

Animal Farm by George Owel



Syllabus

Instructor: Miss Nguyuzza

Book: Title: "Animal Farm" Author: George Orwell Publisher: Signet Classics

This term will read and discuss George Orwell's 1946 classic "Animal Farm.

You will:

- read and understand "Animal Farm" in its entirety,
- use various reading strategies to help you comprehend the text,
- use in-class discussion to help you understand the deeper meaning of the story
- see how this story parallels the history of the Russian Revolution.
- keep a vocabulary journal to improve your vocabulary skills.

Expectations

I expect you to:

- read book at home. We will read a chapter a day. Each chapter is only 10-15 pages.
- be an active reader and complete the assigned workbook activities. These activities will help you understand the book and prepare you for class.
- come to class prepared to discuss the book. You can find the discussion questions and class activities in this workbook.
- come to class with questions about vocabulary and meaning. Use the back of your workbook as a vocabulary journal. You will be asked to present new vocabulary in class.

End of book Mini-Project

You will have to complete short projects at the end of the book.

1. Make a presentation comparing Animal Farm to any country that showcases the same values.
2. Write a short story about an event in the country chosen in number 1. The short story should focus on the country's history and relate to the Animal Farm' allegory.

3. Pretend that the events in Animal Farm happened in 10 days (10 chapters = 10 days).

Write and present a news report (like SABC/ CNN/ ETV news) that looks at the rise and fall of Animal Farm. You may use PPT.

4. Imagine you are an animal on the farm. You realize that Napoleon is a tyrannical dictator and that the principles of Animalism have been destroyed. Give a speech detailing this and inspire the animals to begin the second rebellion.

5. Animal Farm was written as an allegory to symbolize the world during the Russian

Revolution. It may also symbolize the world today. Through a discursive essay re-evaluate Animal Farm and show what things it may symbolize in the world today.

Due dates will be communicated in class.

Schedule

| Day | Activity | |
|---|--|------------------|
| Easter Holidays 27/03- 13/04 | Read through Animal farm. Complete p.g 6-9 | |
| | | |
| | IN-CLASS | HOMEWORK |
| 14/04 | -Background, Theme and History -Holiday Homework revision | Revise Chapter 1 |
| | Discuss Chapter 1 | Revise Chapter 2 |
| | Discuss Chapter 2 | Revise Chapter 3 |
| | Discuss Chapter 3 | Revise Chapter 4 |
| | Discuss Chapter 4 | Revise Chapter 5 |
| | Discuss Chapter 5 | Revise Chapter 6 |
| | Discuss Chapter 6 | Revise Chapter 7 |
| | Discuss Chapter 7 Submit Mini-Project Idea | Revise Chapter 8 |

| | | |
|--|---------------------------------------|-----------------------|
| | Discuss Chapter 8 | Revise Chapter 9 |
| | Discuss Chapter 9 | Revise Chapter 10 |
| | Discuss Chapter 10 | Prepare Mini-Projects |
| | Present Mini-Projects Book wrap up | |

*Dates will be communicated in class

How to Use this Book

In this class, it is expected of you to be very active during reading. This not only helps you understand the text more, it prepares you for deeper thinking and reflection about the meaning of the story. Active reading will also prepare you for participating in class.

For each chapter, do the following:

Before Reading

1. Preview the pre-reading vocabulary, comprehension, and discussion questions.
2. Review what happened in the last chapter, if necessary.

While Reading

1. Update the Character Chart with new characters and more information about older ones
 - This will help you keep track of the characters and their personalities
2. Update the Timeline
 - This will help you think about power during the story
3. Update the Animalism chart
 - This will help you understand how the principles change and its effects on Animal Farm
4. Use any reading strategies taught
 - Look up new words and write them in your vocabulary journal
 - Don't be afraid to reread sentences or paragraphs for clearer meaning

After Reading

1. Complete the comprehension questions
2. Complete the discussion questions
3. Preview (but do not complete) the in-class activity section

4. Write a short summary, which will be handed in at the beginning of class

- Use vocabulary from the book and your journal!

