree. They almost purposely disagree or oppose each other. Snowball organizes several committees, but on the whole they are a failure.
9. The pigs can read and write perfectly. The dogs can read, but only read the Seven Commandments; Muriel can read anything and often reads newspapers. Benjamin can read, but chooses not to. Clover learned the alphabet, but cannot put words together. Boxer cannot get past the letter D. Mollie refuses to learn anything except the letters that spell her name. None of the other animals learn anything but the letter A, and some cannot even memorize the Commandments.
10. He reduces it to “four legs good; two legs bad” for them.
11. Napoleon takes them for a special education program.
12. Although the animals decide that the apples will be distributed equally among the animals, one day the order goes out that these will be collected and taken to the harness room for the pigs. The milk is also going to the pigs.
13. Squealer; he said the pigs need to eat these things because they are the leaders and need to preserve their health—he explains it is for the sake of the animals’ well-being
14. The animals aren’t sure about the pigs needing to eat this “brainfood” but they do know for sure that they don’t want Jones back, so therefore they give in.
15. *Answers will vary. Sample student answer:* They would probably not be too happy, and would somehow find a way to either talk their way out of the problem, as they have done with everything else, or may just appease the animals by distributing the milk and apples for a while, then changing the rules without notice.
16. *Answers will vary. Sample student answer:* The milk and apples incident begins to further wedge the pigs into a

different realm from the other animals. By them getting this special food, they are no longer being treated as equals. If this is possible so early after the Rebellion, surely there will be more incidents like this one where the pigs find some reason to distinguish themselves from the other animals. Unfortunately, the other animals are too stupid to argue or even notice, so the pigs will get away with more and more.

17. *Answers will vary. Sample student answer:* This is a rhetorical question at the end of Squealer’s speech about the milk and apples. It is important because Squealer is using a persuasive technique, tricking the animals into agreeing with him. Squealer is probably counting on everyone agreeing with him and not answering back, because no one wants Jones back, and even if they did, they wouldn’t speak up about it, for fear that they would be wrong.

**Page 42-43: Literature Focus: Narrator and Point of View**

*Answers may vary. Sample answers are given.*

1. *Underlined:* the pigs were so clever that they could think of a way round every difficulty; The pigs did not actually work; With their superior knowledge it was natural that they should assume the leadership; no bits or reins were needed in these days, of course; the tone is proud, tongue-in-cheek, hopeful
2. This hopeful, proud tone helps the reader to be on the animals’ side. We want them to succeed at the rebellion. The tongue-in-cheek effect makes us realize there are problems that are under the surface, just waiting to emerge. We know there is trouble coming later, adding to the suspense. This makes us want to keep reading. We begin to question the power of the narrator—asking ourselves, “Did I just read that correctly? The pigs did not *actually* work?” It makes the story deeper and more suspenseful.
3. I think the author chose to have the story told from this point of view so that he could infuse the sarcasm and irony without direct judgment. If the author had chosen to have one of the animals narrate, he may have made a villain out of that animal at some point. Or the author could weaken his objectivity by making the reader believe the

scope of the problem is not as large as it appears.

4. The narrator takes an objective point of view, merely noting that the pigs “did not actually work.” He does not place judgment—and at this point merely states a fact. It is up to us as the reader to then object and cry “That’s not fair!” leading us right where Orwell wants us.
5. I don’t know if you can ever really know that a narrator is telling the truth because it is always his/her perspective. To him, it is the truth. It may not be the reality, however. It is important that a reader take what a narrator says with a “grain of salt” keeping in mind that usually an author has specific intentions by choosing the particular narrator and point of view he chose.
6. You may not be able to really know whether you can trust what a narrator says in a story. You can try to compare what the narrator says with what actually occurs as the story progresses, but a narrator can actually be unreliable on purpose. Or he can be positively objective on purpose—like in *Animal Farm*.
7. I think we can trust the narrator of *Animal Farm* because he does not place blame, he does not make judgments; he merely states the facts like news. However, there is a tone in the narrator’s voice that helps the reader “see” what Orwell intended. Rather than ripping apart the pigs for not doing their share of the work, the narrator justifies their role. The narrator does not say that their role as supervisors is wrong—he merely states that it is the way it is, and at this point in the story, we think there is nothing wrong with the pigs taking on that role.

#### **Page 44-45: Language Focus: Vocabulary in Context**

*Answers will vary. Sample student answers are given.*

1.
  - a. It might be beneficial to be obstinate when you truly believe in something, like when someone is being treated wrongly.
  - b. Obstinate means stubborn or determined.
2.
  - a. In order to understand someone’s cryptic remarks, I may have to have them

repeat what they are saying, say it a different way, or ask questions.

- b. Cryptic means puzzling or hard to understand.
3.
  - a. The most important maxim of my life is “Treat others the way you would like to be treated.”
  - b. A maxim is a motto or strong belief.
4.
  - a. A parasitical friend is probably really clingy, wants to hang out with you all the time, or even tries to get you to buy things for him/her.
  - b. A parasite is an organism living on another; a parasitical person clings to you, trying to get things from you.
5.
  - a. I have been indefatigable about getting good grades this year.
  - b. Indefatigable means untiring and relentless.
6.
  - a. Someone who has an acute need for attention may behave badly or do unsafe or even stupid things or speak loudly, interrupting people.
  - b. Acute means very great or serious.
7.
  - a. People make resolutions because they are trying to start over each year and set new goals.
  - b. Resolutions are firm decisions to do something.

#### **Page 46: Chapter Four Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

#### **Page 47: Chapter Four Comprehension and Analysis**

1. *Answers may vary. Sample student answer:* The goal is to eventually be rid of all human beings. Napoleon and Snowball are trying to get more support for their cause so that they can take over the world and be rid of all human influence. Of course, Napoleon and Snowball both want to be in charge of this new government.
2. he drinks at the Red Lion at Willingdon, telling everyone about the animal rebellion
3. Mr. Pilkington is an easy-going farmer who spends most of his time fishing or hunting; Foxwood is Animal Farm’s neighboring farm, and it is described as large, neglected, old-fashioned, and overgrown
4. Mr. Frederick is a tough, shrewd man who is perpetually involved in lawsuits.

Pinchfield is Animal Farm's other neighboring farm—smaller, well-kept, and more strictly run.

5. They are known for being enemies; they now have come together, truly frightened about the Rebellion getting back to their own farm animals, so they spread rumors about the animals that they are starving to death. When that doesn't work, they spread rumors that the animals engage in cannibalism, torture one another, and share females.
6. Jones is trying to take back his farm
7. he studied the tactics of Julius Caesar; he is able to come up with tactics and give the animals their posts
8. Snowball
9. he thinks that he killed the stable boy; he didn't mean to do it; he said he forgot he was wearing his iron shoes; Snowball says triumphantly "War is war. The only good human being is a dead one."
10. After the first gunshot, she ran away and hid herself in the stable.
11. The animals create a military decoration of "Animal Hero, First Class" and honor both. They confer the sheep with the posthumous honor of "Animal Hero, Second Class"
12. Battle of the Cowshed
13. *Answers will vary. Sample student answer:* Students may predict that Napoleon will take a more secondary role to Snowball, now that he is such a hero. Snowball will become more respected and revered on the farm, and the animals may even allow the pigs to have more, just because of Snowball's leadership.

