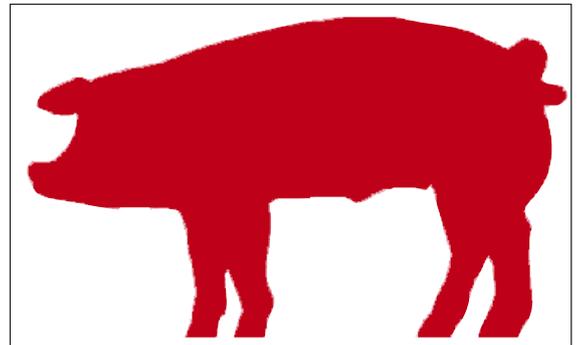


**George
Orwell's**



ANIMAL FARM

**A STUDY
GUIDE**

Teacher's Book

TEACHERS

BEFORE YOU BEGIN THIS MODULE WITH YOUR STUDENTS:

Animal Farm relates very closely to the Russian Revolution. While reading this novel with the students, there will be many instances where the book relates to Russia. In order to be informed, you should read about the Revolution before beginning the novel.

Students should have a blank journal at the start of this module. This journal will be the place where students write down their answers to the questions for each chapter, as well as the many different responses and activities that are included in the module.

Many questions are open-ended; they are opinion questions and there are no right or wrong answers. We have made suggestions in the teacher's book, to help you give the students ideas.

USING THE STUDY GUIDE

The module is designed to be as easy to teach as possible, but in order to use it successfully you should think about a few things before you start:

LANGUAGE

If your students do not have at least a good upper intermediate level of English, we recommend you do not use this study guide. Even upper-intermediate students may struggle. You should have dictionaries to hand, and frequently check that they are understanding the main points.

You may like to explain things in the students' first language when you can't get the meaning across in English.

IDEAS

- If you don't have enough time to complete each activity, leave out some sections, and skip activities that will take a long time or won't be very useful for your students.
- If an activity won't work well in your class, change it to something that will.
- If a section is too easy for your students, skip it, or supplement it with more challenging material from elsewhere.

We hope you find this module challenging, interesting and fun. Please send us feedback so we can improve it for the next edition.

 <p>educasia Education in context</p> <p>www.educasia.org educasiamyanmar@gmail.com</p>	<p>Educasia produces low-cost, context-appropriate educational materials for Myanmar adults. Subjects include English language, social sciences and teaching skills. All resources can be downloaded free of charge from the website. We also provide teacher training and curriculum advice to community education programmes. Please get in touch if you have any comments or queries.</p>
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INTRODUCTION

1. Give the students a few minutes to look at the cover pictures quietly. The students should be looking at the expression of the pigs and see how angry the pigs look.

A. Both covers are quite similar. What do they show?

Possible answers:

- *Angry pigs.*
- *Pigs behaving like humans.*

B. What do you think will happen in the story based on the two covers of this book?

Possible answers:

- *The pigs are taking control of the farm*
- *The pigs are controlling the animals*
- *The animals seem to be afraid of the pigs. The pigs might be in charge of them.*

Extra: Ask the students to get into small groups and discuss what might happen in the story as a group. Ask one group member to discuss in front of the class what his/her group thought would happen. Write the ideas on the board and keep them as you read the book.

IDENTIFYING ANIMALS

Read the passage to the students. Read the whole passage at one time and do not stop on the words with the lines. The students will have to use listening skills to understand which words are missing.

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed of straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig, with a wise and benevolent appearance in spite of the fact that his tusks had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie, and Pincher, and then the pigs, who settled down in the straw immediately in front of the platform. The hens perched themselves on the windowsills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast, hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work. After the horses came Muriel, the white goat, and Benjamin, the donkey.

BEFORE YOU READ:

RESPOND: *AN EQUAL SOCIETY*

Students choose one of the writing prompts and respond. Stronger students can choose more than one if they want.

WHAT IS A REVOLUTION?

Before reading Animal Farm, discuss with the students the idea of a revolution. Make sure that the students understand the main ideas of a revolution and how they can occur. You should write down the main ideas and vocabulary on the board or a large piece of paper and keep it in the class.

1. Students brainstorm two to three different revolutions that have occurred at least ten years ago. Students can choose any revolutions from around the world. Encourage students to look at books, websites and discuss in groups if they need help. Students answer the three different questions. There can be many different answers.

Possible Answers:

- 1989- East German Revolution: Led to the Berlin Wall being destroyed.
- 1989- The Tiananmen Square protests: A series of non-violent demonstrations led by students, intellectuals and labour activists in the People's Republic of China between 15 April and 4 June 1989, ended in a massacre carried out by the People's Liberation Army.
- 1986- The People Power Revolution: Peacefully overthrows Ferdinand Marcos after his two decade rule in the Philippines.

2. Students now respond individually in their notebooks and answer the two questions. There are many possible answers; they are opinion questions.

Extra: Ask the students to share their answers with the class. Write down the students' different answers in the front of the class and then compare at the end. Discuss with the students which answers might be the best, and why.

THE RUSSIAN REVOLUTION

Students read the paragraph about the Russian Revolution. There are many key points in this paragraph that the students should understand before reading the book.

When the students are finished reading, ask them key questions to see if they understand:

Possible questions:

- Why did the Russian Revolution occur?
- Can you find any similarities between the Russian Revolution and other revolutions?
- Who was Karl Marx?
- Who was Lenin?
- Who were the Socialists?
- Were they right to follow Marx?

IDENTIFYING ANIMALS

Students match the pictures with the animal names.

When the students finish the exercise, give the answers as a group. Ask different students from the class to give the answers.

- | | |
|-------------------------|---|
| 1. Boar | k |
| 2. Raven | d |
| 3. Mare and foal | c |
| 4. Calf | o |
| 5. Hen | m |
| 6. Sow | e |
| 7. Dog | i |
| 8. Pigeon | h |
| 9. Sheep | l |
| 10. Cow | g |
| 11. Horse | p |
| 12. Rat | b |
| 13. Donkey | n |
| 14. Goat | f |
| 15. Piglet | j |
| 16. Cat | a |

Extra: Discuss with the students what the roles of these different animals might be on a farm (working animal, animal bred for food, pest, etc).

Also ask students to predict what the roles of the animals may be in the story of *Animal Farm*.

TRACKING CHARACTERS

The students should keep this page with them when they are reading the book and continue to fill in the squares with the different characters that they read about in the book. This will help them remember the different characters' names.

Students should complete this table during the class when reading the book. After every chapter, ask the students if any new important characters have been introduced. As a whole class, you should discuss the character and the character's characteristics/actions/purpose. This will help the students understand all the characters.

