

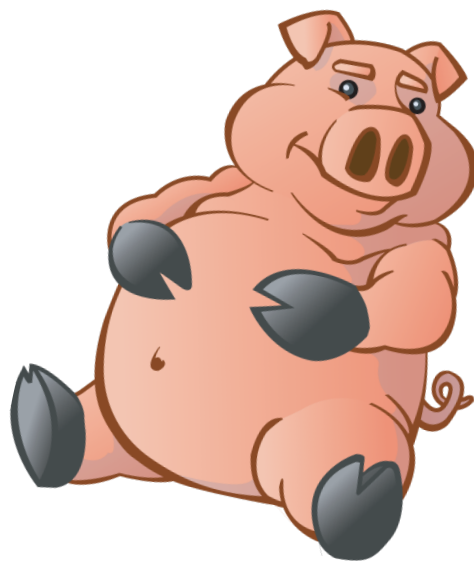


# MR. ROVENTE'S ANIMAL FARM

## UNIT PACKET

"No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?"

~ George Orwell, *Animal Farm*



NAME: \_\_\_\_\_

## **Standards Addressed**

### CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

### CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

#### CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

#### CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

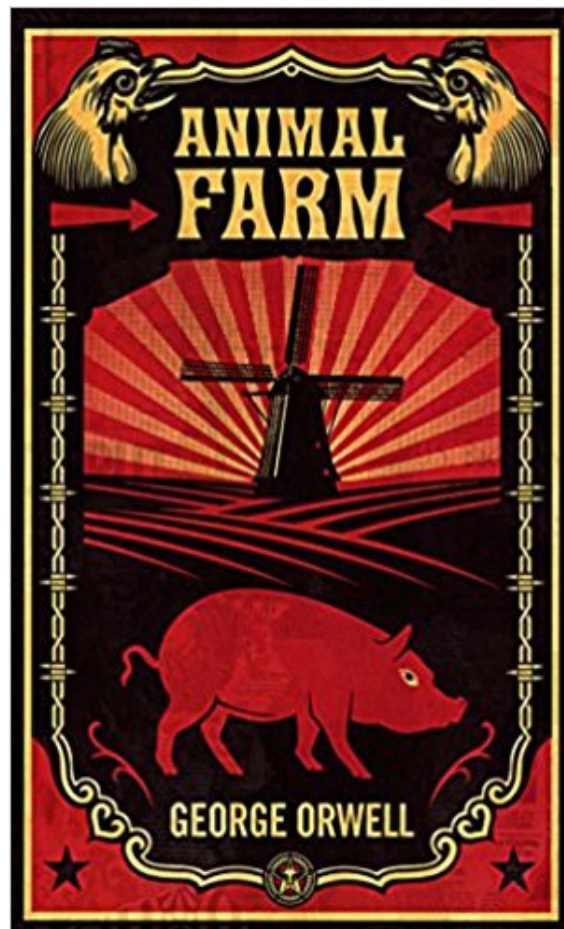
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



# Unit Assignments & Assessments

## Homework:

- **Reading:** Students are responsible for the reading of this novel outside of class. There may be some class time set aside to give you reading time, but the bulk of the reading is homework. *It is ESSENTIAL that the reading be done in order to pass this unit.*
- **Quote Journal:** See assignment details later in this packet.

## Class Work:

- Class Discussion Questions/Study Guide
- Various Analysis Assignments
- Ongoing Paideia Seminars

## Assessments:

- Reading Quizzes (As Needed)
- Literary Analysis Paper (2-3 pages)
- Ongoing Paideia Seminars
- Quote Journal
- Unit Final Exam

## Unit Objectives

Through class activities and readings, students will not only become familiar with an author's use of fiction to echo real world issues. We will look at the ideas behind fables, allegories, and subtext in fiction. We will explore George Orwell as an author and *Animal Farm* as both a work of fiction and a life lesson. This unit will include an exploration of big ideas and values, discussing literature as philosophers and scholars, and how to analyze a novel through a critical lense.

By the end of this Unit, the student will be able to:

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive, evidence-based discussions about texts.
- Collect and organize evidence from texts to support analysis in writing.
- Make claims about texts using specific textual evidence.
- Use vocabulary strategies to define unknown words.
- Trace the development of ideas over the course of the text.
- Examine the use and refinement of a key term over the course of the text.
- Paraphrase and quote relevant evidence from texts.
- Independently preview texts in preparation for supported analysis.
- Independently develop questions for further textual analysis.
- Write informative texts to examine and convey complex ideas.
- Independently practice the writing process outside of class.
- Use rubrics and checklists for self-assessment of writing and discussion.

## Themes & Big Ideas Explored In *Animal Farm*

- Oppression
- Revolution
- Corruption
- Class Warfare
- Language as Power
- Religion
- Government & Control
- Tyranny



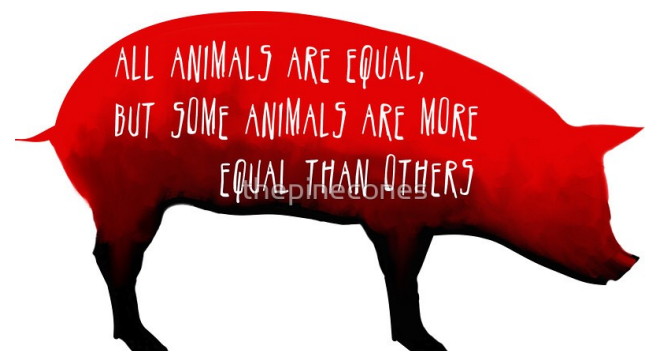
## Symbols/Symbolism In *Animal Farm*

- Characters & Character Names
  - Mr. Jones
  - Old Major
  - Napoleon
  - Snowball
  - Squealer
  - The pigs
  - Moses
- The Windmill
- Sugarcandy Mountain

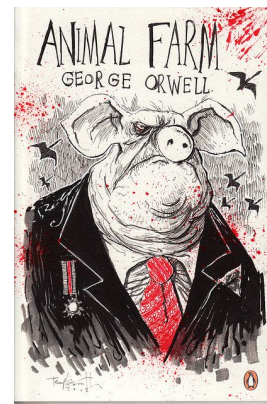


## *Animal Farm* Essential Questions

- How do allegories reveal basic truths about society/life?
- How is the idea of freedom seen in the book? How is repression seen in the book?
- What is the role of an individual in his/her society?
- How does propaganda influence the actions of an individual?
- What do you think are Orwell's feelings about religion?
- What do you think are Orwell's feelings about Communism?
- How does Orwell want you to feel about power? How do you know?
- Why do the animals' original utopian ideas fail?
- What causes people to rise up and rebel?
- What prevailing conditions cause revolt?
- Does this novel still resonate today? How so?