#### **Pages 48-50: Literature Focus: Tone and Mood**

*Answers will vary. Sample student answers are given.*

1. Underlined words: miserable, laborious, short, breath in our bodies, forced to work, last atom of our strength, slaughtered, hideous cruelty
  - a. serious, confident, persuasive, cautionary
  - b. concerned, cautious, anxious, worried, fearful
  - c. The animals are being warned against man; they are being bombarded with ideas that all animals do is work for man, and all

man does is slaughter the animals in return

2. Underlined words: singing, song, wildest excitement, tune, entire song by heart within a few minutes
  - a. celebratory, enthusiastic, inviting, playful
  - b. relaxed, optimistic, elated
  - c. the animals are celebrating their unity with Old Major's song—even the stupidest of animals are joining in
3. Underlined Words: died peacefully, buried at the foot of the orchard
  - a. serious, distant, solemn, reserved
  - b. somber, melancholy, mournful, sorrowful, depressed
  - c. The news of Old Major's death was given swiftly and simply, without details or sentiment.
4. Underlined words: fortune, act, boundaries, raced, wipe out, last traces, hated reign, broken open, bits, nose-rings, dog-chains, cruel knives, castrate, flung down the well
  - a. excited, nervous, chaotic, rebellious, urgent
  - b. excited, eager, intrigued, fired up
  - c. The paragraph is only three sentences, contributing to the urgency and frenzied clamor of the animals.
5. Underlined words: happy as they ever conceived, every mouthful, acute positive pleasure, truly their own, produced by themselves and for themselves, doled, grudging master, worthless parasitical human beings, more for everyone
  - a. contented, optimistic, calm, assured
  - b. relieved, calm, satisfied, hopeful
  - c. The animals were happy to finally be able to eat what they had worked so hard for; the strong use of adjectives helps create the polar opposite feelings of then and now.
6. Underlined words: imagine, I hope, spirit of selfishness and privilege, actually dislike, sole object, preserve our health, proved by Science, substances absolutely necessary
  - a. ironic, convincing, conniving, preaching, pitying
  - b. suspicious, uncomfortable, puzzled, weak, humbled, guilty
  - c. The feeling of guilt arises with the animals as we suspect the pigs of trying to steal the milk and apples; we know that he is lying, but can agree

somewhat, since the pigs are the leaders.

**Pages 51-52: Language Focus: Base Words/Root Words/Affixes**

*Answers will vary according to dictionary. Sentences will vary.*

1. conferred
  - a. confer
  - b. *conferre*
  - c. -ed
  - d. v. discussed something in order to compare opinions; compared views
  - e. *Will vary*
2. contemptible
  - a. contempt
  - b. *contemptus*
  - c. -ible
  - d. adj. worthy of disrespect and contempt
  - e. *Will vary*
3. dung
  - a. dung
  - b. *dyngia*
  - c. none
  - d. n. manure; animal excrement
  - e. *Will vary*
4. ignominious
  - a. ignominy
  - b. *ignominia*
  - c. -ous
  - d. adj. shameful; despicable
  - e. *Will vary*
5. impromptu
  - a. prompt
  - b. *promptus*
  - c. im-, -u
  - d. adj. done or said spontaneously
  - e. *Will vary*
6. posthumously
  - a. posthumous
  - b. *humare*
  - c. -ly
  - d. adv. occurring or published after death
  - e. *Will vary*
7. prophecy
  - a. prophecy
  - b. *prophetia*
  - c. none
  - d. n. a vision or foretelling
  - e. *Will vary*

**Page 53: Chapter Five Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 54: Chapter Five Comprehension and Analysis**

1. She runs away to another farm where she is pampered with ribbons and sugar
2. Snowball gives brilliant speeches; Napoleon is able to gain support by talking to the animals at other times; Snowball comes up with schemes; Napoleon sits back "biding" his time
3. Snowball wants to put the windmill on the knoll, which could help it create the power to operate machinery so the animals would have machines to do some of their work for them. He read several of Mr. Jones's books and planned everything out in the incubator room.
4. Napoleon came out against the windmill from the start and refused to look at Snowball's plans. Finally, when he did, he urinated on them.
5. The animals are divided on whether or not to spend their time building the windmill. Snowball knows it will take at least a year, but will save the animals work later, so his platform is the three-day workweek of the future. Napoleon is against building the windmill and instead, wants to focus on food production. His platform is the "full manger."
6. Napoleon wants to gather firearms and train in their use; Snowball wants to stir up rebellion on the other farms by using pigeons
7. Just as it appears as if Snowball will win the vote, Napoleon calls in the dogs (the puppies he had been secretly training) who attempt to attack Snowball; they scare him away and he is never heard from again
8. Sunday meetings would come to an end and all decisions relating to the farm would be decided by the pigs, and there would be no more debates. He says they are a waste of time; any important matter would be decided by a committee of pigs overseen by himself.
9. *Answers will vary. Sample student answer:* The dogs, who had just chased off Snowball, stand threateningly close to Napoleon's side; the animals are more than

- likely very afraid of what would happen to them if they spoke out against Napoleon
10. that Jones may come back
  11. "Napoleon is always right" and "I will work harder."
  12. After the hoisting of the flag, the animals were now required to file past Old Major's skull in a reverent manner before entering the barn. The animals no longer sat together—the pigs (Napoleon, Squealer, and Minimus) sat on a raised platform with the nine dogs encircling them. The rest of the animals sat facing them. Napoleon read out orders, and *Beasts of England* was sung only once.
  13. Squealer explained that Napoleon had never actually been opposed to the idea; and on the contrary, it was Napoleon's idea in the first place—Snowball had stolen Napoleon's plans
  14. *Answers will vary. Sample student answer:* Since Snowball's plans were left alone, Napoleon had time and access to really look at them. Napoleon probably saw that it actually was a good idea to build the windmill, and he had the plans to make it work, so he decided to change his story so they could build the windmill and he could get the credit for it.
  15. #2—"Whatever goes upon four legs, or has wings, is a friend"; Snowball, it was decided, was the enemy, even though he walked on four legs.
  16. Napoleon got rid of debates and voting, which is tantamount to a democracy. By removing the vote, citizens no longer have a say in matters, and only a small group of government officials make the decisions. Without this right to vote and elect officials, it is no longer a Democracy.
  17. *Answers will vary. Sample student answer:* Now that Napoleon is in charge alone, there is no one to debate or oppose him. There is no balance and Napoleon, with the help (and threat) of his dogs and Squealer, will have complete control of everything the animals do, unless they begin to stand up against him.

**Page 55-58: Literature Focus: Rhetoric and Propaganda**

1. Reality: In his speech, Old Major wants to provoke the animals to action, and he

- does that by appealing to their emotions. He wants the animals to hate humans and rebel against them.
2. Reality: Old Major makes the animals believe that if they get rid of only one thing—man—they have found the answer to all their problems. He makes it sound very easy—abolish man, find heaven; and he is saying "Do it now!"
  3. Reality: Squealer is trying to convince the animals that the pigs don't really want to take the milk and apples, but that they have to because they need them in order to thrive and take care of the farm. By interjecting that this has been proved by Science, he hopes that none of the animals will object.
  4. Reality: In reality, Squealer just sums everything up with one question. Of course, none of the animals wants Jones back, so they of course, believe everything Squealer says. He might as well be asking, "Surely, none of you wants your throat ripped out by Napoleon's dogs?"
  5. Reality: Squealer wants the animals to believe that somehow Napoleon is making a huge sacrifice by being the animals' leader. He wants the animals to be thankful and grateful for Napoleon's work.
  6. Reality: In truth, Napoleon was not using tactics. He just changed his mind. By having Squealer speak for him, Napoleon is able to convince the animals that everything he does is on purpose—and that he planned everything from the start.
  7. Reality: It doesn't matter what Squealer actually said; with the dogs there threatening to tear their throats out at any time, no animal dared to say a thing.
  8. Reality: The pigs were going to make all the decisions from now on. Although their decisions had to be ratified by a vote, it was a committee of pigs who were voting, and not all the animals on the farm.
  9. Reality: The dogs, who tended to Napoleon, were there to make the other animals fear Napoleon.
  10. Reality: Napoleon would be making all the decisions, since he was the head of the special committee and everyone feared opposing him.