Possible examples: Chapter 1

Character	Characteristics/Actions/Purpose
Old Major	Gets the revolution started, advocates for real change.
Benjamin	Never talked, quite angry, did not do much work.
Boxer	Large horse, not very smart, but very powerful. White stripe on his nose.
Mr. Jones	The farmer, always drunk. Did not do very much work. Animals do not like him,
Napoleon	In charge of the animals. Angry pig. Very mean and unfair. Rules over all animals.
Squealer	Another pig. Spreads what Napoleon says around the farm to other animals. Always trying to help Napoleon.

CHAPTER I

PRE-READING

Predictions

Students read the paragraph from Chapter I and make predictions about old Major's dream, what it will be about, what he will say, and what it may mean for the animals of Manor Farm.

COMPREHENSION

Students choose the right answer as they read the chapter.

1. B. On a farm.
2. C. The animals respect Major.
3. B. Miserable.
4. B. Human beings.
5. A. The farmer will kill all the animals.
6. So that they could have a secret meeting.
7. A fox. He thought the animals were making noise because a fox was in the hen house. He fired his gun to scare away the fox.
8. Many different answers. Possible responses include: milk, eggs, wheat, corn, fruits, vegetables.
9. Some time in the future. It is not definite.
10. Animals must unite against man. They must "struggle" for freedom. He is not more specific.

DISCUSSION

Students answer these questions as a class.

1.
 - A. Encouraging. Powerful. Meaningful, etc...
 - B. The animals taking over the farm. Animals becoming the rulers of the land.
 - C. It is a very powerful song that depicts strength. The animals feel represented.
 - D. They are universal. Songs are easy to remember and easy to sing together.
 - E. Students may have many different answers.
2.
 - No animal is ever to live in a house. (Caring more about possessions)
 - No animal is ever to sleep in a bed. (Becoming lazy-spending too much time in bed sleeping instead of working)
 - No animal is ever to wear clothes. (Pride in appearance)
 - No animal is ever to drink alcohol. (Drinking to excess-forgetting duties)
 - No animal is ever to smoke tobacco. (Ruining health, expensive habit)
 - No animal is ever to touch money. (Money corrupts)
 - No animal is ever to engage in trade. (Profit making)
 - No animal is ever to tyrannize his own kind. (Slavery)
 - No animal must ever kill another animal. (Murder)
 - All animals are equal. (Competition is self-serving)
 - Whatever walks on two legs is evil. Do not resemble humans. All animals are brothers.
3. Many animals may be greedy but most animals will follow the rules and respect the ideals.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Benjamin
- B. Major
- C. Boxer
- D. Major

CHAPTER II

Predictions

1. Ask the students to think about what might happen in Chapter II. Have a class discussion and have students share their ideas with others. Encourage students to think of many different possibilities.

Possible Questions:

- *Will the uprising be successful?*
 - *Will all the animals partake in this uprising?*
 - *Can all of the animals be trusted?*
2. Students discuss Question 2 with a partner. Give the students at least 20 minutes to work on this table. The students should come up with at least four positive and four negative answers.
 - *Help the students come up with ideas if they cannot think of any.*

Possible Answers:

<i>Positives</i>	<i>Negatives</i>
All animals will be equal.	Some animals may try to take control.
The animals will become healthier and happier.	Animals do not know how to run a farm.
The animals will be able to rest when they like.	Who will take control of the farm and the duties?
The animals can enjoy the product of their labour.	Will some animals become too lazy and begin to ruin the farm?
The animals do not have to worry about being killed by farmers.	Mr. Jones may decide to return and take control of the farm because animals have no guns.

COMPREHENSION

Students choose the best answer as they read the chapter.

- 1.** B. They looked at life in a very different way.
- 2.** A. The pigs.
- 3.** C. They were hungry.
- 4.** B. Feed the animals.
- 5.** C. Kicked them off of the farm.
- 6.** C. Things that remind them of Mr. Jones' power.
- 7.** A. Ribbons symbolize slavery.
- 8.** A. Move his tail.
- 9.** B. Moses the raven.
- 10.** C. The luxury.
- 11.** B. They can read and write.

12. C. Squealer is good at speaking.
13. A. Turn it into a museum.
14. Their system is very theoretical (lots of ideas). Most of the animals are concerned only with very practical matters.
15. If Mr. Jones were gone, how would the animals eat? If the Rebellion is going to happen no matter what, why do the animals need to work for it? Why should the animals care about what happens after they die? Will there be sugar and ribbons after the Rebellion?
16. That they had rebelled yesterday and were now free. They were happy and excited.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. Sugarcandy Mountain sounds like an animal paradise where all animals go when they die. If all animals will go to such a paradise when they die, there is nothing to worry about and no need to work for the Rebellion.
2. It was more the immediate feeling of the animals that caused them to act rather than the philosophy of the pigs.
3. He uses many descriptive words like “ecstasy” and “excitement.” He wants us to think that the farm was a horrible place, made better without the humans. Orwell wants us to see how great and happy everyone is now that the animals are in charge.
4. Reading, writing, teaching, distributing food (milk and a double ration of corn), calling the animals to harvest.
5. **Countries with name changes:** Myanmar changed its name from the old colonial “Burma” in 1988. East Pakistan became Bangladesh in 1971. Thailand was called Siam before 1949.
Cities with name changes: India changed many of its city names, from the colonial English to the Indian: Bombay to Mumbai, Calcutta to Kolkata. Another example is Saigon, in Vietnam. After the Vietnam War the USA left Vietnam and the Communists united North and South Vietnam. Saigon was changed to Ho Chi Minh City, after the Vietnamese Communist leader of the same name. Renaming a country (or cities within a country) may have an effect on the sense of identity of a country, may make people feel more connected to the country, or perhaps feel more nationalistic. It may also help people feel like more of a part of a country if the name is changed to reflect all ethnicities and groups within the country.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Snowball
- B. Moses
- C. Squealer

THE SEVEN COMMANDMENTS

Ask the students to think of 5-10 rules that they would have if they were in charge of something and wanted to make things fair for everyone. Get the students to sit in a group or with a partner and think of these rules. Give students 20 minutes to discuss and write. After, each group should share their rules with the class.

There are many possible answers to the three questions.

Extra: bring a large sheet of paper to class and have all the students write down their rules on this sheet. The students can color the sheet and post it somewhere where other classes and students can see the laws. You can also ask the students to translate the rules into their own language and call them the “class laws”.

Keep the sheet of paper up for the entire module and see if the students would like to change any of the laws as they continue to read the book. The students should do this activity independently.

CHAPTER III

PRE-READING

Students do the vocabulary exercise independently for ten minutes. Encourage students to look in dictionaries. If needed, students can fill these words out as they read the chapter.