***“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.”***



## Quote Journal

You will be responsible for keeping a quote journal throughout your reading. We will be using Google Docs & Google Classroom for this, so please look for the “Quote Journal” assignment posted. As you read, record quotes from the text that develop the various themes in the novel. You do not need to stick to just one theme. Explore your options. See the previous page for some of the themes and big ideas explored in this novel.

**For each entry, you must include:**

1. the quote; the chapter/page number
2. theme
3. context notes
4. analysis notes

You may format this in linear form as a running journal or in chart form. My example:

Quote	Theme	Context	Analysis
<p>“The life of an animal is misery and slavery: that is the plain truth. But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell up on it? No, comrades, a thousand times no!” (Chapter 1, page 7)</p>	<p>Oppression</p>	<p>Old Major has gathered the animals of Mr. Jones’s farm to a meeting. He is speaking to the animals about his dream.</p>	<p>Old Major is expressing his frustration about the life of animals and the misery animals across England feel. He is laying the groundwork for a new way of thinking and leading the animals to realize they don’t have to accept their current status quo.</p>

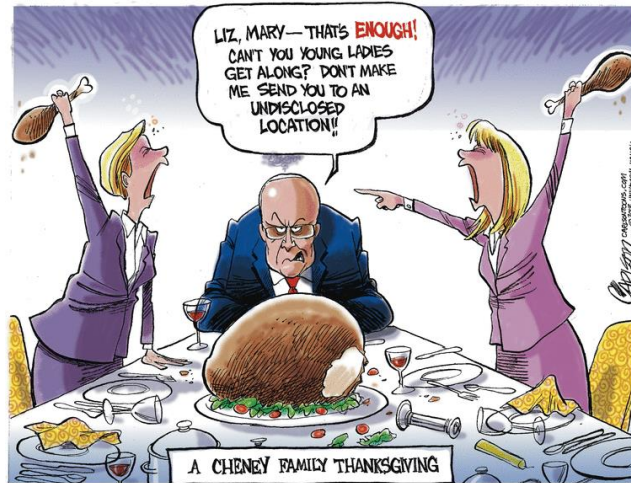
### Requirements:

- At least one quote per chapter (you may do more if you wish).
- Themes may vary.
- Full sentences are not necessary, but full thoughts are.
- All four elements for every quote.

## Introduction to Satire

Ever read a political cartoon that mocks a politician or policy? Ever watched *The Daily Show* or *The Colbert Report*? They make you laugh by pointing out the ridiculousness of social issues, people, vices, decisions, etc.. These are modern, popular examples of satire, a literary technique that has been around for centuries.

By definition, **satire** is the use of humor, exaggeration, ridicule, sarcasm, irony, and/or a number of other literary devices to expose and criticize foolishness, corruption, or general social problems with the intent to promote social change. In short, satire inspires change by making something or someone look stupid in a humorous manner.



## Effective Satire

In order for satire to work, the object of the satire cannot be a victim, but must somehow be responsible for the flaws being satirized. If not, then the satire will just seem mean rather than funny.

But remember, laughter is not the final goal of satire, but the means by which it can achieve its end. In fact, some satires are not funny at all. The goal of satire is always a change or new awareness of some sort.

Tone is also important in satire. It should be obvious that the tone is mocking or angry as well as laughable. This is where sarcasm can prove helpful.

## Some (but not all) Satire Techniques

Satire usually employs various literary devices. **Similes and metaphors**, for example, are great ways to draw ridiculous parallels. In its use of animals as stand-ins for people, *Animal Farm* uses metaphor in its satire.

Another example would be **hyperbole (exaggeration)**. Blowing something into ridiculous proportions to make it seem laughable, or making something seem insanely specific. In comic strips, corrupt business men are often depicted with huge stomachs - the exaggeration implies their greedy appetite.

Another popular satire device is the **parody**: taking serious subject matter and lampooning it by means humorous imitation. The *Scary Movie* films, for example, are parodies of the horror genre of film. They draw attention to some of the absurdities of the genre by emphasizing them.

## Introduction to Fables

A fable is a short story, typically involving animals, intended to convey a useful moral or truth. The animals in fables generally represent people “types” (the greedy businessman, the braggart, the idiot) or personality traits, like gullible, hardworking, or melancholy (think Eeyore from Winnie the Pooh).

Most of us know the story about the tortoise and the hare:

*There once was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, Slow and Steady, the tortoise, challenged him to a race. All the animals in the forest gathered to watch.*

*Hare ran down the road for a while and then paused to rest. He looked back at Slow and Steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"*

*Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."*

*Slow and Steady walked and walked. He never, ever stopped until he came to the finish line.*



*The animals who were watching cheered so loudly for Tortoise, they woke up Hare.*

*Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line.*

*After that, Hare always reminded himself, "Don't brag about your lightning pace, for Slow and Steady won the race!"*

The story is one of over 655 other fables written by the author Aesop around 550 BCE. It is a brief tale that uses animals associated with definite traits (tortoise=slow; hare=fast ) to communicate an easily understood moral: overconfidence leads to failure. Many other authors, including George Orwell, have written in the fable tradition over the years. It remains a simple way for even young children to understand a variety of life lessons through animals meant to represent single characters or character traits.



## Introduction to Allegory

An allegory, put most simply, is a story that can be read on two levels: literally and symbolically. For example, on the literal level, Aesop's fable about the tortoise and the hare can be read **literally** as a story about a rabbit and a tortoise having a race during which the rabbit takes a nap thinking he has a safe lead, though the tortoise eventually overcomes the hare during his nap and wins the race.

However, as we have discussed, the fable is also meant to be read **allegorically**, meaning the characters can represent abstract qualities (personality traits: clever, caring, depressed) or ideas (justice, morality), or historical figures/events (Martin Luther King, the American Civil War).

The hare represents overconfidence. It's belief in its inherent superiority proves its downfall. Conversely, the tortoise makes it to the finish line and wins because of his *steady* resolve to finish, and thus the famous moral is established: "slow and steady wins the race." The instructional element of the fable comes from its **allegorical** nature - the playing out of these character traits in characters.

Orwell's *Animal Farm* is an allegory, too. While literally a story about animals taking over a farm, it is also allegorical of the Russian Revolution. The characters and events of the story match in a 1:1 ratio some of the major historical figures and events of the Russian Revolution. For example, Old Major represents Karl Marx, the man commonly known as the father of Communism, the civil structure known as "Animalism" in the story.



