

# ***Animal Farm***

## Activity Pack for CCEA GCSE English Literature

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**POD  
10904**

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# Contents

<b>Product Support from ZigZag Education.....</b>	<b>ii</b>
<b>Terms and Conditions of Use.....</b>	<b>iii</b>
<b>Teacher’s Introduction.....</b>	<b>1</b>
<b>Specification Information.....</b>	<b>2</b>
Teacher Notes and Learning Objectives .....	3
<b>Pre-reading Activities.....</b>	<b>5</b>
<b>During-reading Activities.....</b>	<b>14</b>
Chapter One.....	14
Chapter Two.....	16
Chapter Three .....	17
Chapter Four .....	21
Chapter Five .....	24
Chapter Six .....	26
Chapter Seven.....	28
Chapter Eight .....	32
Chapter Nine.....	34
Chapter Ten .....	37
<b>Whole-text Activities .....</b>	<b>38</b>
<b>Suggested Answers .....</b>	<b>58</b>
Pre-reading Activities.....	58
During-reading Activities .....	61
Whole-text Activities .....	66

# Teacher's Introduction

This activity pack complements teaching of *Animal Farm* by George Orwell as a set text for CCEA GCSE (teaching from September 2017). This activity pack contains a selection of pre-reading, during-reading and whole-text activities to consolidate students' learning.

## Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Each activity is linked clearly to the assessment objectives:

<b>AO1</b>	Respond to texts critically and imaginatively, and select and evaluate relevant textual detail to illustrate and support interpretations.
<b>AO2</b>	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.

This pack contains information the exam board's requirements and weighting of assessment objectives. Although context is not assessed for *Of Mice and Men*, it can aid students' understanding of the novel as a whole. Teacher notes are included as necessary, with objectives and suggestions for tasks. Where appropriate, suggestions for answers are included at the back of the activity pack.

There is a range of tasks to assist with differentiation, ensuring students of all abilities can access their learning as well as stretching their understanding and encouraging a more critical approach.

Opportunities for Assessment for Learning are embedded within the pack, including using success criteria, peer assessment, target setting and students' reflection/improvement time.

Also included are two questions which focus on comparing *Animal Farm* with a previously unseen extract from another text of the same genre. Although this skill is not specifically tested by CCEA, it is a valuable exercise for students.

Any page references are for the New Longman Literature edition (August 2000) of *Animal Farm* by George Orwell (ISBN-13: 978-0-582-43447-9). This version has an introduction with contextual information on author and historical/social background plus notes on main characters, themes, language and style.

Each chapter has a proceeding page of notes, questions and a further activity. At the back of the book there are some suggestions for further reading, six study activities and a chapter-by-chapter glossary.

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A webpage containing all the links listed in this resource is conveniently provided on ZigZag Education's website at **[zzed.uk/10904](http://zzed.uk/10904)**



You may find this helpful for accessing the websites rather than typing in each URL.

# Specification Information

*Animal Farm* has been assigned as a set text for CCEA English Literature, for Unit 1: A: Novel. The study of this unit should encourage students to connect ideas, themes and characters, and to become critical readers. The modern text allows candidates to engage with literature by their own familiarity, either through themes and issues or through language.

*Animal Farm* is specifically prescribed for GCSE, CCEA English Literature; however, it is also an optional text for the coursework element for CCEA English Language. The summative units allow for the study of *Animal Farm* and the methods of assessment:

English Literature
<b>Unit 1: The Study of Prose</b>
<b>Section A: Novel</b>
Exam: Choice of two essay questions. Students must answer one. This is a <b>closed-book</b> exam.

- ✓ This is part of an external examination and is worth **20% of your GCSE**.
- ✓ *Animal Farm* is featured on **Unit 1: The Study of Prose – Section A: Novel**.
- The exam is **1 hour 45 minutes** long. You should spend **1 hour** on this section.
- There is a choice of two essay questions, from which you **choose one**.
- It is a closed book examination.