**Part Two**

*Answers may vary. Sample responses are given.*

*Glittering generalities:* Old Major calls everyone *Comrade* and claims that with solidarity they can overthrow the humans. The problem with this is that he doesn't say how it can be accomplished, nor give real evidence other than pure emotional support. Another example is the sheep bleating "Four legs good, two legs bad." This sounds good, but there is no evidence that all those who walk on two legs are bad, or all four legged creatures are good. The windmill debate is also full of glittering generalities, as Napoleon and Snowball try to gain support for their claims, which are not explained or supported. *Name-calling:* Blaming the humans for the animals' way of life; calling Snowball a "criminal."

*Plain folks:* Snowball claims he is "for the animals" when he proposes to build the windmill for electricity to save the animals work. Snowball and Napoleon fight alongside the other animals at the Battle of the Cowshed.

*Testimonials:* Boxer adopts the motto "Napoleon is always right." Squealer claims that it was Napoleon's idea to build the windmill in the first place.

*Transfer:* the animals are directed to never communicate with humans; the pigeons spread the word about the Rebellion and *Beasts of England*.

*Card-Stacking:* The debate over the windmill, Squealer defending the pigs getting the milk and apples.

**Pages 59-60: Language Focus:  
Connotation/Denotation**

*Answers will vary. Sample student answers are given.*

1. biding
  - a. verb—staying; waiting
  - b. neutral
  - c. waiting
  - d. no indication of being frustrated waiting or being excited in anticipation
2. blithely
  - a. adj.—cheerfully; without care or concern
  - b. neutral
  - c. anxiously
  - d. there is no cheer or anxiety attached—not positive or negative
3. disinterested

- a. verb— dug up; exposed something hidden
- b. positive
- c. buried
- d. a better way of saying "dug up"
4. marshal
  - a. verb—gather; organize
  - b. positive
  - c. scatter
  - d. *marshal* has a connection with gathering troops for battle—a positive connection, while *collect* just means "gather"
5. pretext
  - a. noun—a hidden reason; a made-up excuse
  - b. positive
  - c. honest answer
  - d. pretext is better than saying "trick" or "scheme"
6. ratified
  - a. verb—formally approved
  - b. positive
  - c. disapproved; rejected
  - d. more of a positive connection than "consented" or "sanctioned;" can be considered a word connected to the Constitution, which gives a positive connection
7. tactics
  - a. noun—plans and procedures for forces in battle
  - b. negative
  - c. ambitions; proposals; ideas
  - d. like the hidden strategies of a military move; often attached to "sneaky" or "underhanded"

**Page 61: Chapter Six Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 62: Chapter Six Comprehension and Analysis**

1. They knew they were working for themselves and not "thieving human beings."
2. It was on a strictly voluntary basis, however, those who chose not to work would have their rations reduced by half.
3. The rocks are too big, and need to be broken into smaller pieces; the animals cannot use the tools; they use the force of



- gravity and roll the rocks down the hill to break them up. Once they figure that out, it continues to be a very slow process, since moving one boulder can take all day, and other times, the boulder will not break.
4. The animals are running out of those things that cannot be produced on the farm such as nails, dog biscuits, paraffin oil, string, and iron. They also see that they will need seeds and artificial manure and tools and parts for the windmill.
  5. The animals get to a point that they need certain supplies, and building the windmill is their number one concern.
  6. *Answers will vary. Sample answer:* Trade with humans has become a necessity since the animals cannot survive on their work alone. They need things from humans that they cannot produce. In the long run, however, they may become so dependent upon humans that they are no longer sustaining the farm the way they intended during the Rebellion.
  7. the sheep; Napoleon trained them a while ago to continue to bleat the simple commandment “Four legs good, two legs bad”; the sheep act as a constant reminder of why the animals are working so hard, and they are there to interrupt whenever anyone opposes Napoleon (as in during Snowball’s speech in Chapter 5).
  8. The animals are sure they remembered a resolution or at least a discussion about engaging in trade with humans or using money; Squealer assures them that this was one of the lies created by Snowball, and nothing was ever written down to the effect.
  9. the human who trades with Animal Farm on Mondays—the only human contact
  10. into the house; they sleep in a bed without sheets, and justify it with the change in the Commandment “No animal shall sleep in a bed *with sheets*.” Squealer goes on to say that a pile of straw can be considered a bed; beds are nothing more than a place to sleep.
  11. “Surely none of you want to see Jones back?” He knows that no one would argue with him, because no one wants Jones back. No matter what the debate is, everything is justifiably better now that

Jones is gone, or so Squealer makes them believe.

12. He is furious; he blames Snowball; to gain more support and power and to reinforce Snowball’s treasonous acts
13. *Answers will vary. Sample student answer:* By blaming Snowball, he makes the animals furious at Snowball. Also, it takes the onus off of Napoleon; if the construction had been bad, he would have been to blame. Napoleon tries to control everything around him, and when something happens that he has no control over, he takes control by blaming Snowball. This is also a tactic to gain support for himself, making himself look like the “good guy” in all of this. Finally, by pointing out that the footprints came from the direction of Foxwood, it places Foxwood as an enemy as well, positioning Napoleon to make a move against Foxwood.
14. to show Snowball that the animals will not be undone and that they will prevail

**Page 63-64: Literature Focus: Main and Subordinate Characters**

*Answers will vary. Sample student answers are given.*

1. Snowball
  - a. main
  - b. to establish a fully functional farm run by animals
  - c. Napoleon
  - d. Snowball was chased away; he had been the only opponent to Napoleon. Now that Snowball is gone, Napoleon gains strength.
2. Boxer
  - a. main
  - b. to serve Napoleon and the farm
  - c. his declining health
  - d. He is well-respected on the farm, so he acts as one of the most supportive characters for Napoleon and motivates and inspires other characters.
3. Benjamin
  - a. subordinate
  - b. to shoot every idea down—the cynic and the realist
  - c. He knows too much about the reality of the situation.
  - d. He provides some warning about the possibility of problems—but doesn’t care enough to get involved.
4. Old Major

- a. subordinate
  - b. to inspire the possibility of a Revolution
  - c. man and his frustrations with the way the world works
  - d. sparked the Revolution
5. Squealer
- a. main
  - b. to propagandize and to support the pigs, especially Napoleon
  - c. keeping his stories straight and continually convincing the animals
  - d. He convinced the animals that Napoleon has good intentions and continues to insist he has done no wrong.
6. Mollie
- a. subordinate
  - b. to live a life of luxury
  - c. no humans to take care of her and adorn her with ribbons or give her sugar
  - d. She abandons Animal Farm.