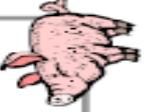
Activity 1**Character Map**

| CHARACTER | CHARACTERISTICS |
|------------------|---|
| ANIMALS | |
| Old Major | Old pig, inspires the animals, talks about revolution, had a dream, dies at the end of chapter 1 |
| Snow Ball | |
| Napoleon | |
| Mollie | |
| Boxer | |
| Moses | |
| Muriel | |
| Benjamin | |

| | |
|-------------------|--|
| | |
| The Dogs | |
| The Cat | |
| The Sheep | |
| Squealer | |
| HUMANS | |
| Jones | |
| Frederick | |
| Pilkington | |
| Whymper | |

The theme of getting and keep power is a central theme in Animal Farm. This timeline should help you see how it happens.

In each box, write a short description of the pigs rise to power based on the chapter. The pictures should give you a clue.

| | | |
|---|------------|---|
|  | Chapter 10 |  |
| | Chapter 9 | |
|  | Chapter 8 |  |
| | Chapter 7 | |
|  | Chapter 6 |  |
| | Chapter 6 | |
|  | Chapter 3 | |
| | Chapter 2 | |
| | Chapter 1 |  |

Animalism Guide

Write the rules of Animalism in your own words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Other Animalism Principles (hint: check Old Major's speech)

After the rebellion, Snowball and Napoleon announce that Old Major's commandments are "unalterable". This means they cannot change. However, over time they do change. As you read, complete the table below.

| Chapter Number | Which commandment is broken? | How? | What reason is given for breaking it? | What changes does this cause? |
|----------------|------------------------------|------|---------------------------------------|-------------------------------|
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Chapter 1

Pre-Reading Vocabulary

Comrade – friend

Foal – young horse

Knacker – someone who kills old animals for meat, skin, or glue

Lest - unless

Mare – female horse

Miserable – very unhappy

Rebellion – revolution

Trotter – a pig's foot

Language Focus – Persuasion

Persuasion is a way to get others to believe something or do something. There are many different techniques to persuade someone. Old Major gives an important speech in which he persuades the listeners to believe in the need for rebellion. Some persuasive techniques include:

Rule of Three – listing or talking about things in groups of three. Three is considered more effective number than other numbers. I.e: “life, liberty, and the pursuit of happiness” or “blood, sweat, and tears”.

Exaggeration – this is overstatement, stating the case too strongly, magnifying importance. For example, “I’ll die if he finds out!” Exaggeration makes a point dramatically to reinforce it.

Alliteration – repeating a similar sound or letter, eg, “back-breaking work”.

Alliteration persuades people by adding emphasis.

Repetition – It forces the listener to remember things.

Rhetorical Questions – These are questions which are not supposed to be answered. They are supposed to make you think. Often, the answer is actually within the question.

Emotive Language – The use of strong, emotional words to play on people's feelings. For example, adjectives like *sleazy*, *slimy*, *vicious*, *disgusting*, *outrageous* create a very negative feeling towards whatever they are attached to. "Can you really *trust* a *vicious* dog who has a *sleazy* owner?"

Reading Strategy – The 100% Rule

When reading, you will not know every single word. If you had to use a dictionary to look up each word you don't know, you would read very, very slowly. In fact, it is not necessary to understand every word you read. Many words can be skipped, especially adjectives and adverbs.

Read a paragraph, skipping the words you don't know. If you can understand the general meaning of the paragraph, then don't worry! Remember, you don't need to know 100% of the words.

Comprehension Questions – Answer these questions while or after you read.

1. Why does Old Major think revolution is possible at Manor Farm?
2. Who is the enemy? Why?
3. What happens to young pigs when they get older? What does Jones do with old dogs?
4. Who dislikes wild animals such as rats and rabbits? Are they comrades?
5. What was Old Major's dream about?

Discussion Questions – Be prepared to discuss these in class.

1. Look at Old Major's speech. Find an example of each persuasive technique.

Rule of Three

Exaggeration

13

Alliteration

Repetition

Rhetorical Questions

Emotive Language

2. Why are humans considered the enemies of the animals?
3. Are there any similarities to human society?

In-Class Activity

Each commandment Old Major gives represents a vice (a negative behaviour).