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

Predictions

Students think about what will happen in Chapter III, based on the events that happened in Chapter II. Encourage the students to: 1) Write these down in a journal; 2) Discuss in small groups; or 3) Share their ideas with the class.

Extra: If there is time, the students may create a prediction sheet that can be posted in the front of the class. At the beginning of every chapter, the students can post their predictions on the board. At the end of the novel, the students and teacher can go back to the board and see how many of the predictions from the chapters were correct and how many were wrong.

COMPREHENSION

Students choose the best answers as they read the chapter.

1. B. They were made for human hands.
2. C. He wanted to do more work.
3. C. Reading and writing classes.
4. A. The animals produced it for themselves.
5. C. On the new flag.
6. A. Sheep.

7. B. Napoleon.
8. A. The pigs took them to eat.
9. A. If the pigs aren't healthy, Mr. Jones will come back.
10. He is hard working and physically strong.
11. The pigs spoke the most. Snowball and Napoleon were very active.
12. Napoleon and Snowball.
13. Orwell does not say exactly, but he implies that the cat wanted to eat the birds.
14. Because most of the animals could not learn the Seven Commandments by heart.
15. Napoleon took them from their mothers to the loft for "education."

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. Pigs eat the apples and drink the milk. The pigs oversee the work on the farm, they do not do any physical labour. The pigs control the Sunday meetings in the barn.
2. Snowball and Napoleon start fighting with each other.
3. Many possible answers are possible. Students' opinions.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Squealer
- B. Boxer
- C. The pigs
- D. The wild animals

A SUCCESSFUL SOCIETY

1. Students work in small groups for this exercise. Ask students to think about the important jobs that citizens have that make a country/region run effectively and positively. Before starting, write examples on the board (e.g. honest police officers, well-trained teachers, etc)

All students write these ideas in their notebooks, even if they are working in a group. After finishing, they share their answers with the class.

Possible discussion questions:

- How many answers are the same?
 - Are any jobs better than others?
 - Who will build the roads and buildings?
2. Students work in pairs. Encourage the students to speak English. Give the students 30 minutes to finish this table. Encourage students to read through the chapter again to find examples for each box.

Possible answers:

<i>Functions of Government</i>	<i>How does my community try to accomplish this function?</i>	<i>Examples in Animal Farm</i>	<i>Why does this function develop at this particular point in the story?</i>
Economics	<i>Small businesses are started to help create jobs.</i>	<i>The pigs try to get the animals to work hard to make produce.</i>	<i>The farm needs to be successful and animals need food.</i>
Leadership	<i>Teachers dedicate time to teach students.</i>	<i>The pigs try to rule the farm and take control.</i>	<i>The pigs want to control everything.</i>
Ideology	<i>Teaching values, how to treat one another, etc.</i>	<i>Old Major’s dream, the concept of “Animalism.”</i>	<i>Need to convince animals of the need to rebel against Jones. Need to unify the members of the Animal Farm into one community.</i>
Education	<i>Build schools, pay teachers, diplomas, GED exams.</i>	<i>Teaching animals to read, teaching animals the Seven Commandments.</i>	<i>The pigs want the animals to read the rules.</i>
Law	<i>Police, military, etc.</i>	<i>Pigs create the laws/rules.</i>	<i>Pigs want all control right away.</i>
Security	<i>Police, military, safe houses, etc.</i>	<i>Pigs create “security” (only pretend).</i>	<i>Pigs want animals to feel safe so they respect pigs.</i>
Other			

CHAPTER IV

PRE-READING

Students do the vocabulary exercise independently for ten minutes. Encourage students to look in dictionaries. If needed, students can fill these words out as they read the chapter.

- 1. anniversary - g.** a celebration that happens at regular intervals to remember an important event
- 2. charge - c.** to run directly at someone in order to make an attack
- 3. military decoration - f.** a medal given as an award, usually pinned on a uniform, in honor of special bravery or success
- 4. cowshed - h.** a shelter for cows
- 5. retreat - a.** to run away
- 6. invasion - d.** an entrance, especially of an armed force, as if to take over
- 7. exploit - e.** an adventure or exciting story
- 8. rebelliousness - i.** the attitude of wanting to make a revolution, or general
- 9. ambush - b.** a surprise attack

Predictions

Write the vocabulary words from above on the board and ask the students what they think will happen in this chapter based on the words.

Possible answers:

Rebellion, animals will hold a celebration, animals will retreat and will lose, etc...

COMPREHENSION

Students choose the best answers as they read the chapter.

1. B. Ran into Jones with his heavy weight.
2. A. Other animals' rebelliousness.
3. B. Mix with.
4. D. Propaganda.
5. B. Difficult to stop.
6. They pretended it was stupid because they were afraid. They flogged and whipped the animals to try and keep control of them.
7. They feared a rebellion by the animals on their own farms.
8. Skirmishing to disorient the human beings, then luring them into the barn where they could ambush the invaders.
9. He read a book about military tactics and a book by Roman general and emperor Julius Caesar.
10. They sing "Beasts of England," tell stories about their adventures in battle, and give medals to Boxer, Snowball, and the sheep that died.
11. He is clever, intelligent, a good strategist, brave, cruel, dedicated, fearless, etc.

True or False questions:

12. False
13. False
14. True
15. False

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. Independence Day and Aung San's birthday. They may be important to teach people about history, to keep society unified, to increase support for the government, etc.
2. Snowball leading them into battle and knowing what to do; All the animals that participated in the fight; The sheep that died; Boxer for his might.
3. Boxer is a calm, harmless animal who does not wish to take any human's life. Snowball is a vicious animal who wishes to kill humans and create fear through death.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Frederick and Pilkington
- B. Mr. Jones

CHAPTER I-IV REVIEW/REFLECTION

Students take some time to reflect and respond to the last four chapters. All the questions on this page can be written down in the students' journals. This page can be done during class time, or can be done for homework.

RESPOND

Encourage students to relate their answers to their own lives and find personal meaning in the novel. Students should find important connections between Chapters I-IV and the world around them.

RECALL AND INTERPRET

Possible answers:

1. The rebellion takes place in many ways. It was not planned. Mr. Jones was very drunk and forgot to feed the animals. The animals rebelled. Mr. Jones comes back and tries to drive them away.
2. The pigs are just taking the milk because they feel entitled to it and the animals blindly let it happen. This suggests that the pigs are at the top of the power hierarchy because they are the clever ones.
3. Orwell uses foreshadowing in old Major's speech in Chapter I to cast doubt on the Revolution. In his speech, old Major alludes to Animalism being a goal for many years but never actually being attained.
4. Snowball is a passionate speaker, but he doesn't have the same following as Napoleon. His reaction to the stable boy's death is very harsh and unsympathetic. Students may have different ideas on whether casualties in a revolution are necessary.