## Introduction to Propaganda



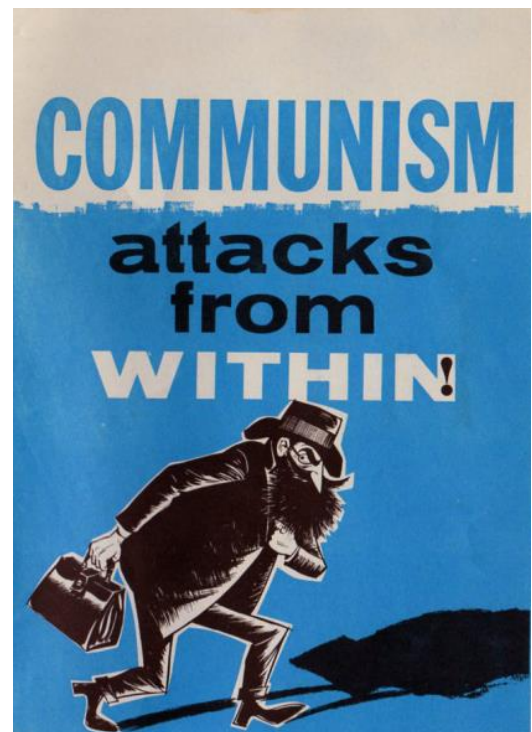
While you might not yet recognize it, you see propaganda every time you see a commercial on TV or an advertisement on the web. At its heart, propaganda is persuasion - it is advertising.

By definition, propaganda is any information (usually of a biased or misleading nature) used to promote or publicize a particular campaign, political cause, or point of view. As they matter more in Orwell's *Animal Farm*, we will focus more on the political elements of propaganda rather than the daily advertising elements, though you will undoubtedly note overlap.

The poster to the left is an artifact of propaganda. Captain America is in the forefront of the scene in his red white and blue while trusty US soldiers follow behind. The words tell readers to fight and be a part of the victory. Pretty obvious, yes, but propaganda works on a more subtle level. The poster is trying to get readers to do something based on some assumptions that it communicates: "because Cap is on our side and leading the charge, of course the US

will the battle, so come be a part of the winning team."

Contrarily, propaganda can be used to condemn something deemed undesirable just as well as it can be used to promote or praise. The poster to the right is an example of such propaganda. It pictures a shady figure in black with a dastardly grin who seems to be skulking away; its words imply that the man is a secret Communist trying to infiltrate a capitalist state. Just as Napoleon makes the farm animals paranoid of Snowball by telling them that Snowball is trying to destroy Animal Farm and was working with Jones, this poster is meant to spread fear of a hidden enemy. It's purpose is probably the same: to make it so people can reasonably blame their problems on something else, and to make it seem like the good guys are fighting a malicious foe who would otherwise destroy everything...or something like that.



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# Meet George Orwell



*Liberty is telling people what they do not want to hear.*

—George Orwell

**I**n the years since the publication of *Animal Farm* and *1984*, both of which conjure visions of modern government's dangerous power, critics have studied and analyzed George Orwell's personal life. Orwell was a man who had a reputation for standing apart and even making a virtue of his detachment. This "outsider" position often led him to oppose the crowd.

Orwell began life as Eric Arthur Blair (George Orwell was a pen name he adopted later for its "manly, English, country-sounding ring.") He spent his early years in India as a lonely boy who liked to make up stories and talk with imaginary companions. He began to "write" before he even knew how, dictating poems to his mother, and perhaps saw this outlet as an alternative to the human relationships he found so difficult. Refuge in words and ideas became increasingly important when Orwell's parents sent him, at age eight, to boarding school in England.

Later, instead of going on to university, he decided to take a job in Burma with the Indian Imperial Police. Orwell wrote about this experience in *Burmese Days* (1934) and in the essay "Shooting an Elephant." At odds with British

colonial rule, Orwell said he "theoretically—and secretly, of course . . . was all for the Burmese and all against their oppressors, the British."

Returning to England to recover from a bout of the chronic lung illness that plagued him all his life, Orwell began his writing career in earnest. Over the next two decades, he wrote newspaper columns, novels, essays, and radio broadcasts, most of which grew out of his own personal experience.

Orwell's beliefs about politics were affected by his experiences fighting in the Spanish Civil War. He viewed socialists, communists, and fascists as repressive and self-serving. Orwell patriotically supported England during World War II, but remained skeptical of governments and their willingness to forsake ideals in favor of power.

With each book or essay, Orwell solidified his role as the outsider willing to question any group's ideology. Orwell spoke his mind with *Animal Farm*, in which he criticized the Soviet Union despite its role as a World War II ally of Great Britain. At first, no one would publish the novel, but when *Animal Farm* finally appeared in 1945 it was a success. It was later adapted both as an animated film and as a play.

In explaining how he came to write *Animal Farm*, Orwell says he once saw a little boy whipping a horse:

*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].*

Orwell said it was the first book in which he consciously tried to blend artistic and political goals. Orwell's final novel, *1984*, continued that effort with a grim portrayal of a world totally under government control.

Orwell pursued his writing career faithfully, although it was not always easy. In his final days he made the statement, "Writing . . . is a horrible, exhausting struggle . . . One would never undertake such a thing if one were not driven . . ."

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# Introducing the Novel

*Animal Farm is written on many levels. It is already a children's story in its own right. . . . [It] is also a lament for the fate of revolutions and the hopes contained in them. It is a moving comment on man's constant compromise with the truth.*

—John Atkins, *George Orwell*

On the publication of *Animal Farm* in 1945, George Orwell discovered with horror that booksellers were placing his novel on children's shelves. According to his housekeeper, he began traveling from bookstore to bookstore requesting that the book be shelved with adult works. This dual identity—as children's story and adult satire—has stayed with Orwell's novel for more than fifty years.

*Animal Farm* tells the story of Farmer Jones's animals who rise up in rebellion and take over the farm. Tired of being exploited solely for human gain, the animals—who have human characteristics such as the power of speech—vow to create a new and more just society.

Though the novel reads like a fairy story, and Orwell subtitles it as just that, it is also a satire containing a message about world politics and especially the former Soviet Union in particular. Since the Bolshevik revolutions of the early 1900s, the former Soviet Union had captured the attention of the world with its socialist experiment. Stalin's form of government had some supporters in Britain and the United States, but Orwell was against this system.

In a **satire**, the writer attacks a serious issue by presenting it in a ridiculous light or otherwise poking fun at it. Orwell uses satire to expose what he saw as the myth of Soviet socialism. Thus, the novel tells a story that people of all ages can understand, but it also tells us a second story—that of the real-life Revolution. Many critics have matched in great detail the story's characters to historical persons—for example, linking the power struggle between Napoleon and Snowball to the historical feuding between Joseph Stalin and Leon Trotsky for control of the Soviet Union. Critics

also believe that Old Major represents Karl Marx, who dies before realizing his dream. Other comparisons include Moses as the Russian Orthodox church, Boxer and Clover as workers, the sheep as the general public, Squealer as Stalin's government news agency, the dogs as Stalin's military police, and Farmer Jones as Czar Nicholas II. The farm's neighbors, Pilkington and Frederick, are said to represent Great Britain and Germany, while Mollie suggests the old Russian aristocracy, which resists change.

A tremendous success when published, *Animal Farm* has since become part of school curriculums and popular literary culture. Readers and critics alike have enjoyed its imaginative premise and the engaging charm of its animal characters. Orwell's straightforward language draws readers into the farm's world, while the witty underlying satire invites serious analysis. In *George Orwell: A Personal Memoir*, T. R. Fyvel writes:

[Orwell] turned the domestic animals on the farm into immediately recognizable and memorable and sometimes lovable characters.

