

Teacher Guide

Grades 9–12

Animal Farm

George Orwell

NOVEL UNITS[®]



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WRITING, & CRITICAL THINKING



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ANIMAL FARM

by
George Orwell

Teacher Guide

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Note

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Chapter Three

1. How well did the animals work together? (*Students might describe Boxer's usefulness and devotion and the laziness of Mollie and the cat.*)
- * 2. Is the society of Animal Farm a classless one?
- * 3. What is significant about the quarrels between Napoleon and Snowball? (*already there are problems in the government which indicate a power struggle*)
- * 4. How does reducing the Seven Commandments reflect Orwell's ideas about totalitarianism and why have better revolutions?
- * 5. Is there anything significant about Napoleon's taking away the puppies?
- * 6. What episode causes a squealer to use trickery? (*when he has to explain why the pigs get to drink the milk*)
7. Did the work on the farm conform to the ideal of "from each according to his ability, to each according to his need"?
8. Who among the workers is the most admired? (*Boxer*) How is he valuable to the pigs? (*He is very loyal, and the others look up to him.*)
- * 9. Why did Benjamin say, "Donkeys live a long time. None of you has ever seen a dead donkey."
- * 10. To what do the "hoof and horn" on the flag correspond? (*the hammer and sickle*)
11. How much did the reading and writing lessons accomplish? (*Most of the animals did not learn to read or write except for the dogs, Muriel the goat, and Benjamin the donkey.*)
- * 12. What will happen to the apples? Why is this important?
- * 13. Who do the sheep, chanting "Four legs good, two legs bad" symbolize?

Vocabulary

grudging (36) parasitic (36) dissolute (37) apt (38)

Writing Assignment

Napoleon took less than Bluebell's puppies away with the statement that "the education of the young was more important than anything that could be done for those who were already grown up." Explain why it is important to absolute rulers to "educate" the young.

Activity

1. Although the characters in the novel are primarily animals, they correspond to humans. Have the students find descriptive phrases about the animals and then compose phrases that would describe humans with the same qualities. (For example, Clover is an overweight, motherly, nurturing type who cares about others more than herself.)

Propaganda Log

Squealer functions as the pigs' official propagandist. He cleverly convinces the other animals that everything the pigs do is in the best interests of the farm. As you continue to read *Animal Farm*, you will find more and more obvious uses of propaganda. Use the log below to record them. Use extra paper if you need to.

Example: p. 42: "Milk and apples are absolutely necessary to the well-being of pigs!"
Pigs tell sheep "We want it all for ourselves."

Page No.	What Is Said or Done	What Is Really Happening

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Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

Acts

- _____
- _____
- _____
- _____

Feels

- _____
- _____
- _____
- _____

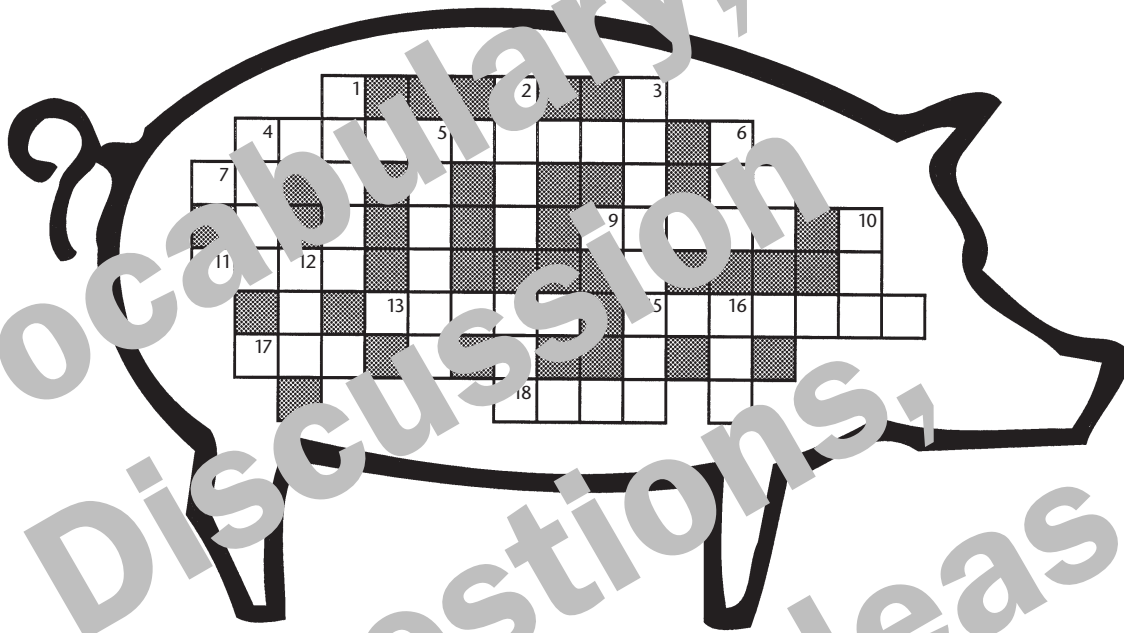
Looks

- _____
- _____
- _____
- _____

Says

- _____
- _____
- _____
- _____

Crossword Puzzle



Across

4. Squealer's function
7. At the beginning, hopes were _____ (use first form)
8. Animals had _____ voice.
9. Symbolized _____ religion.
11. Jones symbolized _____ (alternate spelling)
13. _____ Farm
15. Foxwood symbolized _____
17. Criterion for good
18. Fate of windmill: knocked _____

Down

1. Most loyal
2. Major symbolized _____
3. Symbolized _____ Stalin
4. _____ Napoleon, Minimus, etc.
5. All _____s are equal.
6. The Seven Commandments were reduced to _____
10. Greatest enemy
12. Jones' beverage
14. _____ Major
15. Birchfield symbolized (abbreviation)