LITERATURE AND WRITING

Battle Log

A battle log is a short description of what has happened in a battle. Students should write down the names of all the animals included in the Battle of the Cowshed and write a description of how the battle changed the character. (e.g. Snowball- He became more active as a leader and more in control after all the farmers left).

ROLE PLAY

Students divide into teams of three to four. Each student from the team should choose one chapter and find at least two quotes that they think are funny. After the students share these quotes with their group, ask the students to come up and read the quotes to the class. He/she should use actions and voices.

CHAPTER V

PRE-READING

Students match the words with their definitions.

1. faction - e. a small group with beliefs of interests that are different than the larger group
2. urinate - d. to pee
3. scheme - c. a plan
4. closet - b. to hide oneself in seclusion, often to perform a task in solitude
5. assume - g. to accept as true without thinking
6. tactic - k. a method or action used to achieve a short-term goal
7. ration - f. specific amount of food given out
8. protest - i. to express strong disapproval or disagreement
9. windmill - a. a large machine that uses wind to generate power
10. eloquence - h. the ability to speak persuasively or expressively
11. oppose - j. to be against something

Predictions

Students discuss this question in small groups. Encourage students to speak English. After five minutes, discuss this questions as a class. Write some of the answers on the board and see if any of the students' predictions are correct as they read the chapter.

WHAT DO THEY REALLY MEAN?

Explain to the students that Orwell uses language to mean different things in the story. Students should realize that when reading the book, they should see that many of the animals mean two different things when they speak. This happens in real life as well as a way to trick innocent people.

As they read, students discuss the quotes in groups and write the true meaning of each.

When they are finished, ask them to reread Chapters V-VII again and find other quotes with possible double meanings, and their true meanings.

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Possible answers:

The Words	What They Really Mean
<i>In the future, all questions relating to the working of the farm would be settled by a special committee of pigs presided over by himself.</i>	» » Napoleon is going to make all the decisions.
<i>“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?”</i>	» » The pigs will remain in control. The other animals should not be trusted.
	» »
	» »
	» »

COMPREHENSION

Students choose the best answers as they read the chapter.

1. B. She betrayed Animal Farm and went to work for humans.
2. C. The weather made it difficult to live.
3. B. They would all meet together in the barn.
4. B. Electricity would make life easier.
5. B. Food production is more important.
6. A. Defense of the farm.
7. B. Being no better than a criminal.
8. B. The dogs’ growling.
9. A. Sunday meetings.
10. They would have supported Snowball’s plans for the windmill because they were promised less work and many comforts and luxuries.
11. If the other animals made decisions, sometimes they might make a mistake.

- 12. Neither. Benjamin does not usually agree with the pigs.
- 13. He urinated on them.
- 14. False
- 15. True
- 16. True
- 17. True

DISCUSSION

Students answer these questions as a class.

Possible answers:

- 1. There is very little substance to the chant. The unthinking sheep adopt it and their incessant chanting drowns out opposition.
It is 'brainwashing'. A way of making people believe what you say by repeating a simple, easy to understand message.
- 2. Because the animals were afraid of the pigs and the power that they had. They were also afraid of the dogs. Squealer was very persuasive when he spoke.
- 3. They can be useful through the power of the voice. They can create fear or confidence.
- 4. The animals are always assuming things, meaning they rely on the pigs for all the answers. Assuming things is dangerous because it means you could be drawing the wrong conclusions which can get you in trouble.
- 5. All animals will benefit from Snowball's plans, because less work will need to be done. The pigs might destroy the plans out of greed and control.

THE GREAT WINDMILL DEBATE

Students read the paragraph together and then discuss the questions together as a class.

Possible Answers:

- 1.** The pigs. They decided to take control of all decisions, but votes would still be done by all animals.
- 2.** "It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy..."
- 3.** Napoleon and Snowball.
- 4.** Napoleon and Snowball could not agree on anything.
- 5.** The running of the farm.

Extra: Ask the students how they would decide who would run the farm if they were the pigs. What ways of deciding would they use? Which way is most fair? How do you know if a farm is run properly? What happens if certain animals do not do their job?

For this section of the activity, the students will hold a debate. Divided the class up into two equal teams. Make one side "Team Snowball" and the other side "Team Napoleon".

The students from each team will now have to work together to create a short speech (they can write this down). The speeches will be read to the other team to convince them about their plans about the windmill.

"Team Snowball" should create a speech that convinces everyone why the windmill is a good idea.

"Team Napoleon" should create a speech that convinces everyone why the windmill is a terrible idea.

The students use the table to take notes about each character and their reasons for and against building the windmill. They can use the chapter to find reasons. The students may also create new reasons if they prefer.

Once the teams complete the table, they will use the notes to create a speech. The speech should be at least eight minutes and should convince the other team. (Just like a real debate).

Weaker English students/teams: Speech should last at least two minutes.

CHAPTER VI

PRE-READING

Students fill in the crossword puzzle with the words using the hints on the left.

Across

2. Solicitor
4. Quarry
5. Sixty-hour week
6. Commission
8. Boulder
10. Despair
11. Avenge
12. Gale

Down

1. Broker
3. Intermediary
7. Slogan
9. Vague

COMPREHENSION

Students choose the best answer as they read the chapter.

1. A. The animals work harder and harder and many things aren't finished.
2. C. The stones are large and the weather is bad.
3. B. May do it only if you wish.
4. B. Half of their food is taken away.
5. B. Major's speech.
6. C. The rule is against sheets, not beds.
7. A. Anything to sleep on, like a pile of straw, is actually a bed.
8. C. No one has his or her own written copy.
9. C. Snowball.
10. Sell some of the hay and wheat and, if necessary, some of the hens' eggs to human beings.
11. Spring, summer, and fall.
12. A solicitor from town who conducts the animals' business with humans.
13. They resent a successful farm run by animals because it proves that the animals were right. They respect Animal Farm's efficiency.
14. The fourth Commandment has been sneakily amended to say: No animal shall sleep in a bed **with sheets**.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. Napoleon is just blaming everything on Snowball because he does not want the animals to see that bad things happen when he is the leader.
2. They work a sixty-hour week during spring and summer. Napoleon informs them they can volunteer for Sunday afternoon work as well. However, any animal not volunteering will have his rations cut in half.
3. A violent November storm blows it down. Instead of admitting that the windmill's walls were not thick enough to support it against a strong wind, Napoleon blames Snowball for blowing it up. Because Snowball had drawn up the plans, the blame for its failure is partly his.
4. They believe Snowball is the one who destroyed the windmill. This is because Napoleon blames him for all the things that go wrong.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Napoleon
- B. Boxer
- C. Napoleon
- D. Boxer

THE OTHER SIDE OF THE FENCE

Introduce the term “different point of view” to the students. Provide some examples. Ask the students if they have any examples of people with different point of views. (e.g. Some people may agree with war, while others do not). Students can provide examples of why (e.g. War is sometimes necessary to defend your country from invasion, etc.)