What vice does each commandment represent?

- No animal is ever to live in a house.
- You shouldn't care about possessions. _____
- No animal is ever to sleep in a bed.

- No animal is ever to wear clothes.

- No animal is ever to drink alcohol.

- No animal is ever to smoke tobacco.

- No animal is ever to touch money.

- No animal is ever to engage in trade.

- No animal is ever to tyrannize his own kind.

- No animal must ever kill any other animal.

- All animals are equal

Which commandments do you agree with? Why?

Chapter 2

Pre-Reading Vocabulary

Accord – (with one accord) (formal British English) all together

Commanded a view – (command+obj) a place where you can clearly see something

Disciples – someone who accepts and spreads the teachings of a person

Disheartened – someone who has lost hope

Drawing-room – old-fashioned word for a formal room used for relaxing with guests

Expounded – (expound) to explain

Harness – a set of straps used on animals

Gambol – skipping or leaping

Lowling – a cow sound (like mooing)

Shrill – very loud and high-pitched

Stove in – smashed inward

Reading Strategy – Context

You don't need to know 100% of the words. There are many you can skip so that you don't have to use a dictionary. The dictionary is not the only source of meaning. Many times, you can find the meaning of an unknown by guessing from the context. This means the sentence might have some clues to the meaning of the unknown word.

Comprehension Questions – Answer these questions while or after you read.

1. What happens after Old Major dies, and before the rebellion?
2. Why do the animals dislike Moses' story about Sugarcandy Mountain.
What is it a metaphor for?
3. What events lead to the beginning of the rebellion?
4. What do the animals do after the humans are run off of the farm?

Discussion Questions – Be prepared to discuss these in class.

1. What are the pros and cons of an animal rebellion?
2. Who are the leaders of the rebellion? Why? What do you think will happen next?
3. At the end of the chapter, the milk disappeared. What happened to it?
What does this mean?

In-Class Activity 1 – Personality from Dialogue

What do we learn about Snowball and Mollie from this dialogue? The stupidest questions of all were asked by Mollie, the white mare. The very first question she asked Snowball was: "Will there still be sugar after the Rebellion?" "No," said Snowball firmly. "We have no means of making sugar on this farm. Besides, you do not need sugar. You will have all the oats and hay you want." "And shall I still be allowed to wear ribbons in my mane?" asked Mollie. "Comrade," said Snowball, "those ribbons that you are so devoted to are the badge of slavery. Can you not understand that liberty is worth more than ribbons?" Mollie agreed, but she did not sound very convinced.

In-Class Activity 2 – Rebellion

Work with a partner. You are two animals on Manor Farm. Argue about the pros and cons of rebellion. Refer to discussion question number one and the book.

Chapter 3

Pre-Reading Vocabulary

By heart – (remember, memorize *by heart*) remember very well

Committee – a group chosen to complete a specific task

Implements - tools

Indefatigable – tireless, cannot be made tired

Maxim – a well-known phrase that expresses an idea or rule

Obstinate – refusing to change your beliefs or ideas

Parasitical – like a parasite; taking advantage of

Resolution - a formal statement that expresses the decision of a group

Windfall – things (like fruit) that fall because of wind

Comprehension Questions

1. What are the animals proud of?
2. Who can read?
3. Who aren't hard workers?
4. Who can eat apples? Why?
5. Who will raise the dogs? Why?
6. Summarize Animalism in one sentence.

Discussion Questions

1. What do we learn about these characters abilities and personalities:

- Boxer
- Snowball
- Napoleon
- Squealer
- Mollie
- Old Benjamin

2. What are Napoleon's ideas about education? Why do you think he believes this?

3. Why are birds included in Animalism's maxim? What do hands represent?

In-Class Activity – Propaganda

Read the extract from Chapter 3 below. It is Squealer's explanation of why the milk and apples are being kept by the pigs.

"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 wellbeing of a pig.