*Animal Farm* is more than a fairy story. It is a commentary on the the relevance of independent thought, truth, and justice.

## THE TIME AND PLACE

An **allegory** is a narrative that can be read on more than one level. Critics often consider *Animal Farm* to be an allegory of the Russian Revolution. In the early 1900s, Russia's Czar Nicholas II faced an increasingly discontented populace. Freed from feudal serfdom in 1861, many Russian peasants were struggling to survive under an oppressive government. By 1917, amidst the tremendous suffering of World War I, a revolution began. In two major battles, the Czar's government was overthrown and replaced by the Bolshevik leadership of Vladimir Lenin. When Lenin died in 1924, his former colleagues Leon Trotsky, hero of the early Revolution, and Joseph Stalin, head of the Communist Party, struggled for power. Stalin won the battle, and he deported Trotsky into permanent exile.

Once in power, Stalin began, with despotic urgency and exalted nationalism, to move the Soviet Union into the modern industrial age. His government seized land in order to create collective farms. Stalin's Five Year Plan was an attempt to modernize Soviet industry. To counter resistance

(many peasants refused to give up their land), Stalin used vicious military tactics. Rigged trials led to executions of an estimated 20 million government officials and ordinary citizens. The government controlled the flow and content of information to the people, and all but outlawed churches.

### Did You Know?

Orwell initially struggled to find a publisher for *Animal Farm*. Many liberal intellectuals in Europe admired the Soviet experiment with socialism. They believed socialism would produce a society in which everyone—workers and employers—was equal, and in which there were no upper, middle, or lower classes. In Orwell's words "they want[ed] to believe that, somewhere, a really Socialist country does actually exist." Also, British publishers were hesitant to publicly criticize their Soviet allies as World War II came to a close. The book was published in 1945, after Germany surrendered.

Orwell believed that the basis for society was human decency and common sense, which conflicted with the ideals for society that were prevalent at the time: socialism, capitalism, communism, and fascism, to name a few. As an individualist who believed that his own experiences should guide his philosophy, he was often at odds with these popular ideas. He believed that governments were encroaching on the individual's freedom of choice, love of family, and tolerance for others. He emphasized honesty, individuality, and the welfare of society throughout his writings.



**Flag of  
Animal Farm**

**Flag of the  
Soviet Union**



# Active Reading

## Animal Farm Chapters 1-4

The major characters in Animal Farm are introduced in the first four chapters. As you read, think about the purpose of each of Orwell's characters. Complete the chart by noting details that describe each character or by listing key actions. *Complete sentences are not required but complete thoughts are.* Some characters on this chart you may need to revisit and add information about as we proceed through the book.

Character	Characteristics/Actions/Purpose
<b>The Animals</b>	
<b>Old Major</b>	
<b>Snowball</b>	
<b>Napoleon</b>	
<b>Squealer</b>	
<b>Mollie</b>	
<b>Boxer</b>	
<b>Moses</b>	
<b>Muriel</b>	

<b>Benjamin</b>	
<b>The Dogs</b>	
<b>The Cat</b>	
<b>Clover</b>	
<b>The Sheep</b>	
<b>The Humans</b>	
<b>Jones</b>	
<b>Frederick</b>	
<b>Pilkington</b>	
<b>Whympers</b>	



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# Before You Read

## *Animal Farm* Chapters 1–4

### FOCUS ACTIVITY

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Why do you think revolutions occur? What circumstances would lead people to overthrow the daily political and economical structure of their lives?

#### List It

With a partner, identify two or three revolutions that occurred more than ten years ago. What circumstances, if any, do these revolutions have in common? What sorts of goals were the revolutionaries seeking to accomplish? In retrospect were the revolutions successful?

#### Setting a Purpose

Read to find out about farm animals who decide that revolution is the necessary course.

### BACKGROUND

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#### Did You Know?

Many of the ideals behind the Soviet revolution were based on the writings and teachings of Karl Marx. A German intellectual who lived in the mid-1800s, Marx believed that societies are divided into two segments, a working class and an owner class. The working class creates all the products, while the owner class enjoys all the benefits of these products. This class division leads to inequality and oppression of the working class. Marx's objective was to create a classless society in which the work is shared by all for the benefit of all, and he believed revolution was the way to achieve this goal.

In leading workers toward revolution, Marx used slogans like "From each according to his abilities, to each according to his needs." He also urged people to give up their religion, which he believed gave them false hope for a better life in heaven. The character of Old Major in *Animal Farm* is sometimes interpreted as a representation of Karl Marx. Major's speech in the novel's opening chapter reflects many Marxist ideas, from the opening "Comrades," a typical form of address in the former Soviet Union, to the revolutionary song he teaches the other animals.

#### Character Types

A **fable** is a narration intended to enforce a useful truth. Fables have two important characteristics. First, they teach a moral or lesson. In *Animal Farm*, the moral involves Orwell's views about Soviet politics. Second, the characters are most frequently animals. These animal characters often function as a satiric device to point out the follies of humankind. Though Old Major, Snowball, and Napoleon may represent Karl Marx, Leon Trotsky, and Joseph Stalin, many of the story characters are much more general. Some animals are grouped together as a single character—"the sheep," "the hens," and "the dogs." Orwell also capitalizes on the traits generally associated with particular animals, such as sheep as followers and dogs as loyal.

### VOCABULARY PREVIEW

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**cannibalism** [kan'ə bə liz'əm] *n.* practice of eating one's own kind

**cryptic** [krip'tik] *adj.* intended to be mysterious or obscure

**gambol** [gam'bəl] *v.* to skip about in play

**ignominious** [ig'nə min'ē əs] *adj.* shameful; dishonorable

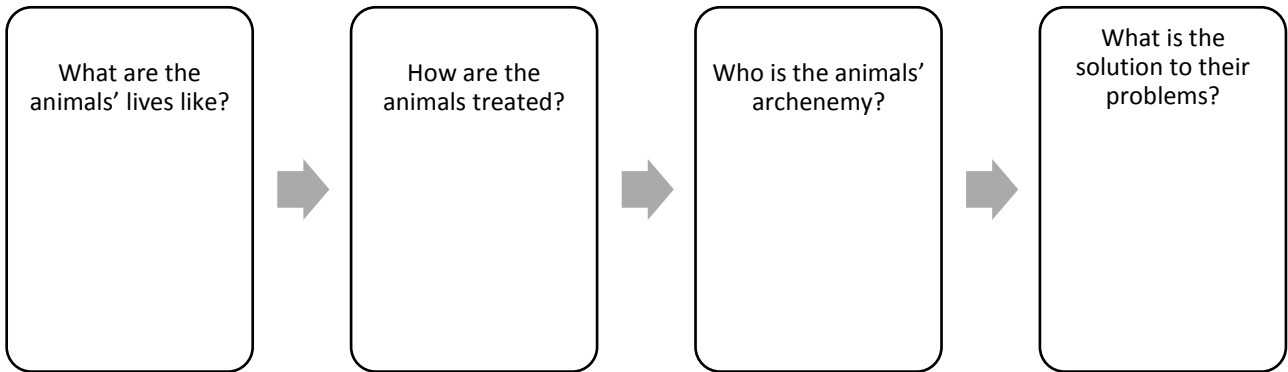
**indefatigable** [in'di fat'ə gə bəl] *adj.* untiring

**parasitical** [par'ə sit'i kəl] *adj.* like a parasite; gaining benefits from a host it injures

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## OLD MAJOR'S SPEECH

Old Major's speech is the most important part of Chapter 1. Read it and fill in the diagram chart on the basis of what Old Major says.