1. Ask students to look at the two images on page 28 for 10-20 seconds. Students then write down what they see and compare what they saw with two or three different people. Students can move around the class and ask others. Most answers will be the same, but each picture looks like two different things. (Image A can be two faces or a flower vase. Image B can be an old woman or a younger woman). As a class, discuss why and how the pictures can be seen in two different ways. What else can be seen in two different ways? Which students saw the pictures differently?
2. Individually, students read both Text A and B on the following page. After reading, divide the class into three different groups.
 - **Group 1: Mr. Pilkington**
 - **Group 2: Mr. Frederick**
 - **Group 3: Pinky, a pig on Mr. Frederick’s farm**
3. Each group of students will write a short formal letter (100-150 words) about how their character feels about the farm. A student’s character will write to another students’ character:
 - **Mr. Pilkington will write to Mr. Frederick.**
 - **Mr. Frederick will write to Mr. Pilkington.**
 - **Pinky will write to his cousin on Foxwood Farm.**
4. Students now write a letter that expresses THEIR feelings towards Animal Farm. Students should include all three sections below.
 - **Quality of life for the animals.**
 - **Animal self-governance.**
 - **Animal behavior towards each other.**
5. Students now get together in groups of three. In each group you should have a Mr. Pilkington, a Mr. Frederick and a Pinky. Students take turns reading the letter to the other members of the group. After 20 minutes, all the students should have had a chance to read their letter, or discuss their characters’ feelings.

Students then independently answer questions A, B and C in their journal.

HOW LIFE HAS CHANGED

Using the table below, students will write down all the ways life has improved and/or worsened.

After, students will write a short essay. In the essay, students will discuss all the ways the farm has become better or worse, or both.

- Possible examples:

Ways Life Has Improved	Ways Life Has Worsened
The animals do not have to worry about being killed by farmers.	The pigs are taking charge and are not very faithful.
The animals are able to produce only for themselves.	The animals do not get to keep much of their own food, as the pigs eat it.
The animals have a voice and can vote for change.	The animals only have some voice. The pigs are very strict and angry animals.

CHAPTER VII

PRE-READING

Students create one sentence for each of the vocabulary words.

Stronger students: Have these students create a short paragraph using as many of the words in the list as possible.

When students are finished, choose a few students to come to read their sentences.

PREDICTIONS

As a class, discuss what will happen in the next chapter. Encourage students to share their opinions and thoughts with the class. Write down some of the predictions on the board. While reading, students will see which predictions were correct.

After reading Chapter VII, ask students to cross off which predictions did not happen in the chapter.

COMPREHENSION

Students answer the questions while reading the chapter.

- 1.** C. The animals will make the walls thicker than before.
- 2.** A. The animals are always cold and always hungry.
- 3.** C. Boxer's efforts.
- 4.** A. They don't want the human world to know they have mismanaged the farm.

5. C. To fool Mr. Whymper, and the rest of the humans, into thinking Animal Farm was doing well.
6. C. Suggests that the animals should be prepared to die defending Animal Farm.
7. By selling chicken eggs.
8. Destroyed the eggs before Napoleon could sell them.
9. Preventing the animals from giving the hens any food.
10. Attempting to cause the animals to lose the Battle of the Cowshed.
11. Boxer only knows how to obey Napoleon.
12. They are executed.
13. The animals are horrified and frightened.
14. This is the first time animals have killed animals.
15. The Rebellion is over and they now have the society they wanted.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. They were probably afraid of Napoleon and the dogs.
2. Allying himself with Pilkington and Frederick, stealing food, spilling milk, destroying eggs, breaking windows, blocking drains, stealing keys. It is unlikely that he would be able to do all of these things. It seems as though he is being blamed as if it were superstition.
3. They are surprised and confused. They find it difficult to believe. Boxer, in particular, disagrees with Squealer. Boxer finally accepts the story when Squealer tells him that Napoleon has said that Snowball was a traitor from the beginning.
4. It is suspicious that Squealer's only evidence is a document, which none of the animals can read.
5. Perhaps Squealer will be killing Boxer later.
6. Boxer's solution was to work harder and wake up earlier in the mornings. This shows that Boxer is very dedicated to helping the farm succeed. He looks out for the others.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Boxer
- B. Napoleon
- C. One of the sheep

AN ALLEGORY: THE RUSSIAN REVOLUTION AND ANIMAL FARM

Explain to students the definition of an allegory.

Allegory (n): *a poem, play, picture, etc, in which the apparent meaning of the characters and events is used to symbolize a deeper moral or spiritual meaning; use of such symbolism to illustrate truth or a moral.*

Students discuss in pairs and see if they can come up with any examples of an allegory.

COMPARING EVENTS

After reading about the Russian Revolution, students should have the main idea of what happened.

As a class, brainstorm some of the main events in the last few chapters of *Animal Farm*. Make sure that most students understand. Clarify main points if students are confused.

Some main points are:

- Mollie is seen talking to a man and then disappears
- the two leaders begin to disagree and argue about everything
- Napoleon's dogs come for Snowball
- Squealer tells the animals that Snowball was 'no better than a criminal', and tells them that loyalty and obedience are 'more important' than bravery
- Squealer tells the animals that the windmill had been Napoleon's idea from the start
- the pigs start to deal with humans
- more commandments change
- the windmill collapses and the pigs accuse Snowball of doing it
- life becomes worse and animals have to give up their produce to the pigs
- some animals try to protest but their food rations are stopped
- Napoleon begins to kill other pigs to secure his own power
- Clover realizes that life the animals have is not the life that animals had fought and died for
- *Beasts of England* stops being sung because the revolution was 'completed', and a new anthem begins to be sung

Next, students complete the table below and make note of any similarities between the Russian Revolution, the *Animal Farm* and other countries.

Possible answers:

The Russian Revolution	<i>Animal Farm</i>	Another country
The people of Russia became more and more unhappy with their living conditions.	The animals on the farm were unhappy with their living arrangements.	The people of East Germany, Romania and other Eastern European countries eventually became angry with their communist leaders
Stalin used cruel methods and nationalism to achieve his goals. He used the country's news agency to control information.	The pigs control all of what happens on the farm, including all of the information. The laws were created by the pigs and not all the animals.	China controls its media tightly. It spies on internet users and stops people posting freely on websites.
Military police searched for and threatened people whom they thought were against Stalin. Anyone who was thought to oppose Stalin was either killed or exiled.	The pigs send the dogs to threaten any animal that does not respect the laws of the farm.	Egypt's army has been very cruel to those opposing Egypt. Many citizens have been killed without cause during protests.