We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for YOUR sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty?

Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

- What reason does he give for the pigs needing milk and apples?
- How does he make the pigs sound unselfish and dedicated?
- What are some persuasive techniques he uses?
- What threat does he use to convince the animals?

Chapter 4

Pre-Reading Vocabulary

Ambush – hiding and waiting in order to attack

Cannibalism – an animal that eats its own kind

Fifteen stone – stone is a unit of weight measurement (1 stone = 6.35kg)

Flogging – a beating or whipping

In principle – in a general way without paying attention to details

Posthumously – after death

Retreat – movement by soldiers away from the enemy

Sentimentality – being sentimental (emotional rather than logical)

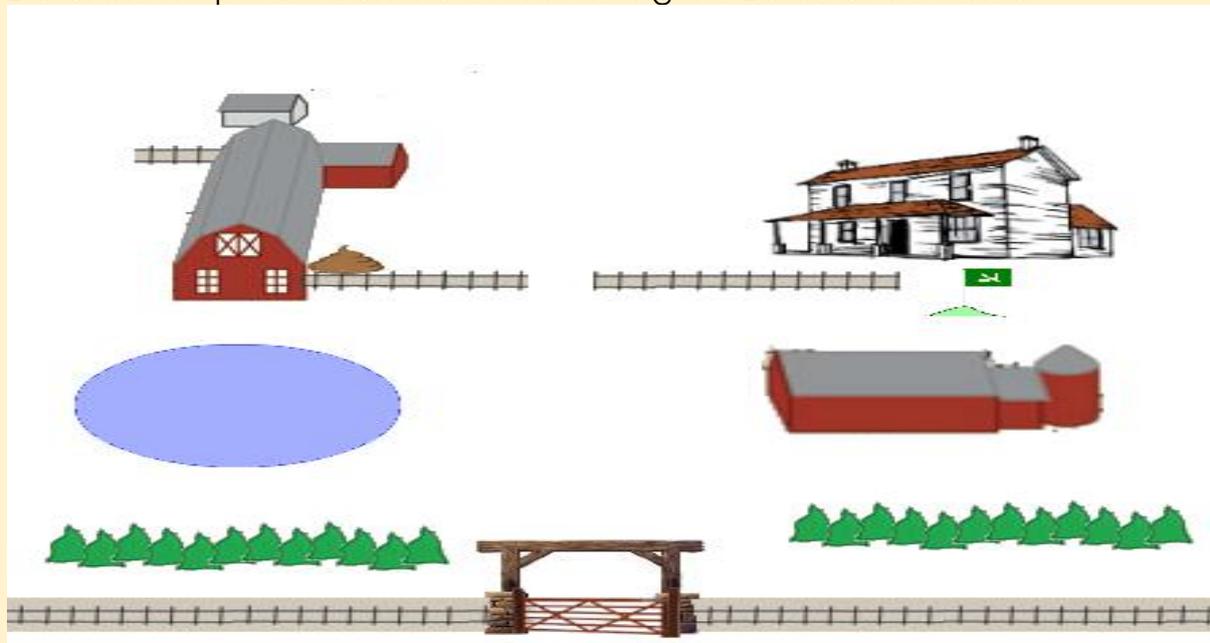
Shrewd – ability to understand things

Tractable – easily controlled

Comprehension Questions

1. What lies did the humans tell about Animal Farm?
2. Who died during the attack?
3. Who received a reward?
4. Here is a map of Animal Farm.

Label the map based on the events during the Battle of Cowshed



Discussion Questions

1. Why do you think the humans were becoming angry and scared?
2. Who did not take part in the Battle of Cowshed? What does this say about them?