**Page 65-66: Writing Focus: Response to Literature—Finding Supporting Quotations**

*Quotes from the text will vary significantly. Quotes should be directly from the text, including the page number on which the quote appeared. The quote should always support the idea of Napoleon becoming a tyrant over Animal Farm, and the explanation of the quote should be found under “significance.”*

**Pages 67-68: Language Focus: Context Clues**

*Inferences will vary. Parts of speech and definitions are given.*

1. indignation
  - a. noun
  - b. *Will vary*
  - c. anger at unfairness
2. laborious
  - a. adj.
  - b. *Will vary*
  - c. requiring a lot of work
3. malignity
  - a. noun
  - b. *Will vary*
  - c. with intense hatred or will to harm
4. rations
  - a. noun
  - b. *Will vary*

- c. fixed amount (esp. of food) allocated to a group
5. reconciled
    - a. verb
    - b. *Will vary*
    - c. made peace; ended conflict
  6. repose
    - a. noun
    - b. *Will vary*
    - c. a state of rest or inactivity
  7. superintendence
    - a. noun
    - b. *Will vary*
    - c. having charge over someone or something

**Page 69: Chapter Seven Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 70: Chapter Seven Comprehension and Analysis**

1. The animals knew the humans were watching, wanting them to fail.
2. *Answers will vary. Sample student answer:* The story is being told from the point of view of one of the animals—for sure, not a human voice. It is an animal who has an objective point of view, yet shows that he is susceptible to the persuasion of the pigs, so it cannot be from the point of view of either a dog or a pig. It is effective because the narrator is able to give an ironic account of the tale of Animal Farm. The voice is dripping with irony and shows the naïveté of the animals.
3. It is “vitaly necessary” because the leadership does not want it getting out that they are not doing a good job. They have worked very hard to put out the image that the animals are self-sustaining and thriving under this new regime. If word got out that they were starving, the leadership would be questioned and they would lose support, thus weakening the idea of Animalism spreading to other farms and taking over the world.
4. He has the sheep talk so that Mr. Whympers can hear about the increase in rations; he adds sand underneath the food bins to make them appear full, then allows Whympers to look around.

5. Napoleon made a deal with Whymper for four hundred eggs a week in return for grain and meal so they can pull themselves out until Summer; he ordered their rations be stopped and that no one was to give them anything; nine hens ended up dying because of it.
6. He has been sneaking into the farm and causing mischief, stealing the corn, upsetting the milk-pails, breaking the eggs, trampling the seedbeds, gnawing the bark off the fruit trees; whenever anything went wrong it was blamed on Snowball
7. Squealer says Snowball was on Jones's side from the beginning, and that Snowball led the Battle of Cowshed with the humans in order to annihilate the animals
8. Squealer claims that Napoleon cried out "Death to Humanity!" and bit Jones's leg; the animals didn't remember Napoleon being such a hero and Snowball being such a traitor, but they are led to believe it by Squealer's story, and Boxer reassures them that if Napoleon said it, it must be right.
9. *Answers will vary. Sample student answer:* They may have confessed just to get their thoughts off their chests, or to get their slaughter over with, rather than having to wait until others find out what they have done. They are terrified and stunned that an animal was killed by another animal—which is against the Commandments.
10. He blames the animals themselves; he says they need to work harder; he vows to get up an hour earlier in the mornings
11. They realize that things have gotten out of control and admit that this is not what they had intended to happen back when Old Major gave his speech about rebellion so long ago; Clover especially sees that things are worse than they hoped, but still felt it was better than when Jones ran the farm.
12. Squealer says Napoleon abolished the singing of it because, according to Squealer, the song is not necessary anymore—the revolution is over, and they have won.
13. *Answers may vary. Sample student answer:* *Beasts of England* has a message of looking forward to a bright

future—a time when animals rule the earth and they are not abused by humans. It is a song that inspires hope and gives a feeling of unity and camaraderie. Minimus's song has a far less inspiring message. The message may be hard to find; it essentially says that the "over the dead bodies" of the animals will their country be harmed. It is a pledge for the animals to die for the farm, and do whatever it takes for the sake of the farm.

#### **Pages 71-72: Literature Focus: Allegorical Characters**

1. Napoleon—Napoleon takes over the farm by intimidation and force; intimidates and lies his way to leadership.
2. Snowball—Napoleon scares off Snowball so that he has no opposition; Snowball was the more sympathetic and open-minded leader.
3. Squealer—Squealer is always the one justifying Napoleon's and the other pigs' actions; he lies and makes excuses and makes the other animals believe that they were in the wrong all along.
4. Mr. Jones—Mr. Jones is the last human to run the farm. He was run out by the animals and was never able to win back control of his farm.
5. Animalism—Animalism was designed to be the communal ownership of everything by all the animals on Animal Farm. They were also under the pigs' control and leadership willingly, since they knew that the pigs were smarter, and able to read and write.
6. Boxer—Boxer says "I must work harder" and "Napoleon is always right" and does not question Napoleon's reasons; he is a staunch supporter of Napoleon, assuming that Napoleon has reasons for his actions. He does not really question his authority, assuming that Napoleon is working towards the good of the animals.
7. Mollie—Mollie ran away to another farm where she could wear ribbons and eat sugar; she just wanted to keep living her life of luxury and remain ignorant.
8. "Beasts of England"—This was the Animal Farm anthem which aroused confidence and community within the animals. Napoleon eventually replaced the anthem with "Animal Farm, Animal Farm, Never through me shalt thou come to harm," stating, through Squealer, that the anthem

was no longer needed, since they had already won the revolution.

9. The Dogs—Napoleon raised the dogs to be his protector; they enforce rules and protect Napoleon
10. Benjamin—never believes in Animalism and always knows what Napoleon is up to; knows what really happened to Boxer
11. Moses—tells tales of Sugarcandy Mountain, where the animals can live free of hunger and oppression; Later, the pigs use Moses to their advantage, allowing him to tell the animals of a reward for all their hard work on the farm.

**Page 74: Writing Focus: Response to Literature—Using Supporting Quotations**

*Paragraphs will vary significantly.*

*Paragraphs should be developed directly from the student's quotes from Chapter Six Writing Focus (61-62). Each paragraph should utilize at least one quote, explain the quote and be centered on the concept of Napoleon becoming a tyrant over Animal Farm.*

**Pages 75-76: Language Focus: Vocabulary In Context**

*Answers will vary. Sample student answers are given.*

1. Their eyes might be wide, they might have a look of surprise, such as their jaw dropped.
2. I would not be happy, since I need my weekends to recover and relax, and sometimes catch up on homework.
3. I would want a solid gold statue rather than one that had been gilded, since the gold statue is all gold and the gilded one is only dipped in a layer of gold.
4. There are rumors being passed around everywhere about me. Someone is telling someone, who then tells even more people spreading the rumor even further.
5. To procure a million dollars, someone could inherit it, earn it, or steal it.
6. In *Romeo and Juliet*, Romeo seeks retribution for Mercutio's death.
7. My teacher would probably rather be called seasoned, since the connotation is much more positive—it sounds like she is a juicy steak, rather than a shriveled raisin.