Complete the message of Old Major's speech:

**ALL MEN ARE \_\_\_\_\_, ALL ANIMALS ARE \_\_\_\_\_.**

Old Major is very specific in his demands regarding animals' behaviour. What does he say about:

- sleeping in a house = \_\_\_\_\_
- wearing clothes = \_\_\_\_\_
- drinking alcohol = \_\_\_\_\_
- tyrannising over one's own kind = \_\_\_\_\_

Keep these Major's demands in mind, as they will be echoed through the entire work.



# Responding

## *Animal Farm* Chapters 1–4

### Personal Response

What is your reaction to the animals' revolution?

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Do you sympathize with the animals' complaints and goals? Why or why not?

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### Analyzing Literature

#### Recall and Interpret

1. Describe how the Rebellion takes place. How does the animals' behavior during the Rebellion suggest both human and animal characteristics?

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2. How do the pigs gain the rights to the cow's milk? Why do the other animals allow this to occur? What does this event suggest about the power hierarchy on the farm?

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3. How does the original vision of Animalism become the slogan "Four legs bad, two legs good"? In your opinion, do the animals want rules with simple language? What kind of language do the pigs use?

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# Responding

## *Animal Farm* Chapters 1–4

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. What technique does Orwell use to cast doubt on the likelihood of a successful revolution?

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5. Characterize Snowball as a leader. Do you think his reaction to the stable-boy's death is the appropriate reaction to have during a revolution?

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### Literature and Writing

#### Battle Log

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



# Before You Read

## *Animal Farm* Chapters 5–7

### FOCUS ACTIVITY

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

#### Discuss

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

#### Setting a Purpose

Read to find out how Napoleon persuades the other animals to follow his rules.

### BACKGROUND

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#### Did You Know?

One of Orwell's concerns about the Soviet state was that it used language to distort historical events. After Stalin bullied Leon Trotsky out of the country, he systematically removed any trace of Trotsky from Soviet history—took him out of photographs, censored his papers, and so on. He also used *Pravda*, his news agency, to control the information people received. In Chapters 5 through 7, Orwell repeatedly calls readers' attention to both Napoleon's manipulation of information and the animals' willingness to believe him.

#### Power Struggle

In Chapters 5 through 7, the battle for power between Snowball and Napoleon comes to its climax. In Soviet history, a similar battle raged between two very different men, Leon Trotsky and Joseph Stalin. Stalin exercised power through regulations and rules. As its leader, he controlled the Communist Party bureaucracy. Trotsky had proven himself a masterful military strategist and inspirational leader during the Russian Civil War. He wanted to limit government power. The two also disagreed about how to industrialize and whether to focus on Soviet or worldwide socialism. Stalin took control in 1925—control he kept largely through tactics of terror.

### VOCABULARY PREVIEW

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**canvas** [kənˈvəs] *v.* to request support

**coccidiosis** [kɒk siˈdē ɔˈsɪs] *n.* parasitic disease

**dynamo** [dīˈnə mō] *n.* electric generator

**embolden** [em bɔldˈən] *v.* to instill with courage

**malignity** [mə ligˈnə tē] *n.* an example of evil behavior

**manoeuvre** [mə nɔvˈvər] (U.S.: maneuver) *n.* strategy to gain a particular aim

**perpendicularity** [pɜrˈpən dik yə larˈə tē] *n.* the state of being perpendicular, or at right angles, to a specified plane

**superintendence** [sʊvˈprɪn tenˈdɛns] *n.* the act of directing

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## PLOT – CHAPTER 7 (STANDARD LEVEL)

In Chapter 7, the animals have set about rebuilding the windmill, this time making the walls much thicker than before. Cold and hungry due to the pigs' mismanagement of the farm, they find inspiration in Boxer, the most industrious worker, rather than in Squealer's motivational talks.

### ILLUSION OF A SUCCESSFUL FARM

However, the pigs realise Animal Farm needs to maintain an illusion of a successful farm. How do they achieve this?

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### HENS REBEL

Trading with the outside world, the pigs reach an agreement with Mr. Whymper to sell him a certain number of eggs on a weekly basis. How do the hens rebel against this decision and what's the final outcome of the rebellion? What do you learn about Napoleon?

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### CHANGING HISTORY

In order to secure his position as a (despotic, totalitarian) leader, Napoleon starts to change history – he starts to alter historical facts, often drawing upon 'secret documents'. According to the newly discovered documents, how does Napoleon's and Snowball's roles in the Battle of the Cowshed change?

Snowball's actual role in the battle	Napoleon's actual role in the battle
Snowball's role now	Napoleon's role now

How do the animals accept these changes of historical facts? What does this tell you about the animals (humans)?

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### KILLINGS (PURGES)

In Chapter 7, one of the most bizarre scenes unfolds – a ruthless massacre of a number of animals. Who gets killed and what do these animals confess to?

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Who do the dogs try to kill, but fail? Why do you think Napoleon wanted to eliminate this character?

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In the end of Chapter 7, the killings are juxtaposed with the serene landscape of Animal Farm that the animals behold admiringly. Spontaneously, they begin to sing *The Beasts of England*, but they are informed the song has been banned. Why?

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# Active Reading

## *Animal Farm* Chapters 5-7

Orwell's characters and narrator use language to communicate hidden agendas. Sometimes Orwell hints that language should be carefully questioned, other times it's up to the reader to notice. As you read Chapters 5 through 7, complete the chart below by filling in some examples of manipulative communication. Then state what you think the language really means. Use as many boxes as you need. You may paraphrase the passages from the text.

The Words

What They Really Mean

In future all questions relating to the working of the farm would be settled by a special committee of pigs presided over by himself.

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Napoleon is going to make all the decisions from now on.

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# Responding

## *Animal Farm* Chapters 5–7

### Personal Response

What was your reaction to Snowball's expulsion from Animal Farm?

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### Analyzing Literature

#### Recall and Interpret

1. What happens to Snowball during the meeting about the windmill? What events in Soviet history does this scene suggest?