## Assessment Objectives

- AO1** Respond to texts critically and imaginatively, and select and evaluate relevant evidence to support interpretations.
- AO2** Explain how language, structure and form contribute to writers' presentation of ideas and settings.

## Language Notes

*Animal Farm* can be used as a text for Controlled Assessment tasks in Language. It meets requirements for Literature, although Language teachers will find it useful for:

- reading and understanding texts
- developing interpretations of writer's ideas and perspectives
- evaluation of linguistic, structural and presentational features to achieve effective communication

English Language
<b>Unit 3: The Study of Written Language</b>
Controlled Assessment: one task from the task bank Any Literature text is suitable for this unit.

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## Teacher Notes and Learning C

Activity	AO1	AO2	AO4	
• Similes and Metaphors		✓		To revise similes and metaphors
• Pre-reading: Context	✓		✓	To understand the historical an
• Alternative Task: Pre-reading: Context	✓		✓	- An alternative task: Cloze exercise To understand the historical an
• Pre-reading Activity: Rules (1)	✓			
• Pre-reading Activity: Rules (2)	✓			To consider the benefits and po
• Pre-reading Activity: Rules (3)	✓			To consider rules in <i>Animal Farm</i>
• Pre-reading Activity: Rules (4)	✓			
• Extend Your Understanding/Vocabulary: Match-up Exercise (1)		✓		To introduce and develop under
• Extend Your Understanding/Vocabulary: Match-up Exercise (2)	✓	✓		To apply some key terms to <i>Ani</i>
Chapter 1: Technique matching exercise		✓		To revise key techniques
Chapter 1: Old Major's speech	✓	✓		To identify key points and techn
Chapter 2: The principles of 'Animalism' are reduced to seven commandments	✓			To analyse the effects of techn
Chapter 2: Record of when commandments are broken or changed	✓		✓	To consider the benefits of the
Chapter 3: (a) Rhetoric Chapter 3: (b) Analysis Chapter 3: (c) Assessment Chapter 3: (d) Comparative response	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓		- The students should complete understand the changes from a To understand the changes in t
Chapter 4: (a) The Battle of the Cowshed Chapter 4: (b) The Battle of the Cowshed Chapter 4: (c) The Battle of the Cowshed	✓ ✓ ✓		✓	To identify examples of rhetori
Chapter 5: Characterisation: Mollie	✓	✓		To apply knowledge and under
Chapter 5: How does Napoleon seize power?	✓	✓	✓	To assess a model paragraph an
Chapter 6: (a) Napoleon's leadership Chapter 6: (b) Napoleon's leadership	✓ ✓	✓ ✓	✓	To compare an extract from <i>An</i> same genre
Chapter 7: Atmosphere	✓	✓		- Front page of a tabloid – this a from a text, develop their unde
				To synthesise information regar
				To write a clear and engaging a
				To analyse quotations to develo
				To select appropriate quotation
				To explore measures of control
				To compare an extract from <i>An</i> same genre
				To interpret and select informa