**Page 77: Chapter Eight Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 78: Chapter Eight Comprehension and Analysis**

1. *Answers will vary. Sample student answer:* The animals are so confused at this point that they continually doubt their own memories. They are told so many different things and are constantly being told that their memories are wrong by Squealer; they are being convinced by Squealer that they remember incorrectly—they are not the smartest animals on the farm and have just learned to read, so they are insecure in their abilities when a Commandment is changed on the wall.
2. because, according to the narrator, they had leagued themselves with Snowball so they deserved it
3. to show how much production has improved; to boost spirits when the animals need it most—they believe him, and assume the numbers are right, even though their exhausted, starving bodies tell them otherwise
4. "Our Leader, Comrade Napoleon," "Father of All Animals," "Terror of Mankind," "Protector of the Sheep-fold," "Ducklings' Friend"; *Answers will vary. Sample student answer:* Some students may feel that they are quite contradictory; they describe the power Napoleon has and also elevates him above the other animals, like a god of some kind
5. Minimus's poem paints Napoleon as a friend, a "fountain of happiness," with a calm and commanding eye, and states that he is responsible for the animals' full bellies and clean straw, and the reason the animals sleep "at peace." It also assumes that all the animals owe their lives and the lives of their young to Napoleon, and that they are grateful and happy to be under his care. The irony is that the animals do not revere Napoleon, but are afraid of him. They may act like they are grateful for him and all he has done, but they are, in fact, terrified of him and miserable under his rule.
6. Napoleon wants to keep reminding the animals of his rule, making sure they know the "rules" and how grateful they should be

- for his command. This is very typical of a tyrannical regime.
7. Pinkeye is a pig who has been given the job of testing all of Napoleon's food before he eats it. Three hens admitted to plotting with Snowball to murder Napoleon. Steps were taken to protect him at all costs, including four dogs protecting him as he sleeps.
  8. They continue to make up new stories about the Battle of the Cowshed; they blame him for everything; they make the animals believe that everything that happened was legend and that their memories were incorrect; to make Napoleon look better in their eyes—to make him a hero for saving them from Snowball
  9. They finally finish the windmill, and all their hard work is finally done—or so they think.
  10. Napoleon sold the pile of lumber to Frederick—Napoleon has double-crossed Pilkington. *Answers will vary.*  
*Sample student answer:* Napoleon is constantly siding himself with whoever he wants so that he can get what he wants. He made up stories about Frederick and turned the animals against him making the animals believe that Frederick was the enemy. When it came down to the deal, Napoleon sold the wood to Frederick in a secret agreement. This shows Napoleon is not someone to be trusted, and can be very dangerous. He is not out for the good of the animals—only for himself.
  11. Frederick gives Napoleon fake money.
  12. It is a slaughter—many animals are killed and wounded; Napoleon leads from behind—does not act like a leader with a plan or tactics, like Snowball did
  13. The men blow up the windmill with dynamite.
  14. He argues with Boxer that they ran the men off their soil, and that they can rebuild the windmill if they want to.
  15. He gives himself the honor of "Order of the Green Banner".
  16. He is hung over; he drank too much and is suffering.
  17. Napoleon now plans to reseed and harvest barley to brew alcohol. This is ironic because Napoleon has just declared that drinking is punishable by

death, and now he plans to make alcohol, either for his own use, or to sell.

18. "No animal shall drink alcohol *to excess*."
19. Muriel did not remember it incorrectly; the night before, Squealer was caught painting, changing the Commandment to "No animal shall drink alcohol *to excess*."
20. *Answers will vary widely.* Students should recognize that the poem was not at all accurate and their poem should paint the actual living conditions and behavior of Napoleon truthfully.

#### **Pages 79-80: Literature Focus: Irony**

1. a. verbal irony  
b. By using rhetorical questions, Old Major is being ironic. He is proving his point. The pigs are using the milk in their food.
2. a. dramatic irony OR situational irony  
b. (Dramatic) By Chapter Eight, we know that several of the so-called "unalterable laws" had been altered. (Situational) We, the readers, believe that these animals will build their farm, and that with these Commandments they have what it will take.
3. a. dramatic irony  
b. Napoleon is just hung over from drinking too much.
4. a. dramatic irony OR verbal irony  
b. (Dramatic) We know what the Commandment originally was, even though Squealer convinces the animals otherwise. (Verbal) By using "curiously enough" and "it must have done so" Orwell has a sharp, bitter, and ironic tone.
5. a. dramatic irony  
b. We know it was the raging wind.
6. a. dramatic irony OR verbal irony  
b. (dramatic) We know that Snowball was conferred with the medal, although the pigs are now denying it. (Verbal) The words "as many of them had believed hitherto" and "merely a legend" are ironic in tone.

#### **Pages 81-82: Language Focus: Types of Sentences**

*Answers will vary widely. Sample student answers are given.*

1. After the boy's death, the lamentation was heard throughout many villages.
2. Because he knew they would win, he leagued with Tom's team when it was time to pick teams.
3. Amber tended to meddle in Kiley's affairs although she knew it was rude.

4. Whenever she left the house, Nancy's retinue made sure she had everything, but inevitably, something was forgotten.
5. The cat was asleep on the chair, and the dogs were like sentinels at the door.
6. Shortly after the alarm went off, the prowler was caught skulking.
7. We couldn't believe she actually surmounted her problems this year and she was actually given an award for all her work.

**Page 83: Chapter Nine Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 84: Chapter Nine Comprehension and Analysis**

1. Boxer is loyal and determined—to a fault. He has worked and fought himself nearly to death. *Answers will vary. Sample student answer:* Boxer will die working too hard and Napoleon won't even care. The other animals will care, however. The windmill will never be finished because they need Boxer's help to do it.
2. Again, Squealer is doing his job of convincing the animals. The irony is that today the animals are even more like slaves than when Jones was around, they are just being told that they are not, so they feel they must believe it. They are no freer today than they were in Jones's day.
3. pigs
4. they are being educated by Napoleon himself and a new school is being built for them; the other animals must step aside when a pig walks by; they wear green ribbons on their tails on Sundays
5. they have more songs, more speeches, more processions; there were "Spontaneous Demonstrations" to celebrate the struggles and triumphs of Animal Farm; they are more militarized and march in processions
6. by definition, *spontaneous* means *impulsive* or *spur-of-the-moment*; by scheduling these demonstrations, they are no longer spontaneous, and become yet another tool of manipulation
7. After Napoleon is elected president, the animals are told that Snowball never

attempted to lose the Battle of Cowshed by stratagem, but openly fought on Jones's side, declaring "Long live Humanity." It was also said that the wounds Snowball received were from a bite from Napoleon.

8. *Answers will vary. Sample student answer:* Moses may be planted by the pigs to give them hope for an afterlife, even though they denounce him. He may also be there as foreshadowing of Boxer's or another animal's death.
9. retirement and his pension
10. Squealer tells the animals that Boxer will be sent to the hospital at Willingdon. In fact, he arranged to have him sent to a knacker. Boxer was by far the most loyal and hardest worker on the farm. Of all animals, Boxer deserved this the least.
11. Squealer claims that Boxer died in the hospital after doctors tried everything to save him. Squealer says he was there during the last moments of his life, and that Boxer died repeating his maxims and hailing Napoleon.
12. He said that the veterinarian bought the van from the knacker and that he never painted over it.
13. They really did sell Boxer to the knacker, and bought their case of whiskey with the money they made.

**Pages 85-86: Literature Focus: Foreshadowing Part A**

1. Napoleon throws himself in front of the milk and the milk later disappears.
2. Napoleon decided to educate the dogs on his own, and kept them isolated so that he could train the dogs to do whatever he wanted them to do.
3. Not all the animals are able to read; very few can read; also, so many have become so trusting and/or afraid to say anything
4. The pigs sent Boxer to the knacker for money to buy themselves whiskey.