USING MEDIA

Brainstorm with the students what they learned about the Russian Revolution. Specifically, ask them about Stalin, Trotsky and propaganda. Clarify any questions that students might have about these ideas. Tell students they will be looking at some examples of how Stalin tried to change people's ideas about history.

Possible answers:

- 1.** Russian communist leaders have been removed from the pictures.
- 2.** Stalin had many enemies, in Russia and outside. He didn't want those enemies to attack him or his country, which was still weak after the revolution. He was ruthless because he believed he needed to be.
He made Russia into an industrial nation, with a powerful military, large-scale agriculture and lots of factories. This made Russia more powerful, and many Russians supported him.
- 3.** Removing these people was an attempt to change or 'revise' history, and to remove the people in them from history (the same way as the pigs revise the commandments, and make untrue propaganda about Snowball).

USING MEDIA CONTINUED...

Students answer the three questions in their journals. Make sure all students are able to see the difference between originals and later copies. You may tell them who some of the people are if they do not know. After, students discuss as a class.

Possible answers:

- 1.** People are erased from the photographs.
- 2.** He is trying to change history depending on his needs and the changing political situation. When people became his enemies, he just erased their role in the Revolution.
- 3.** Rumors about Snowball are similar to the way in which Stalin criticized Trotsky. Napoleon called Snowball a traitor during the Battle of the Cowshed and he said that it was actually Napoleon who had the idea for the windmill. The changing news regarding the sale of timber first to Frederick, then Pilkington and then back again is another example.

CONNECTIONS TO OTHER LITERATURE

Students read the poem from W. H. Auden. After students read the poem, they answer the questions under the poem.

Possible answers:

- 1.** Perfect leaders, understanding of others, respectable, interested in the army and protection.
- 2.** Folly is the lack of good sense or foolishness. A leader needs to understand all people, even the foolish people.
- 3.** The leader is very influential; People laugh when he laughs because they are scared of him, or because they want him to be pleased with them or want to be in his groups of friends. Little children die on the streets because, possibly, when he is upset, bad things happen and people's lives are damaged. Or perhaps because people believe his words and believe him, and children are the most easily influenced.
Auden paints a picture of a tyrant who is both human and absolutely powerful. Auden's tyrant is frightening because he is so ordinary - he laughs, he cries, he seeks perfection, and indulges his interests. He means no harm to the children, it's just that the power of his tears causes them to be destroyed.
What makes tyranny so terrifying is the idea that the fate of an entire country and all its people is governed by the magnified, yet frail, ego of a single individual. And that's exactly what this poem captures.
- 4.** Auden writes about inventing poetry that was easy to understand and Squealer is a poetic speaker who can twist anything to sound good and make sense to the animals. Auden also talks about human folly which is where the pigs are headed. The pigs were after "perfection, of a kind" which becomes distorted over time.

Extra: Have students create their own poems about leadership. Students should create a rough draft edit it individually or with others, and then create a final draft. Post the poems around the class.

CHAPTER V-VII REVIEW/REFLECTION

Students take some time to reflect and respond to the last three chapters. All the questions on this page can be written down in the students' journals. This page can be done during class time or can be done for homework.

Encourage students to relate their answers to their own lives and find personal meaning in the novel.

RESPOND

Students should find important connections between Chapters V-VII and the world around them.

RECALL AND INTERPRET

Possible answers:

1. He uses force to maintain order - he used his fierce dogs to scare the animals into submission;
Controlling information; His cunning personality - Napoleon used his shrewdness and brainwashed the animals to follow his rule.
2. Napoleon wanted to kill animals who allied themselves with Snowball. The animals felt that they should follow Napoleon's orders or else they would be killed.

LITERATURE AND WRITING

Students create a political speech that either supports or opposes Napoleon's views and methods.

Once students have finished creating a short speech, students share their speeches with a partner or with the class.

FOCUS ACTIVITY

Ask the Focus Activity question to the entire class. Students work in small groups (two or three) and answer the questions. After ten minutes, have students share their answers with the class. Were there any similar answers?

CHAPTER VIII

PRE-READING

Students look at the vocabulary list and create one sentence for each of the words on the list.

Read the sentences out loud in class.

THINKING ABOUT REVOLUTIONS

1. Ask students as a class what they think about revolutions. Are there different kinds of revolution? What are they? Do they know of any other revolutions through history? How did they end?
2. Create a list on the board of all the benefits of a revolution and all of the negative aspects of a revolution.

Students work in pairs 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.

Students share their ideas with the class.

AS YOU READ CHAPTER VIII-X...

Explain that new leaders can create new political structures (e.g. New military leadership may lead to a dictatorship).

As students read Chapter VIII, they should fill out the table below. The table should compare the life of the pigs to the life of the other animals. Encourage students to find examples of these living conditions from Chapter VIII. There are many.

Possible answers:



Life for the Pigs

Pigs live in farmhouse
Napoleon is waited on
Napoleon creates the rules
Napoleon knows the truth of the farm
Pigs have the protection of the dogs
Napoleon freely sells wood for profit

Life for other Animals

Work longer hours
Receive less food
Animals have no freedom of speech
Animals are tricked and deceived
Animals fear the power of the dogs
Animals have no say in what is sold and receive no goods from anything sold

COMPREHENSION

Students choose the best answer as they read the chapter.

1. A. The Sixth Commandment.
2. B. "They helped Snowball to hurt Animal Farm."
3. A. Pilkington.
4. C. Frederick.
5. C. Napoleon deserves the punishment of being attacked.
6. C. The Windmill.
7. B. He was drunk the night before and now has a hangover.
8. There is now a poem and a portrait of Napoleon on the barn and they amended one of the amendments to read: No animal shall drink *to excess*.
9. The money is not real.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. The lumber is to be sold first to Mr. Pilkington and then to Mr. Frederick. Napoleon plays the men against each other until he gets the price he wants. He insists on being paid in banknotes, which turn out to be forgeries. When Frederick attacks the farm, Pilkington refuses to help Napoleon. Because he was so shrewd, the farmers treat him badly.
2. There is no strategic defense planned for the farm. The men are better prepared and have more weapons, and the leaderless animals quickly hide.
3. He is rarely seen in public, is always surrounded by his guard dogs, has an entourage that attends him whenever he goes out, has his own apartment in the house, has a taster for his food, and eats alone. The gun is also fired on his birthday. He added many titles to his name, including "Terror of Mankind."
4. The windmill is destroyed; Boxer has a split hoof, bleeding knees, and buckshot in his hind leg; several animals have been killed; and all of the animals, except Squealer who hid, are injured.
5. The idea of pigs drinking whiskey, getting drunk, singing, and doing silly things, -such as Napoleon wearing a bowler hat and running around the yard, -is humorous. It shows how naive the pigs are that they confuse a hangover with dying.