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Activity	AO1	AO2	AO4	
Chapter 7: Individual task: Blog	✓			- Individual written task To empathise with a character
Chapter 7: Alternative task in pairs – Interview (a)	✓			- Pairs/group written and drawn To empathise with a character
Chapter 7: Alternative task in pairs – Interview (b)	✓			- The first task focuses on puns To explore the motivation of a character
Chapter 8: Characterisation: Benjamin	✓		✓	To explore the power of speech
Chapter 8: Propaganda	✓	✓	✓	To consolidate understanding
Chapter 9: For better or worse?	✓		✓	To examine the reactions to a character
Chapter 9: Character relationships	✓	✓		To analyse quotations to develop a character
Chapter 9: Characterisation: Boxer (a)	✓			To check understanding of the text
Chapter 10: Comprehension	✓			- This could be used as a more challenging task To revise the plot and order of events
Plot Consolidation (a)	✓			To revise knowledge of the text
Plot Consolidation (b)	✓			To revise knowledge of the text
Puzzle (1)	✓			To select key events and key language
Puzzle (2)	✓			To briefly summarise the story
Storyboard	✓			To briefly summarise the story
Summary	✓			To find supporting evidence from the text
Characterisation: Squealer	✓	✓		To compare and contrast key characters
Characterisation: Napoleon and Snowball Version 1	✓		✓	To compare and contrast key characters
Characterisation: Napoleon and Snowball Version 2	✓	✓		To explore a key character in detail
Characterisation: Boxer	✓	✓	✓	- A template to use for any character To explore a key character in detail
Characterisation: Template	✓	✓		- Fill in the empty boxes To explore the effects on the reader
Themes: What it shows the reader	✓	✓		To explore the key theme
Theme: Equality	✓		✓	To explore the link between events and themes
Theme: Education	✓		✓	To analyse the effects of language
Language		✓		- Key point of exercise is to identify language To closely analyse language to explore the effects of irony
Language: Comparison	✓	✓		To explore how the story is structured
Irony	✓	✓		To examine the importance of language
Structure	✓	✓		To develop understanding of the text
Form	✓	✓	✓	To develop understanding of the text
Context: Allegory, characters/events	✓		✓	To develop understanding of the text
Whole-text activity: Setting	✓		✓	To develop understanding of the text



# Pre-reading Activities

## Similes and Metaphors

### Simile

*noun*

Making a comparison of two things using 'as' or 'like'.

Can you finish these common similes, or suggest other relevant comparisons?

e.g. As proud as a <b>peacock</b>	e.g. As blind as a <b>bat</b>
As busy as a .....	As gentle as a .....
As brave as a .....	As bald as a .....
As happy as a .....	As fierce as a .....
As drunk as a .....	As free as a .....

Can you think of any more similes using animals?

As ..... as a .....	As .....
As ..... as a .....	As .....
As ..... as a .....	As .....

### Metaphor

*noun*

When one thing is said to be another.

Choose the correct animal to complete the following sentences: *duck, snake, fish*

- A cowardly person could be called a .....
- Someone who is in an unfamiliar situation is a ..... out of water
- Someone in a vulnerable situation is a sitting.....
- You cannot trust a person who is a ..... in the grass.

Thinking about animals you would see typically on a farm, which do you associate with the following attributes?

Attribute	Animal
Power	
Freedom	
Grace	
Courage	
Intelligence	
Stupidity	

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## Context

It is beneficial to understand some of the historical and social context before you read *Animal Farm*. Use pp. 5 and 6 in the introduction of the Longman (2000) edition (available on Amazon) or research on the Internet to help you answer these questions.

1. What is *Animal Farm* based on?  
.....
2. Who was the ruler of Russia, overthrown in 1917? .....
3. Who led the Red Army of the Bolsheviks? .....
4. Russia was renamed the.....
5. Which two men struggled for leadership after Lenin's death?  
.....
6. Which man succeeded and what happened to the other?  
.....
7. What was life like now for the ordinary person?  
.....
8. What pact did Hitler sign with the Soviet Union?  
.....
9. What happened in 1941?  
.....
10. Which countries did Stalin join to fight against Germany?  
.....
11. How was Stalin viewed by Britain and the United States?  
.....
12. What were these countries unaware of regarding Stalin's regime?  
.....

### Further Research

Go to [zzed.uk/10904](http://zzed.uk/10904)

-  [http://www.ducksters.com/history/world\\_war](http://www.ducksters.com/history/world_war)
-  <http://www.ducksters.com/biography/joseph>
-  <http://www.bbc.co.uk/schools/gcsebitesize/hi>
-  <http://www.newworldencyclopedia.org/entry/>

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## Alternative task: Pre-reading: Context

*Animal Farm* is not just a story about animals; it has two meanings: a surface and a hidden, \_\_\_\_\_ meaning. On one level it is about the lives of animals and on a deeper level it is a commentary on the Russian Revolution.