**Part B**

*Answers will vary. Sample answers are given.*

1. "Old Major does know a few things though. He boldly warns all of them, "Your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest....we must not come to resemble him...No animal must ever live in a house or sleep in a bed, or wear clothes,

- or drink alcohol, or smoke tobacco, or touch money, or engage in trade."
2. I was very surprised, since there seemed to be no reason for the attack. Boxer is the most loyal animal on the farm. However, the pigs must have been feeling a bit intimidated by Boxer's strength and power. The pigs probably know that if Boxer turns on them he has the strength and influence to squelch the pigs' reign. I think this won't be the last time the pigs go after Boxer. They clearly see him as a threat, so they will try to get rid of him like they did with Snowball. The pigs show no loyalty to anyone.
  3. At the beginning of Chapter Nine, we are told that Boxer's health is failing, although he insists on working as hard as ever. I think this will be the beginning of the end for Boxer. He will need to retire or he will die. We are led to believe at the beginning of Chapter Nine, that Boxer will be able to retire and live peacefully. By the end of Chapter Nine, however, we know otherwise.
  4. I believe foreshadowing does enhance a piece of literature. Although we are not able to always see the foreshadowing beforehand, when we look back or reread a text, we are aware of it. This is often why reading a book more than once is good. Orwell uses foreshadowing to enhance the suspense within the novel. It makes us "see" what is coming and dread the outcome for the animals as the reality unfolds for them. It makes the reader very sympathetic, as the dramatic irony and foreshadowing work together to make us want to warn the animals of their fate.

**Pages 87-88: Language Focus: Examples and Non-Examples**

*Part b. Sentences will vary.*

1. a. a feather dropped from a 10-story building; wafted means that something floated gently through the air
2. a. abrasion; an abrasion is a scrape or cut that would be treated with a poultice
3. a. a tureen is a serving bowl; no one wants to eat out of a toilet
4. a. a chic outfit; superannuated means old or out-of-style—a chic outfit is modern and new

5. a. a butcher slaughters animals for their meat to sell; a knacker usually sticks to horses, and usually those who are old or worn-out; knackers usually don't sell the meat, but instead use the horses' hides or fat for rendering
6. a. a resplendent rainbow; a rainbow is "striped"; piebald is spotted or speckled
7. a. a lavatory, which is a bathroom; an interment is the burial of a dead body

**Page 89: Chapter Ten Note-Taking and Summarizing**

*Answers are personal and will vary. For grading purposes, summary of the novel by chapter is located on pages 129-133.*

**Page 90: Chapter Ten Comprehension and Analysis**

1. No one remembers the Rebellion except for Clover, Benjamin, Moses and a few pigs; Muriel, Jessie, Bluebell, Pincher and Jones are dead. Snowball and Boxer are forgotten, and Clover is old; Squealer is so fat he can hardly see, and pigs are growing in number exponentially; the farm is more prosperous and better organized, enlarged by two fields bought from Pilkington; the windmill is finished and they own a threshing machine and a hay elevator
2. in hard work and living frugally
3. again, the pigs and dogs were becoming more human-like, this time flashing back to the first chapter when Old Major warned against humans taking and not producing anything
4. Squealer walking on his hind legs; the pigs were now on two legs, like humans—one of the last few Commandments the animals still thought they had going for them; the sheep now bleat "Four legs good, two legs better"
5. "All animals are equal, but some animals are more equal than others;" in this case, the word *equal* implies *better*
6. he carries a whip, smokes a pipe, wears human clothes, plays cards, drinks beer
7. the pigs playing cards and having drinks with humans
8. He praises Napoleon and the other pigs for their ability to grow Animal Farm into a respected farm, even though the humans doubted them and wished for their failure. He was happy the "misunderstanding" had come to an end. He also commends them

on their ability to control the lower animals and make them work harder with less food.

9. an uproar within the house; Napoleon and Pilkington had both played an ace of spades simultaneously
10. he says the animals' sole wish was always to live at peace with and to conduct business with humans; this was never the goal—on the contrary, the wish was to annihilate humans and live in a world with only animals
11. the animals would no longer address each other as “Comrade,” the Sunday morning ritual was abolished, and the flag was changed to a solid green; the name of the farm was changed to “The Manor Farm” completing the transformation
12. they heard shouting
13. pigs and humans look the same; they cannot tell the difference between the two; now the pigs are literally becoming the same as man
14. *Answers will vary. Sample student answer:* This ending is not surprising. It was just a matter of time, the way things were going, that the pigs stood on two legs and consorted with the “enemy.” Nevertheless, it still gives a feeling of extreme sadness and depression. No one wants to see people being suppressed or ruled by tyranny or have no rights. We want the underdog to succeed.

**Pages 91-92: Literature Focus: Subject Versus Theme**

**Part One**

1. theme
2. subject
3. theme
4. theme
5. theme
6. theme
7. subject
8. subject
9. theme
10. theme

**Part Two**

*Answers may vary. Sample answers are given.*

1. To me, the most important theme of *Animal Farm* is “Power tends to corrupt, and absolute power corrupts absolutely.”

Napoleon was given absolute power and authority, and what he was not given, he took.

2. Orwell cautions his readers by writing this book in the first place. He gives us clear messages, in an entertaining way. It is important that we educate ourselves so that a Napoleon is unable to do this to us. He cautions against ignorance, keeping your mouth shut and “taking it,” allowing someone to have complete, unchecked control, and allowing someone else to decide how you should live your life.
3. By changing the Commandments, Napoleon assumes the animals are not only stupid, but afraid. In fact, sadly, they are. He uses Squealer to support his claims and tell the other animals that what they believe is not true. This is important because we should not just sit back and accept things the way they are but question the way things are done. If we have a problem with something, we should get involved. The more we are educated, the more confidence we will have, and the more we will get involved when needed.
4. Orwell wants us to pay attention to someone having too much “unchecked” power or authority. He clearly believes in a system of checks and balances and that the people should also have a voice in how their country is run.
5. The song “Beasts of England” acts as an anthem, promoting solidarity among the animals. The pigs were right—it does stand for the revolution, and that is what makes it special and important. It stands for the goal the animals set to become an independent state free from human harm and tyranny. Unfortunately, when Napoleon banished the singing of “Beasts” he also banished all hope of the dream they set out to accomplish.
6. I was only slightly surprised by the animals being unable to tell which was which. It was a natural progression, and pretty much the last thing left for the pigs to take on. I think this ending is extremely important. Once the pigs were able to stand on their own two feet, and wore human clothing, all that remained was their physicality. By morphing into humans, they finally took on the look of what they had become, and everything had come full circle.



7. I think Orwell is trying to say that human beings naturally have the desire for power, and given the right conditions, we will take as much as we can get. This concept is not new with Stalin, in fact history shows us that the Romans, even though they had a form of democratic system in place, had a succession of tyrannical leaders. When given the power and authority to do what you want, when you want, it can open the door to doing things you never thought you would. Once you have done that, you are open to more. It is dangerous.
8. I think Orwell is saying that the pigs believe that some animals are better than others. It could be replaced by "All animals are good, but some animals are better than others."
9. I think Orwell sends a clear message that if you do not get an education, you don't know how you are being hurt. By remaining ignorant, we are just opening the door to someone telling us what to do and how to live our lives. It is important to stay educated and informed so that we can make educated and informed decisions for ourselves, rather than blindly allowing someone who we believe "knows more" to make those decisions for us.
10. This novel has sort of scared me. I truly appreciate the democratic society we live in in the United States, and it scares me to think that someone corrupt could take over. However, because this country questions its leaders and has a system of checks and balances and rules that are not allowed to really be changed (like the Constitution) we are actually pretty safe.