WHO?

Students match the quotes and descriptions with animals from the story.

- A.** Benjamin
- B.** Squealer
- C.** Frederick
- D.** Squealer

ROLE PLAYING: THE DRUNKEN PIGS AND SQUEALER'S FALL

Introduction:

1. Tell students they will be re-enacting the Drunken Pigs scene and Squealer's Fall.
2. Write the characters names on the board: Squealer, Napoleon, Dogs, Muriel, Other Pigs, Group of Animals, Narrator.

As a class, decide who will play which character.

Procedure:

1. With the class, re-read the text in Chapter VIII from the paragraph beginning, "It was a few days later than this that the pigs..." to the end of the chapter.
2. Instruct students to take notes on their character:
 - What does the character do? When?
 - What does the character say?
 - What will each character do?
 - When will the character do it?
 - What will the character say?
 - Where will the character move at different times during the re-enactment of the battle?
3. Discuss how you will organize the room: You may want to divide the room into three sections, (1) the Farmhouse (2) the Yard, and (3) the Barn.
4. Students may write a script to help organize their actions as well as to practice their writing skills.
5. Students enact scenes.

ROLE PLAYING CONTINUED...

Discuss with the class how the role playing went. Was it funny? How yes? How no?

DISCUSSION

Students answer the three discussion questions. Have a class discussion about these questions.

Possible answers:

- 1.** Squealer was changing yet another Commandment and was caught in the act. He fell off the ladder while changing the Fifth Commandment to read: "No animal shall drink alcohol to excess."
- 2.** Benjamin knows exactly what Squealer was doing and why he needed to change the Fifth Commandment.
- 3.** They are trying to cover up what Squealer was doing. The dogs don't want to give the animals a chance to ask Squealer what was going on.

CHAPTER IX

PRE-READING

Students create one sentence for each of the words in the vocabulary list. When students finish creating one sentence for each word, have them compare their sentences with a partner.

Predictions

Students write down their predictions in their journals.

COMPREHENSION

Students choose the best answer as they read the chapter.

- 1.** C. He was wounded in the Battle of the Windmill.
- 2.** B. That he was in pain.
- 3.** A. As a place for them to retire to when they are old.
- 4.** B. More important than the other animals.
- 5.** A. Moses.
- 6.** A. Retiring in the pasture set aside for old animals.
- 7.** C. He knows Boxer is being taken away to be killed.
- 8.** B. To the Willingdon animal hospital.
- 9.** C. Boxer was killed and his remains were used to make glue.
- 10.** Because of construction on the windmill, some crops are not planted on time, and the harvest is not nearly as good as last year's.
- 11.** The contract for eggs was increased to six hundred a week, so that that year the hens barely hatched enough chicks to keep their numbers at the same level.
- 12.** Young pigs are educated privately by Napoleon, other animals must step aside for pigs, only pigs are allowed to wear green ribbons on Sundays.
- 13.** When the farm is declared a Republic, Napoleon was the only candidate so he was elected President unanimously.
- 14.** The pigs used Boxer's death as a means for getting the animals to work harder by using his life as an example for the degree of work the pigs expected from the animals.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. The young pigs are educated so that they may become the new leaders in the future. Napoleon has shown that he thinks the pigs are superior to the other animals.
2. Students will probably have different opinions on this.
3. Students will probably have different opinions on this.
4. Boxer is becoming weak and older. Most of the animals respect Boxer and want him to remain well and relax in peace. They urge him to stop working so hard.
5. It was very unfair what happened to Boxer. Being killed for glue was not respectful. Perhaps they should have allowed him to rest and enjoy the last few years of his life in peace.

WHO?

Students match the quotes and descriptions with animals from the story.

- A.** Benjamin
- B.** Napoleon
- C.** Snowball
- D.** Moses
- E.** Moses

MAKING INFERENCES

Define “inference” for the students and ensure that they understand the meaning.

Explain to students that in the book, Orwell often expects us to understand more than what is being said. There are many parts of the book where the students can see deeper meaning than the animals in the book.

Students read passages A and B. Students will try to indicate the inferences and insights in both passages. Have students work on this in pairs.

Questions to ask students:

What do you realize in section A and B that the animals probably do not know?

What are you able to find out from reading these sections?

Possible inferences:

- Squealer wants all the food for himself and the other pigs.
- Animalism is not being respected anymore, but the pigs are still using the terms just to get what they want.
- The pigs are tricking the animals so that they can have more food and joy for themselves. Squealer is evil and is using excuses to obtain what he wants.
- Once Napoleon became President, he falsely created those documents to make Snowball seem bad and untrustworthy.
- Napoleon is seeking more and more power by becoming President of the Republic.
- Snowball was clever, which Napoleon did not like, so he is trying to ruin Snowball's name and reputation.

CHAPTER X

Students match the words with their definitions.

To turn this into a game, ask the students to compete with one another to see who can organize the words and meanings together the quickest.

After everyone has finished, share the correct answers together as a class.

1. **insoluble** - c. impossible to solve
2. **unalterable** - f. not capable of being changed or altered
3. **frugally** - b. entailing little expense; requiring few resources
4. **prosperous** - d. successful in material terms; flourishing financially
5. **admiration** - e. respect and warm approval
6. **subsist** - a. maintain or support oneself at a minimal level

Predictions

This is the last chapter of the book.

Ask students how they think the book will finish. Will the animals live a good life? Or will their life be ruled by the pigs forever?

Have the students write down their predictions in their journal.

COMPREHENSION

Students choose the best answer as they read the chapter.

1. C. Many years after Boxer was killed.
2. B. No animals.
3. C. Now there are so many animals on the farm who were born or bought after the Rebellion.
4. A. Make the animals' lives easier.
5. C. The sight of Squealer and the pigs walking on two legs.
6. B. The sheep's singing.
7. C. "Four legs good, two legs better."
8. A. "All animals are equal but some animals are more equal than others."
9. C. The Rebellion will spread to other farms.
10. A. Someone was found to be cheating at cards.

DISCUSSION

Students answer these questions as a class.