In 1917 there were two \_\_\_\_\_ in Russia. At the time, there was a Tsar in Russia's \_\_\_\_\_, Tsar Nicholas II, especially in his \_\_\_\_\_ life and there was a vast amount of \_\_\_\_\_ land. After the first revolution, Tsar Nicholas II was overthrown and a temporary government was set up. However, during the second revolution the \_\_\_\_\_ took over, and the Tsar and his family were all \_\_\_\_\_.

The revolutionaries were inspired by the teachings of Karl Marx. Russia was to become a \_\_\_\_\_ society. This Communist regime should have no private ownership, \_\_\_\_\_ and a classless society. However, \_\_\_\_\_, there was a power struggle between Stalin and \_\_\_\_\_ Trotsky going into \_\_\_\_\_ and later being executed by one of the absolute leaders. The absolute leader and no opposition to his leadership was \_\_\_\_\_, the police, sent people to labour camps and conducted show trials to generate fear and maintain \_\_\_\_\_ power. Conditions for the people became \_\_\_\_\_ with food in short supply and they were forced to work longer hours. \_\_\_\_\_ Any problems experienced by the country were \_\_\_\_\_ the 'Trotskyites'.

A non-aggression pact was signed in 1939 between Hitler and the Soviet Union. \_\_\_\_\_ in 1941 when Germany invaded parts of the Soviet Union. \_\_\_\_\_ to join the Allies, who were Britain and the United States. \_\_\_\_\_ immensely during the fighting and millions of lives were lost. As Allies, Stalin and the Russian people were heroes, but they were unaware of \_\_\_\_\_ that lay behind Stalin's Communist regime.

**control**

**literal**

**increasingly difficult**

**absolute ruler**

**poverty**

**tyranny**

**brutality**

**total equality**

**executed**

**fear**

**luxurious**

**industrial projects**

**blamed**

**exile**

**deeper**

**suffered**

**tolerated**

**revolutions**

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## Rules (1)

### Class discussion

Every society has rules. Discuss and make notes on the following:

What is a rule?

Why do we have rules?

Who makes the rules?

Who should make the rules?

What makes an unjust rule?

Are there any rules in your society that you feel are unfair?

What happens if we don't conform?

What do we do with rule-breakers?

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## Rules (2)

In pairs / small groups, create seven rules that you think would improve your school. Be prepared to present your ideas.

	The rule	Explain how this will improve the school
1		
2		
3		
4		
5		
6		
7		

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### Rules (3)

Share your rules with other pairs/groups, explaining carefully the benefits of your rules. Feedback: listen carefully to their rules and explanations. Do you agree? What problems do you see?

Rule	Benefits?	
E.g. no school uniform	Can express your individuality	Could status latest every

Reflect on these discussions: do you need to revise your rules?

### Extension task:

Consider the benefits and drawbacks of individuals making rules like these. In your discussions, consider the question: *does power always corrupt?*

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## Rules (4)

Read the following extracts from Chapter One of *Animal Farm* and then answer the questions.

*Man is the only creature that consumes without producing. He does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to escape the hunter, he is the lord of all the animals. He sets them to work, he gives back to them the fruits of their labour, he prevents them from starving, and the rest he keeps for himself.*

- 1) Who has made the rules on the farm?

.....

.....

- 2) Who benefits from these rules?

.....

.....

- 3) How are the rules of their community unjust?

.....

.....

.....

*Rebellion! I do not know when that Rebellion will come, it might be years, but I know, as surely as I see this straw beneath my feet, that it will be done.*

- 4) Do you think the animals are right to rebel? What will it achieve?

.....

.....

.....

.....

.....

.....

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## Extend your understanding/vocabulary (1)

**Allegory**

A government with aspects of their citizens a dictatorship

**Fable**

A cruel and oppressive their power

**Irony**

A short and effective ideal ways of behaviour

**Satire**

A deliberate spread people believe what

**Tyrant**

A story that has a uses events and characters moral, political or

**Indoctrination**

An expression of the opposite

**Oppression**

The process of people set of beliefs with

**Propaganda**

A term that could who have human

**Anthropomorphic**

A short story that relayed through a human character

**Totalitarian**

A piece of writing making it look ridiculous

**Maxim**

An unjust or cruel

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## Extend your understanding/vocabulary (2)

Now you are going to apply your understanding of some of the terms from the previous activity to *Animal Farm*.