In-Class Activity

The society created by the animals on Manor Farm is very similar to our own society. Find similarities by completing the following table.

| Our Society | Manor Farm Society |
|--|--------------------|
| <p>A national anthem – Nkos' seke! Africa</p>  | |
| <p>Awards for bravery during war – 무공훈장 or Purple Heart</p>  | |
| <p>Set of rules to live by – Ten Commandments</p>  | |
| <p>Commemoration days – Freedom Day</p>  | |
| <p>A national flag – Unity or the Stars and Stripes</p>  | |

Chapter 5

Pre-Reading Vocabulary

Appetite – desire for food

Dynamo – a machine that produces electricity

Expulsion – forcing someone to leave

Manifestly – easy to understand or recognize

Marshal – (verb) to arrange or prepare in an organized way

Pretext – a reason that you give when you want to hide your true reason for doing something

Scheme - plan

Sowing – planting seeds

Urinated – (urinate) to pee, to send urine out of the body

Comprehension Questions

1. What happened to Mollie? Why?
2. Why does Snowball want to build a windmill? How did Napoleon feel? The other animals?
3. What happened to Snowball?

Discussion Questions

1. What is the relationship between Snowball and Napoleon? Provide examples from the book.
2. Why is this quote about the dogs significant: “It was noticed that they wagged their tails to [Napoleon] in the same way as the other dogs had been used to do to Mr. Jones” (page 53).

Chapter 6

Pre-Reading Vocabulary

Extravagant – very fancy

Idle – doing nothing

Ignominious – causing disgrace or shame

Malignity - evilness

Procured – (procure) to obtain

Rations – a specific amount of food or supplies

Sly – clever in a dishonest way

Traitor – an unloyal person who betrays his country or society

Upkeep – keeping something in good condition

Comprehension Questions

1. How did work change on Animal Farm?
2. What was Mr. Whymper's role?
3. What is Squealer's role?
4. What happened to the windmill?

Discussion Questions

1. Why did the animals feel a "vague uneasiness" *again* (page 63).
2. As you know, *Animal Farm* is an allegory of the time leading to the Russian Revolution.

The characters in the book have real-world historical counterparts based on this time period and its events. Choose two characters below and compare and contrast them with their real world counterparts. Write your comparisons below.

| | |
|--|--------------|
| <ul style="list-style-type: none"> • Napoleon • Snowball • Squealer • Boxer • The Dogs • The Sheep • Mollie • Moses • Pilkington • Frederick | Character 1: |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | Chapter 2: |
| | _____ |
| | _____ |

Chapter 7

Pre-Reading Vocabulary

Bitter – angry and unhappy

Coccidiosis – a disease

Confess – to admit you did something wrong

Emboldened – to make someone more confident

In a body - together

Infanticide – to kill babies

Pullet – a young chicken

Rejoice – show happiness about something

Snout – animal nose

Starvation – to go without food

Comprehension Questions

1. What propaganda is being spread on the farm?
2. What happened to many animals? Why?
3. What historical facts have changed?
4. What great change happened at the end of this chapter? Why?

Discussion Questions

1. Napoleon is wearing medals. Why is this significant?
2. What historical facts have changed? Give evidence.
3. Why did Orwell choose the pigs as leaders, dogs as guards, horses as workers, etc. What traits do these animals and their historical counterparts have?

In-class Activity

Unquestioning
followers

Animals who
rebel

Others

1. Put the following characters into one of the three boxes.

Clover Muriel Moses Boxer Benjamin Molly

the young pigs the sheep the cat the hens the cows

2. Give two reasons for including them in that category.

Chapter 8

Pre-Reading Vocabulary

Clamoured – (clamor) a strong demand for something by many people

Hullabaloo – a situation in which many people are confused or upset

In League With – working together with

Rash – done quickly and without thought

Scoundrels – a person who is cruel or dishonest

Square – to pay money that is owed

Treachery – harmful things that are done secretly

Comprehension Questions

1. How was Napoleon referred to formally?
2. What was painted on the wall opposite the Seven Commandments?
3. What was Pinkeye's job?
4. Who bought the wood? What was discovered about the banknotes?
5. Summarize the events of the Battle of the Windmill.
6. Who earned the Order of the Green Banner? How?
7. What was wrong with Napoleon when Squealer said he was dying?

Discussion Questions

1. At this point, most animals truly believe Napoleon is responsible for all things good on the farm. For example, some hens said "Under the guidance of our Leader, Comrade Napoleon, I have laid five eggs in six days" (page 93). Why do all animals believe this?