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2. Identify three ways that Napoleon tries to solidify his leadership position on the farm. How does the process of decision-making on the farm change under Napoleon's leadership?

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3. Why do the executions take place? What message do these events send to the animals about their role in a future society?

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# Responding

## *Animal Farm* Chapters 5–7

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. How does Orwell compare *Animal Farm* under Napoleon's leadership, to its exploited state under Farmer Jones's rule? What attitude about totalitarian government do you think Orwell conveys?

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5. Do you think it's fair that those who are more educated or more skilled—like the pigs in *Animal Farm*—have more influence in decision making? Consider how decisions are made in your community, state, or in the nation.

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# THE GREAT WINDMILL DEBATE

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

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

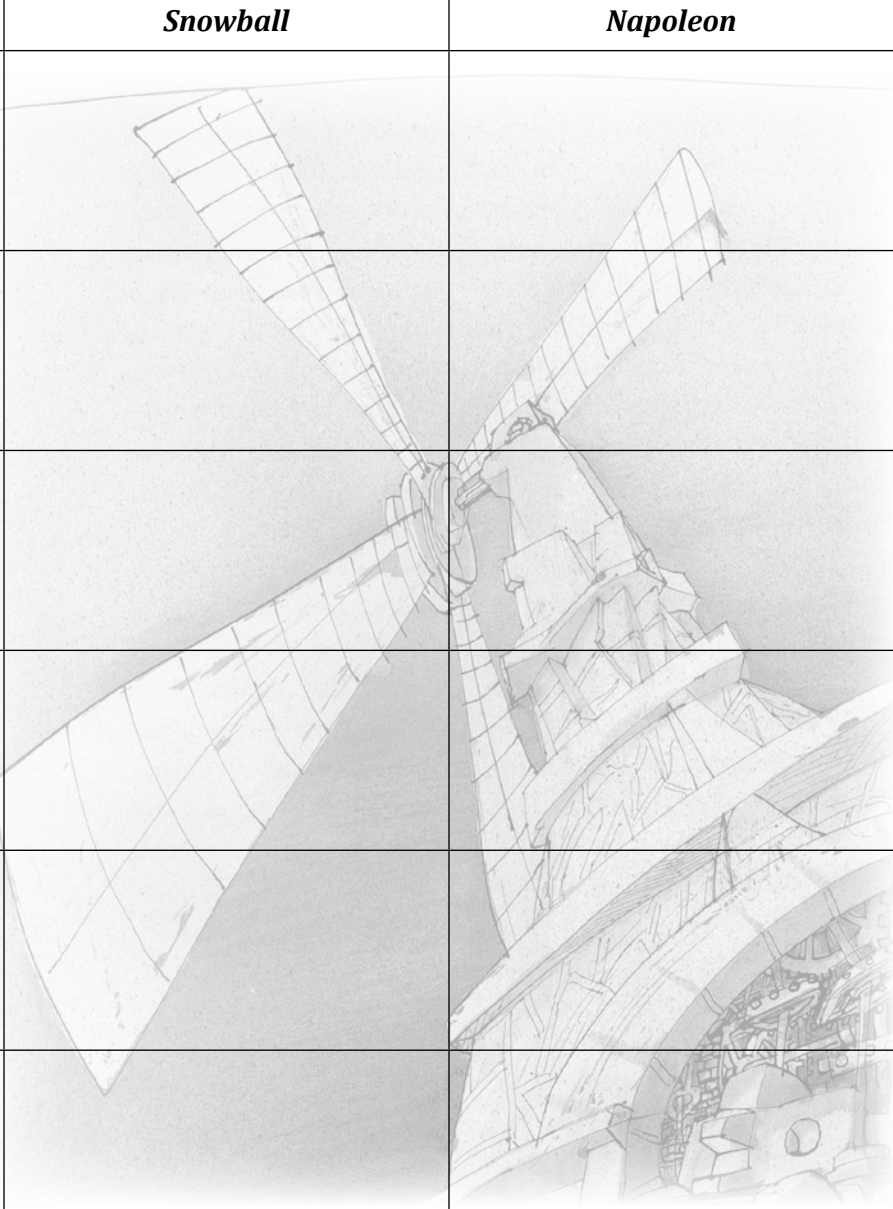
1. Which group has taken over decision-making on the farm?
2. Which sentence in this paragraph is evidence of this?
3. Which two pigs are the strongest leaders?
4. Why were there debates?
5. What is the main point of disagreement?

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

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

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



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



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

# AN ALLEGORY: THE RUSSIAN REVOLUTION AND ANIMAL FARM

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

## The Russian Empire and the Czar

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



**Czar Nicholas II**

## Communist Russia

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

## Russia under Stalin

Stalin believed Russia was under-developed compared with other European countries and he changed the economic and industrial policies of the country. He introduced "collectivism" to the country. Collectivism replaced small farms with large farms. On these farms all the farmers worked for the state. Stalin believed this would increase food production but, in fact, often this didn't happen, and there was a slow decrease in the amount of food available. Many people died of hunger and many more were killed by the Party. It is thought that about 10 million people died during collectivism.



**Stalin**

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

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

# COMPARING EVENTS

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

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



# USING MEDIA

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

<i>Original</i>	<i>Later Copy</i>
 <p data-bbox="400 459 496 495">Lenin</p> <p data-bbox="459 651 584 687">Trotsky</p> <p>This is a black and white photograph showing two men, identified as Lenin and Trotsky, standing on a wooden truck. Lenin is on the left, leaning on the edge of the truck, and Trotsky is on the right, also leaning on the edge. They are both wearing dark suits. The background shows a crowd of people and a building.</p>	 <p>This is a later copy of the photograph from the original image. It shows the same scene of Lenin and Trotsky on the truck, but the image has been altered to make it appear more grainy and less clear, possibly to obscure details or to give it a different historical context.</p>
 <p data-bbox="339 1025 435 1061">Lenin</p> <p data-bbox="667 992 791 1028">Trotsky</p> <p>This is a black and white photograph showing a large crowd of people, many wearing winter hats and coats. Two men, identified as Lenin and Trotsky, are visible in the crowd. Lenin is on the left, and Trotsky is on the right. They are both looking towards the camera.</p>	 <p>This is a later copy of the photograph from the original image. It shows the same scene of Lenin and Trotsky in the crowd, but the image has been altered to make it appear more grainy and less clear, possibly to obscure details or to give it a different historical context.</p>
 <p data-bbox="295 1518 391 1554">Stalin</p> <p>This is a black and white photograph showing three men walking on a boat. The man in the center is identified as Stalin. He is wearing a dark coat and a cap. He is walking towards the camera. The other two men are also wearing dark coats and caps. The background shows a body of water and a building.</p>	 <p>This is a later copy of the photograph from the original image. It shows the same scene of Stalin and two other men on the boat, but the image has been altered to make it appear more grainy and less clear, possibly to obscure details or to give it a different historical context.</p>

## USING MEDIA CONTINUED...

Answer the questions.