**Page 93-94: Language Focus: Analogies**

1. S; morose
2. A; frugally
3. S; invariably
4. S; filial
5. A; taciturn
6. S; witticism
7. S; rheumy
8. *Numbers 8-16 will vary widely. Students must use at least one vocabulary word from the word box to make each analogy.*

**Pages 95-96: Quiz: Chapters 1-2**

1. c. Willingdon Beauty

2. a. he died
3. b. Animalism
4. c. Sugarcandy Mountain
5. c. Clover and Boxer
6. d. Moses
7. d. All animals are equal.
8. c. Mr. Jones got drunk for days on end, didn't come home from the bar, and forgot to feed the animals.
9. b. enemies; comrades
10. a. rats
11. c. Old Major's speech
12. b. Man does nothing but consume.
13. d. No animal shall dine from a table.
14. b. the milk
15. a. Benjamin

**Page 97: Vocabulary Quiz: Chapters 1-2**

1. b. showing kindness or goodwill
2. k. leaped or jumped playfully
3. g. distrustful of human nature
4. i. followers of a philosophy or religion
5. h. extreme ill-will or hatred between enemies
6. a. settled in comfortably or securely
7. j. gave a detailed description
8. n. mooing like a cow
9. o. moved with unsteadiness from side to side
10. m. mistreating; treating badly
11. c. thought deeply about someone or something
12. f. criticized or blamed
13. e. a small room for washing and storing dishes and utensils and doing kitchen chores
14. d. trampled or stepped on
15. l. lively and high-spirited

**Page 98: Quiz: Chapters 3-4**

1. j. learned the entire alphabet, but could not put words together
2. b. motto was "I will work harder!"
3. m. dropped his gun during the Battle of the Cowshed
4. c. spoke in cryptic answers; is unchanged since the Rebellion
5. a. said "War is war. The only good human being is a dead one."
6. d. refused to learn anything but the letters of her name
7. k. took the puppies, saying he would be responsible for their education
8. i. would read to the others in the evenings from scraps of newspapers

9. e. only able to learn "Four legs good, two legs bad!"
10. l. said "Surely there is no one among you who wants to see Jones come back?"
11. g. owned Foxwood Farm
12. h. a tough, shrewd man perpetually involved in lawsuits
13. f. would vanish for hours on end, but gave excellent excuses
14. n. not interested in reading anything but the Seven Commandments
15. o. told other animals about the Rebellion, teaching them the tune of *Beasts of England*

**Page 999: Vocabulary Quiz: Chapters 3-4**

1. j. serious; severe
2. k. settled; came to rest after flight
3. d. discussed something in order to compare opinions; compared views
4. p. worthy of disrespect and contempt
5. h. puzzling; confusing
6. g. manure; animal excrement
7. l. shameful; despicable
8. o. tools or instruments
9. e. done or said spontaneously
10. m. showing no sign of tiring
11. i. saying; proverb
12. n. stubborn; refusing to change
13. f. living in or on another organism
14. b. occurring or published after death
15. a. a vision or foretelling
16. c. decisions; goals for the future

**Pages 100-101: Quiz: Chapters 5-6**

1. a. Clover
2. a. lump sugar and ribbons
3. a. by giving eloquent speeches during the Sunday debates
4. b. by secretly meeting with small factions on his off times
5. c. "Four legs good, two legs bad."
6. c. He wanted to generate electricity in order to operate machinery and make less work for the animals.
7. d. He wanted to increase food production in order to keep the animals from starving.
8. d. He urinated on them.
9. b. There would no longer be Sunday meetings.
10. c. loyalty and obedience
11. b. "Napoleon is always right."
12. b. That Snowball stole Napoleon's plans for the windmill.

13. c. dealing with humans
14. c. Snowball
15. a. the wind

**Page 102: Vocabulary Quiz: Chapters 5-6**

1. a. eloquent; able to speak clearly
2. h. staying; waiting
3. p. cheerfully; without care or concern
4. o. dug up; exposed something hidden
5. j. resented; felt ill-will towards
6. i. anger at unfairness
7. g. requiring a lot of work
8. f. with intense hatred or will to harm
9. n. gather and organize
10. m. a hidden reason; a made-up excuse
11. l. formally approved
12. e. fixed amount (esp. of food) allocated to a group
13. d. made peace; ended conflict
14. c. a state of rest or inactivity
15. b. having charge over someone or something
16. k. plans and procedures for forces in battle

**Pages 103-104: Quiz: Chapters 7-8**

1. d. 3 feet
2. b. that there was a shortage of food
3. a. nine hens died of starvation
4. b. they lay their eggs in the rafters
5. b. a well-seasoned stack of timber
6. c. Boxer
7. d. the singing of *Beasts of England*
8. d. No animal shall kill any other animal without cause.
9. c. traitor to Snowball
10. a. taste-testing Napoleon's food for poisons
11. d. Napoleon Mill
12. c. Frederick
13. b. he was given fake bank notes
14. b. they blow it up with explosives
15. a. No animal shall drink alcohol to excess.

**Page 105: Vocabulary Quiz: Chapters 7-8**

1. n. gave in to an argument; surrendered
2. p. used or meant to make peace
3. a. a face or expression on a face
4. f. gave an official order or ruling
5. b. covered with gold; appeared as if covered with gold
6. d. expression of grief or sorrow
7. i. joined a group with common goals
8. h. interfered in someone else's concerns
9. m. spreading throughout
10. o. to acquire something

11. e. followers; entourage
12. l. punishment for wrongdoing; vengeance
13. c. dried-out before use; old
14. g. guards; watchmen
15. j. moving in a sneaky way
16. k. overcame great difficulty

**Pages 106-107: Quiz: Chapters 9-10**

1. b. retirement
2. c. sugar
3. b. Moses
4. b. Benjamin
5. c. "Napoleon is always right."
6. d. a case of whiskey
7. c. write on large sheets of paper and then burn them
8. a. "Four legs good, two legs better."
9. a. the pigs walking on two legs
10. b. "All animals are equal but some animals are more equal than others."
11. d. Pilkington
12. a. it was buried
13. d. a plain green flag
14. c. Manor Farm
15. a. Both Napoleon and Pilkington played the same card.

**Page 104: Vocabulary Quiz: Chapters 9-10**

1. a. involvement in something illegal or wrong
2. i. criticized sharply
3. h. parental; like a parent
4. g. with thrift; cheaply
5. j. burial of a dead body
6. f. always or almost always
7. k. someone who kills horses for profit
8. d. withdrawn; saddened
9. l. multicolored; spotted
10. m. moist substances applied to a wound
11. e. watery
12. n. retired; old; useless
13. c. reserved; silent by nature
14. p. serving bowl
15. o. floated gently through the air
16. b. a witty or clever remark

**Pages 109-112: Animal Farm Final Test: Version One**

1. i. symbolic of Joseph Stalin
2. p. powerful orator who represents Leon Trotsky
3. j. motto was "Napoleon is always right."
4. a. Napoleon's propagandist
5. b. the cynic who never changed

6. o. suspicious; often doubts the Commandments and the pigs
7. m. died in an inebriates' home
8. d. the farm's poet and songwriter
9. c. tested Napoleon's food for poison
10. h. talked of Sugarcandy Mountain
11. l. loved sugar and ribbons
12. n. read to the others from scraps of newspapers
13. e. repeat the maxim "Four legs good, two legs bad."
14. q. played the ace of spades simultaneously with Napoleon
15. k. gave Napoleon forged bank notes
16. f. threaten and intimidate by Napoleon's side
17. g. introduces the song "Beasts of England" to the animals
18. false
19. false
20. true
21. false
22. false
23. false
24. false
25. false
26. true
27. false
28. true
29. true
30. true
31. b. Whymper
32. d. "All animals are equal, but some animals are more equal than others."
33. b. a horn and hoof on a green background
34. a. electricity
35. a. with phony bank notes
36. d. Benjamin
37. a. Trotsky
38. a. the cockerel
39. c. the humans blew it up
40. d. No animal shall live in a house.
41. Napoleon wanted the chickens to increase their egg production so he could sell them for materials and food. The chickens rebelled by sitting up in the rafters so their eggs would fall and break. Their rations were taken away and they were not allowed any food until they gave in. Nine hens ended up dying before they gave in. This is the first time a rebellion happened since Jones's day. This part of the story is important because Napoleon was using cruel means to get what he wanted; from here, the violence escalated.