2. When told that the Battle of the Windmill was a victory, Boxer says: “Then we have won back what we had before”. What does this mean?

3. “Why does Napoleon want to plant barley? How does this affect the principles of Animalism?”

4. What changes have occurred to the principles of Animalism?

5. What do you predict will happen?

6. What do these changes mean when thinking about the Russian Revolution and communism? What might have actually happened in the past?

7. Animals often think that life was worse when Jones was their master. Why do they think this? Is it true? Compare Manor Farm (Jones' farm) to Animal Farm (Napoleon's farm).

| Manor Farm | Animal Farm |
|------------|-------------|
| | |

| | |
|-------------------|--|
| | |
| Who is worse? Why | |

Chapter 10

Pre-Reading Vocabulary

Milling Corn – to grind corn into a powder

Prosperous – having success, usually by making a lot of money

Rack – to think very hard in order to remember something

Rheumy - watery

Sow – a female pig

Tyrannical – using power in a way that is cruel and unfair

Unsettling – upsetting, to make one nervous or unhappy

Whip – a long rope-like tool used to beat

Comprehension Questions

1. What do the pigs begin to do that horrifies and amazes the other animals?
2. What is the new maxim?
3. The Seven Commandments are reduced to one commandment. What is it?
4. Mr. Pilkington said that the lower animals on Animal Farm did _____ work and received _____ food than any other farm in the county.
5. In Napoleon's last speech, what changes does he make about:
 - The word "Comrade"
 - The boar's skull
 - The flag

- The name of the farm

Discussion Questions

1. "The Republic of the Animals which Major had foretold, when the green fields of England should be untrodden by human feet, was still believed in."

What does this mean? Why is it significant?

2. Explain the significance of the following two quotes:

"...out came Napoleon himself, majestically upright, casting haughty glances from side to side, and with his dogs gambolling round him."

"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."

3. Why do you think Orwell chose to write an allegorical, fictional novel instead of non-fiction? Do you think his story is realistic?

In- Class Activity

Look at the Timeline. What events could have been changed to prevent

Napoleon's rise to power or make the animals lives better? What could the animals have done? Why didn't they?

Interesting Facts about Orwell

George Orwell facts reveal details about the life and works of one of the most influential political writers of the 20th century. Born Eric Blair in 1903, the writer used the pen name George Orwell for most of his professional career.

Early Years

- Blair was born in Bengal, India during the height of the British Imperial rule.
- Blair only saw his father once over a three month visit from 1904 to 1912.
- He had two sisters, Marjorie and Avril.
- Young Blair attended the prestigious college of Eton, where he was considered a good student.
- He didn't attend a university; instead, Orwell went to Burma to join the imperial police force.
- Blair chose his pen name, "George Orwell" because "George" was the patron saint of England and "Orwell" was the name of a river he liked.
- Orwell was a heavy smoker for most of his life, a habit that did not help his weak lungs.

Writing Career

- Orwell wrote more than 350 articles during his journalism career.
- Poetry isn't usually connected with Orwell, but he wrote 17 well-received poems.
- Orwell also wrote scripts, a play and 29 collections of short stories.
- Besides his most famous novels, *Animal Farm* and *1984*, Orwell wrote four other novels.
- Orwell wrote three semi-autobiographical books that detailed some of the more exciting times of his life, such as fighting in the Spanish revolution in 1935.
- Some of the best known Orwell essays are *Shooting an Elephant* (1936), *The Lion and the Unicorn: Socialism and the English Genius* (1941) and *Why I Write* (1946).

Later Years

- Orwell's wife, Eileen, died in 1945 while undergoing minor surgery.
- Orwell married Sonia Bronwell in 1949.
- He suffered from lung conditions for much of his adult life, and specifically from tuberculosis the last few years of his life.

- Orwell lived on a remote island in the Inner Hebrides, called Jura, for several years.
- In 1949, he provided a list of 37 names to the Information Research Department of people he felt might be Communist.
- Orwell died of tuberculosis in 1950.