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

## CONNECTIONS TO OTHER LITERATURE

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

### Epitaph on a Tyrant

By W. H. Auden

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

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**tyrant** (n.) a kind of dictator

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

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

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

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

**Questions:**

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



# Before You Read

## *Animal Farm* Chapters 8–10

### FOCUS ACTIVITY

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Do you think revolution is worth the upheaval and damage it inevitably causes? Can it bring about real and lasting change? Why or why not?

#### Debate It

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

#### Setting a Purpose

Read to find out the ultimate consequences of the animals' revolution.

### BACKGROUND

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#### Did You Know?

Orwell pokes fun at the animals' revolution throughout the novel by revealing to readers information that the characters do not know or acknowledge. This is called using **irony**. Though *Animal Farm* is narrated from the point of view of the lower animals, who appear to grasp very little of the power struggles and political jostling, readers can clearly sense Orwell's commentary on the events. In the final chapters, Orwell's heightened use of irony brings the story to a dramatic and unsettling conclusion that clearly spells out the author's concerns about Soviet socialism.

#### Allies and Enemies

Napoleon wants the farm to have greater contact with the outside world. Joseph Stalin had similar visions for the Soviet Union. During the 1930s, he was torn between allying himself with Western capitalist nations or with Adolf Hitler's fascist German government. The Soviet propaganda machine defiled each "enemy" in turn as Stalin shifted allegiances. In 1939 Stalin pledged himself to Hitler by signing a "non-aggression pact." Hitler broke his promise and invaded the Soviet Union in 1941. The Soviets then became allies with the West. At first, Hitler had great success against Stalin's less modern armies. Ultimately, the Soviet army turned the tide with the Battle of Stalingrad, though the city was nearly destroyed and thousands of Soviets killed.

### VOCABULARY PREVIEW

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**beatifically** [bē'ə tīf'ə kəl lē] *adv.* in a manner suggesting bliss

**demeanor** [di mē'nər] *n.* outward manner

**deputation** [dep'yə tā'shən] *n.* a group appointed to represent others

**devotees** [dev'ə tēz'] *n.* ardent followers

**inebriates** [i nē'brē its] *n.* those who are habitually drunk

**interment** [in tur'mənt] *n.* the act of burial

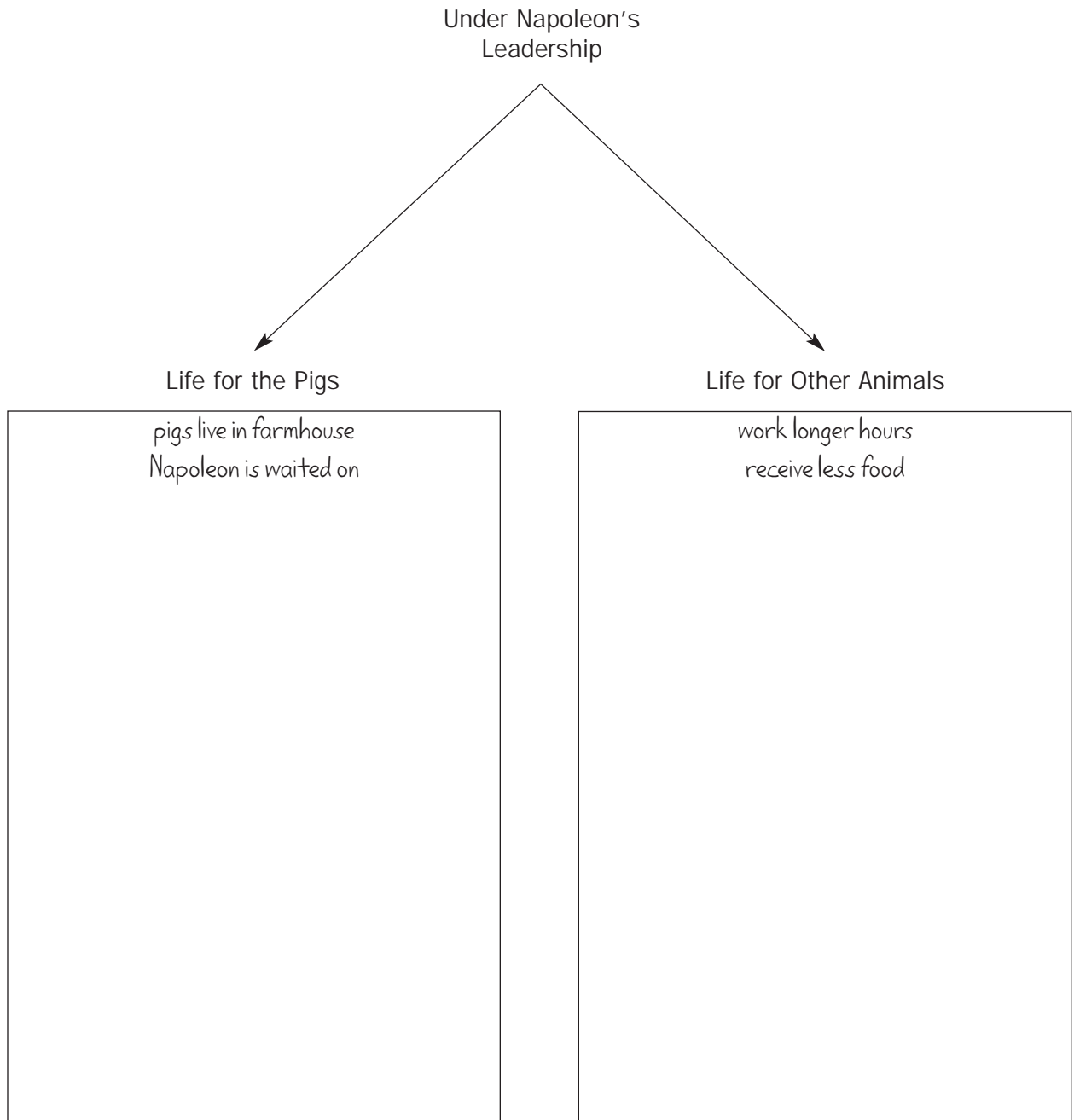
**machinations** [mak'ə nā'shəns] *n.* scheming actions

**taciturn** [tas'ə turn'] *adj.* not inclined to talking

# Active Reading

## *Animal Farm* Chapters 8–10

As Napoleon takes over leadership of the farm, a new social and political structure emerges. This restructuring leads to many changes in power and privilege among the animals. As you read, use the diagram below to record and compare the living conditions of the pigs with the living conditions of the other animals.



# Responding

## *Animal Farm* Chapters 8–10

### Personal Response

What is your reaction to the novel's ending? For example, do you find it uplifting, depressing, cynical? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. What dealings does Napoleon have with Frederick and Pilkington? How does the battle over the windmill affect the animals? What events from Soviet history is Orwell highlighting?

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2. What happens to Boxer and how do the other animals learn of his fate? How do they come to a final conclusion about these events?