Possible answers:

1. The pigs now spend hours typing up reports and memos, which are then burned in the furnace. The pigs and dogs accomplish nothing productive by all this paperwork, but their appetites are always good.
2. The animals, even the new ones, are proud to be a part of the only farm in England run by animals. They still believe there will be a time when man will be defeated and only animals will tread English soil. They are very pleased that at least on this farm no beings walk upon two legs. Though not all their hopes were fulfilled, they were conscious that they were not like other animals.
3. The new commandment reads: "ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS." This commandment has been true from the beginning when Napoleon drank the milk, when the pigs had already taught themselves to read and write, and when the pigs merely supervised while the other animals worked. Now the pigs have openly stated what has always been true.
4. Most of the animals who were alive during the Rebellion are dead. The farm is now prosperous. Other animals have been bought to replace the dead ones. The windmill has been finished, but instead of generating electricity to help all the animals, it is used for milling corn to make money for the pigs. Napoleon tells the animals that the truest happiness "lay in working hard and living frugally." And they do that.
5. The farm is cooperatively owned by all the pigs. The animals will no longer call each other "comrade." There will be no more marches by Major's skull. The flag is now a field of green with the horn and hoof removed. And the name of the farm has been changed back to The Manor Farm. All traces of the Rebellion have been erased.

WHO?

Students match the quotes and descriptions with animals from the story.

- A. Clover
- B. The Sheep
- C. Napoleon
- D. The pigs and the dogs
- E. Napoleon
- F. Pilkington

CHAPTER VIII-X REVIEW/REFLECTION

Students take some time to reflect and respond to the last three chapters. All the questions on this page can be written down in the students' journals. This page can be done during class time, or can be done for homework.

RESPOND

Encourage students to relate their answers to their own lives and find personal meaning in the novel.

Students should find important connections between Chapters VIII-X and the world around them.

RECALL AND INTERPRET

Possible answers:

1. Napoleon is dealing with the two farms next to them to get money by selling timber and the crops that they harvested. They were sad because the windmill was blown up, but very happy and excited that they won the battle.
2. Boxer is sold to a man who will kill Boxer and make glue and other products from his carcass. The animals are first alerted to this by Benjamin, who read the side of the truck.

LITERATURE AND WRITING

Evaluate and Connect

Students connect these questions to their personal lives.

Newspaper Article

Students write a one page news article about Napoleon. Students should try to include as many of Napoleon's characteristics as possible.

Students should look at examples of newspaper articles if possible (e.g. Myanmar Times, The Voice, etc) to get ideas of the structure of a newspaper article.

Collect students' newspaper articles and create a board in the front class where all the students' work may be posted and presented.

PERSONAL RESPONSE

Students respond to this question personally in their journal.

AFTER YOU READ: ACTIVITIES

These activities are all quite time-consuming and require resources. You may choose to do some, none or all of these activities, depending on your time and resources. Alternatively, you may set one or more of these activities as homework,

ACTIVITY 1: CREATING A NEWSPAPER

Students work in groups of three or four and create a small newspaper (two to three pages). This newspaper should discuss the main events of Animal Farm. Students can use a number of different styles - cartoons, editorials and opinions, stories and pictures in their newspaper. Use computers or simple white paper with ink for this activity. Encourage students to be creative and add illustrations to the newspaper.

Main Objective: Students should be able to use this newspaper activity to summarize what they have understood from the book.

ACTIVITY 2: NEWS REPORT

Students will create a simple, short news report. News reports are short, but very descriptive. Students will work in teams of three or four and choose a main event from the book (e.g. Battle of Cowshed, Boxer's death, etc) and act as though they are newscasters explaining the story on the news. Encourage students to be creative.

ACTIVITY 3: CREATING A SHIRT

Ask students to brainstorm different political issues seen in Animal Farm. Create a list on the board of different politics that were present in the book.

Have students choose one of these political issues and illustrate a shirt that could be sold that would be good style as well as have a political meaning.

Alternately, get students to think of another political or social cause they would like to promote or support, and get them to design a slogan for it.

When thinking about slogans, draw students attention to the simple, effective mottos and slogans in the book: "Napoleon is always right", "Four legs good, two legs bad", "Four legs good, two legs better", "I will work harder", etc.

Students should illustrate these shirts on a white piece of paper. Once finished, have students come to the front of the class and present their creative political shirt to the class.

Display all the shirt ideas in the classroom.

ACTIVITY 4: POEM

Students should write songs or poems about a particular political or social issue.

Have your students perform their composition for the class.

ACTIVITY 5: RESEARCH THE RUSSIAN REVOLUTION AND THE COLD WAR

1. Students research the events of the Russian Revolution, either from books, from an encyclopedia such as Britannica, or from the internet. wikipedia.org or simple.wikipedia.org are both useful resources, and many more are available by typing 'russian revolution' into a search engine, such as google.com. Students could write a short essay or report about the main similarities and differences between the revolution and the story
2. Students research the origins, history and events of the Cold War, from its start in 1945 to the end of communism in the early 1990s.. Students could report back to the class later, or submit a report summarizing their research

ACTIVITY 6: WATCHING THE FILM

1. Before beginning this activity, watch the film *Animal Farm* with the class. There is more than one version, but any version is fine.

Ask the students to take notes WHILE watching the film of all the differences from the film and the book.

After the film has finished, ask the students to write down the differences in the table. There may be many differences, but students may choose which differences to write down.

Possible answers (depending on the movie):

2. Students will discuss in small groups the differences between the ending in the book and in the movie. Have students decide which ending they preferred and why. Students should write down their answers in their journal.

The book	The film
The animals do nothing about Napoleon.	The animals revolt against the pigs.
Boxer hurts his hoof in the battle.	Did not show the battle where Boxer hurt his hoof.
The pigs receive fake money while trading with humans.	There were no fake money exchanges.
The reader has to assume the bad things Napoleon does, as it is not directly said.	You witness Napoleon go do unlawful things.
Very detailed events. A lot of expressive writing.	Lack of details. Movie explains everything clearly, but does not go into detail.

George Orwell's

ANIMAL FARM

A STUDY GUIDE

Teacher's Book

Animal Farm: A Study Guide looks at George Orwell's famous tale of an uprising by a group of farm animals against their human masters. Closely mirroring the events of the 1917 Russian Revolution, the book examines the causes and effects of revolutions on the lives of those who lead them and take part in them.

This study guide explores the world of Animal Farm with comprehension questions, analysis, group discussions, debates and writing exercises, plus a chapter by chapter vocabulary list explaining difficult words.

This study guide includes a Student's Book and a Teacher's Book. Both contain the text of the Orwell novel, presented in its original, unabridged form.

Also available are translations of the book in Myanmar and Kayin, an audio reading of the book, plus two film versions - a cartoon from 1954 and a live action movie from 1999.