42. Clover remembered the correct Commandment, but Squealer was so conniving, he convinced the animals that they remembered incorrectly. In this instance, Squealer was attended by the dogs, which were a part of the intimidation tactics Napoleon used to make the animals believe whatever Squealer said. Clover believed Squealer. Squealer was always able to convince the animals by his lies, but if there was doubt, then the threat of the dogs would help to stifle all doubters.
43. This is the end of the story when Pilkington and Napoleon both played the ace of spades simultaneously. They fought and argued violently, and the animals watched as the pigs morphed into humans. There was no telling the difference between the human beings and the pigs because they had become so similar, not only in action, but now in appearance.
44. This is when Napoleon expels Snowball from the farm. The puppies that Napoleon trained had grown to be dogs, fierce dogs who worked at Napoleon's side, intimidating and attacking all who opposed Napoleon. This expulsion parallels Stalin's expulsion of Trotsky from the Communist Party.
45. This is from Old Major's speech at the beginning of the story, and what incites the Rebellion. Like Marx, he stirs up ideas in those who end up taking action. Like Marx, he ends up dying before the revolution, but we see how the hatred of humans was stirred by Old Major and realize how it all began.
14. a. Muriel  
 15. a. Clover  
 16. c. Snowball  
 17. c. Pilkington  
 18. b. Snowball  
 19. e. none of the above  
 20. c. Mollie  
 21. b. FALSE  
 22. b. FALSE  
 23. a. TRUE  
 24. b. FALSE  
 25. b. FALSE  
 26. b. FALSE  
 27. b. FALSE  
 28. b. FALSE  
 29. a. TRUE  
 30. b. FALSE  
 31. a. TRUE  
 32. a. TRUE  
 33. a. TRUE  
 34. b. Whymper  
 35. d. "All animals are equal, but some animals are more equal than others."  
 36. b. a horn and hoof on a green background  
 37. a. electricity  
 38. a. with phony bank notes  
 39. d. Benjamin  
 40. a. the cockerel  
 41. e. none of the above  
 42. d. No animal shall live in a house.  
 43. d. Mr. Jones  
 44. c. He died.  
 45. c. Willingdon Beauty  
 46. e. none of the above  
 47. c. Sugarcandy Mountain  
 48. c. Clover and Boxer  
 49. d. Moses  
 50. c. Mr. Jones got drunk for days on end, didn't come home from the bar, and forgot to feed the animals.  
 51. b. enemies; comrades  
 52. a. rats  
 53. c. Old Major's speech  
 54. b. Man does nothing but consume.  
 55. c. Snowball  
 56. e. none of the above  
 57. d. 3 feet  
 58. b. that there was a shortage of food  
 59. a. nine hens died of starvation  
 60. b. they laid their eggs in the rafters  
 61. b. a well-seasoned stack of lumber  
 62. d. No animal shall dine from a table.  
 63. b. the milk  
 64. a. Clover  
 65. a. lump sugar and ribbons

**Pages 113-120: Animal Farm Final Test:  
Version Two—Multiple Choice**

1. b. Squealer  
 2. d. Benjamin  
 3. b. Pinkeye  
 4. c. Minimus  
 5. c. the sheep  
 6. c. the dogs  
 7. e. none of the above  
 8. a. Moses  
 9. a. Napoleon  
 10. d. Boxer  
 11. b. Frederick  
 12. d. Mollie  
 13. a. Jones

66. a. by giving eloquent speeches during the Sunday debates
67. b. by secretly meeting with small factions on his off times
68. d. He wanted to increase food production in order to keep the animals from starving.
69. d. He urinated on them.
70. b. There would no longer be Sunday meetings.
71. c. loyalty and obedience
72. c. Boxer
73. c. traitor to Snowball
74. d. Napoleon Mill
75. c. Frederick
76. b. they blew it up with explosives
77. b. retirement
78. c. sugar
79. b. Moses
80. e. none of the above
81. c. Napoleon is always right."
82. d. a case of whiskey
83. c. write on large sheets of paper and then burn them
84. a. "Four legs good, two legs better."
85. a. the pigs walking on two legs
86. b. "All animals are equal but some animals are more equal than others."
87. a. it was buried
88. d. a plain green flag
89. c. Manor Farm
90. a. Both Napoleon and Pilkington played the same card.

**Pages 121-124: Animal Farm Final Test: Vocabulary**

**Part One**

1. b. serious; severe
2. n. settled after a flight
3. f. eloquent; able to speak clearly
4. c. showing kindness or goodwill
5. e. staying; waiting
6. o. cheerfully; without care or concern
7. i. leaped or jumped playfully
8. a. discussed something in order to compare opinions; compared views
9. h. worthy of disrespect and contempt
10. j. puzzling; confusing
11. r. distrustful of human nature
12. l. followers of a philosophy or religion
13. m. dug up; exposed something hidden
14. k. manure; animal excrement
15. g. extreme ill-will or hatred between enemies
16. p. settled in comfortably or securely

17. d. gave a detailed description
18. q. shameful; despicable
19. s. tools or instruments
20. t. done or said spontaneously
21. p. showing no sign of tiring
22. l. mooing like a cow
23. m. moved with unsteadiness from side to side
24. k. mistreating; treating badly
25. h. gather and organize
26. o. saying; proverb
27. q. stubborn; refusing to change
28. j. living in or on another organism
29. d. occurring or published after death
30. a. a hidden reason; a made-up excuse
31. c. a vision or foretelling
32. g. formally approved
33. r. thought deeply about someone or something
34. e. criticized or blamed
35. f. decisions; goals for the future
36. b. a small room for washing and storing dishes and utensils and doing kitchen chores
37. n. plans and procedures for forces in battle
38. s. trampled or stepped on
39. i. lively and high-spirited

**Part Two**

1. d. gave in to an argument; surrendered
2. g. involvement in something illegal or wrong
3. a. used or meant to make peace
4. k. a face or expression on a face
5. h. gave an official order or ruling
6. f. criticized sharply
7. l. parental; like a parent
8. i. with thrift; cheaply
9. j. covered with fold; appeared as if covered with gold
10. n. resented; felt ill-will towards
11. q. anger at unfairness
12. b. burial of a dead body
13. c. always or almost always
14. p. someone who kills horses for profit
15. o. requiring a lot of work
16. s. expression of grief or sorrow
17. r. joined a group with common goals
18. t. with intense hatred or will to harm
19. e. interfered in someone else's concerns
20. m. withdrawn; saddened
21. r. spreading throughout
22. l. multicolored; spotted
23. j. moist substances applied to a wound
24. s. to acquire something

25. d. fixed amount (esp. of food) allocated to a group
26. i. made peace; ended conflict
27. a. a state of rest or inactivity
28. f. followers; entourage
29. n. punishment for wrongdoing; vengeance
30. t. watery
31. c. dried-out before use; old
32. g. guards; watchmen
33. k. moving in a sneaky way
34. p. retired; old; useless; out of style
35. h. having charge over someone or something
36. m. overcame great difficulty
37. o. reserved; silent by nature
38. q. serving bowl
39. e. floated gently through the air
40. b. a witty or clever remark