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3. What changes are made to the Fifth and Sixth Commandments? How is the entire list of Commandments ultimately refashioned? What point is Orwell making about the role of communication in Soviet society?

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# Responding

## *Animal Farm* Chapters 8–10

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. In Chapter 10 the pigs begin to walk on two legs. In your opinion is this evolution a sign of progress? Explain.

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5. Some critics believe that, at the end of the book, Orwell suggests that the pigs and human political leaders are interchangeable. Do you think most government rulers are interchangeable? How might power change those who have it? Explain.

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### Literature and Writing

#### Feature Article

Analyze the descriptions of Napoleon's physical and behavioral characteristics found in Chapters 9 and 10. On a separate sheet of paper, use these details to write a profile of Napoleon for *Animal Farm's* local newspaper.





# The Last Word

Matthew Arnold

## Before You Read

### Focus Question

How would you define the word *persevere*? How would you define the word *acquiesce*? In what situations might it be important to persevere? When might it be wiser to acquiesce?

### Background

Although Matthew Arnold lived and wrote approximately seventy-five years before George Orwell, his apprehension about the place of religion and politics in society paralleled that of Orwell. The question of how to live a full and enjoyable life in a modern industrial society greatly concerned Arnold and permeated his poems and essays during the 1860s. Arnold viewed his world as dominated by leaders who were not so much wicked as they were ignorant, narrow-minded, and dull. Arnold's poetry has been noted for its sense of lonely isolation, melancholy, and for a longing for serenity he can not seem to find.

## Responding to the Reading

1. What advice does the speaker give to those who want to engage in social criticism or reform in order to make significant changes in society? Does he believe in persevering or acquiescing in the face of opposition?

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2. What do you think the speaker means when he says that "Geese are swans, and swans are geese"? Use other images and examples from the poem to support your answer.

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3. **Making Connections** In your opinion, would Arnold and Orwell have agreed about the possibility of successful social revolution? Is Arnold's purpose in writing "The Last Word" the same as or different from Orwell's purpose in writing *Animal Farm*? Use elements of both the poem and the novel to support your answers. How do these writers' thoughts compare with your own? Explain your answer.

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## Creative Writing

A **haiku** is a form of Japanese poetry that states, in three lines of five, seven, and five syllables, a picture designed to arouse a distinct emotion or a specific insight into a topic or idea. Choose either *Animal Farm* or "The Last Word" and compose a haiku that reflects your understanding of the author's ideas. Share your haiku with the class.

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# The Freedom of the Press

George Orwell

## Before You Read

### Focus Question

What exactly is censorship? How does a government typically exercise its power of censorship? How might this power be misused?

### Background

George Orwell was an observant and outspoken writer. He wrote about injustice both as a novelist and as a journalist. This reading is Orwell's proposed but, until recently, unpublished preface to the original 1945 edition of *Animal Farm*.

## Responding to the Reading

1. According to Orwell, what is the worst enemy a journalist has to face in England? Why do you think he believes this?

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2. Orwell writes, "freedom, as Rosa Luxemburg said, is 'freedom for the other fellow.' " What do you think this means?

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3. **Making Connections** How does reading Orwell's preface affect your interpretation of *Animal Farm*?

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## Debate

The regulation of information has long been a subject of controversy. Organize a debate on a subject of censorship—for example, the placement of warning labels on CDs containing explicit lyrics. How is the appropriateness of such censorship determined? What about labeling music on the radio, on television, or on the Internet? Do we as a society have a responsibility to censor music for children? Try to make each person respond to what the other says. Your debate should equally address both sides of the issue.

# *from* Leaves from a Russian Diary— and Thirty Years After Pitirim A. Sorokin

## Before You Read

### Focus Question

Which personal freedoms are most important to you and why? How would you react if any of your personal freedoms were taken away?

### Background

Pitirim A. Sorokin, born in Russia in 1889, was an important figure in sociology. Sorokin boldly wrote of the Russian Revolution from the perspective of a person who lived through it. This passage from his diary paints a vivid picture of the persecution to which people were subjected, including the mass starvation in Russia that occurred in 1921 and claimed many lives. What Sorokin witnessed and experienced gives context to the oppression and starvation experienced by the animals in Orwell's *Animal Farm*.

## Responding to the Reading

1. Why did buying “the little one could afford” give people “the most intense happiness”?

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2. Which of the oppressive conditions described by Sorokin do you also see in *Animal Farm*?

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3. **Making Connections** What advice do you think Sorokin would give the animals for dealing with the oppression in *Animal Farm*? Support your answers with examples from the reading.

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## Literature Groups

In the winter of 1921, many Russians were cold and hungry. They were isolated from the rest of the world by their government and the vast geography of Russia. When the Nazis dominated Europe in the 1930s and early 1940s, many Jews and Germans were similarly isolated by their government and the people around them. How can one group of people, such as the Nazis and Stalin's communists, totally dominate a society? Could something similar happen in the United States today? Why or why not? Discuss your answer in your group.



# Inquisitive Nature Wins Swine Credit for Smarts

from *USA Today*

## Before You Read

### Focus Question

What, in your opinion, makes an animal appear intelligent?

### Background

The pigs in *Animal Farm* show their cleverness by leading—and misleading—the other animals. However, most people probably do not think of pigs when they think of “animal intelligence.” This article examines a pig’s IQ.

## Responding to the Reading

1. What kind of roles can pigs be trained to perform? What kinds of abilities do they have?

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2. According to the article, what do we mean when we say “animal intelligence”?

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3. **Making Connections** In your opinion, are the pigs in *Animal Farm* more intelligent than all the other animals? What qualities enabled them to lead the others? Give examples from the novel to support your answer.

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## Learning for Life

In the reading, veterinarian Thomas Burken says, “pigs are smart, I think smarter than sometimes people give them credit for.” Why do you think people might not give pigs credit for being smart? What qualities are usually associated with pigs? Gather information about the use of pigs as farm animals and as pets. Do farmers ever raise pigs for more than the food they provide? What encourages people to choose a pig for a pet?

# from Aesop's Fables

adapted by Jack Zipes

## Before You Read

### Focus Question

What, in your opinion, is effective about using animal characters in a selection to convey a moral lesson or a useful truth about humans?

### Background

Although many attempts were made to confirm that Aesop was a real person, the likelihood is that he was a legendary figure invented to identify a certain type of fable. The collection of fables attributed to Aesop were written down about the first century A.D.

## Responding to the Reading

1. *Animal Farm* has sometimes been called a fable. Do you think "fable" is the best term to describe *Animal Farm*? Why or why not?

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2. What is the moral lesson or useful truth in each fable? How does the choice of animals in each fable help to convey the larger truth?

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3. **Making Connections** Why do you think Orwell chose to use animals as the characters for his story?

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## Creative Writing

Rewrite one of these fables using a modern setting. Revise the roles of the characters, and incorporate modern technology and situations.

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