Key Terms		
Allegory	Satire	Indoctrination
Fable	Tyrant	Oppression
Irony	Maxim	Propaganda

1. How does the maxim 'Four legs good, two legs bad' instruct the animals' behaviour?

Consider:

- Who does it suggest has authority?

.....

.....

- Who does it suggest is morally good?

.....

.....

- What makes the maxim memorable?

.....

.....

- What action might the animals take as a result?

.....

.....

2. Decide which of the key terms could be applied to this extract from *Animal Farm*. Give your choices – see example below.

*Napoleon acted swiftly and ruthlessly. He ordered the hens' rations that any animal giving so much as a grain of corn to a hen should*

**Example:** *It appears to be a totalitarian society as Napoleon is giving orders with death.*

.....

.....

.....

.....

.....

.....

.....

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# During-reading Activities

## Chapter One

### Technique matching exercise

Match the technique with its definition and an example from *Animal Farm*.

Technique
<i>Personification</i>
<i>Personal pronoun</i>
<i>Emotive language</i>
<i>Rhetorical question</i>
<i>Alliteration</i>
<i>Simple sentence</i>
<i>Similes</i>
<i>Symbolism</i>
<i>Repetition</i>
<i>Rule of three</i>
<i>Onomatopoeia</i>

Definition
In a sentence it refers to a specific person or object, e.g. 'he' in the sentence 'He went for a walk' or the 'you' in 'You are a hard worker'.
Using something to represent ideas or qualities.
The presentation of objects and events in nature as having human emotions and traits – often selected to reflect a character's emotion.
Compares something with another thing using 'as' or 'like'.
The use of the same word or phrase more than once for effect.
A question that does not require an answer.
A group of three words used in succession for effect.
Where words sound like the <i>things</i> they describe.
The repetition of same consonant sounds in a series of words.
A sentence that has one verb and communicates one idea.
Language that creates an emotional response.

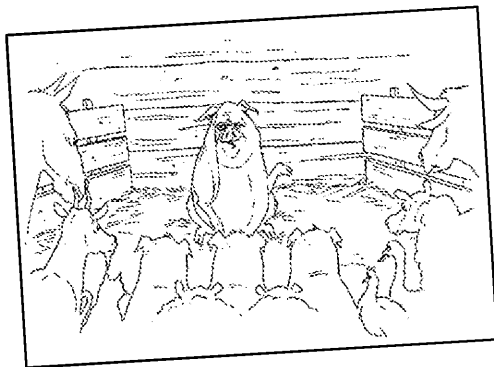
In S Sun wa lun the
Sun Jon
'Is i com
'Yo wo not our wis
A c ani
Wit lan lure
... t wh duc
'All
'Le mis (Ch
'Lo Ani
All slav

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## Old Major's speech

Read Old Major's speech from 'Comrade heard already about the strange dream night' (p. 15) to 'Weak or strong, clever are all brothers. No animal must ever be animal. All animals are equal' (p. 18).

Complete a mind map of the key points

**Old Major's  
speech**

## Tasks!

- 1) Select at least four examples of different techniques used in this speech, e.g. emotive language, personal pronouns, repetition.
- 2) Copy down your selection of quotations and annotate the effects on his audience.  
Consider:
  - the persuasive techniques he uses
  - how he creates sympathy for himself
  - how he appeals to their emotions
  - how he creates a common enemy
  - how he uses facts and opinions

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# Chapter Two

## The Commandments

The principles of 'Animalism' are reduced to seven commandments. Consider how these commandments problems these commandments might cause. As you read on, make a note of when a commandment is broken or changed to help you understand the changes in their society.

**Commandments:** rules laid down by a religion or society to be obeyed. Christians abide by the Ten Commandments.

Commandment	Benefits/problems
<i>Whatever goes upon two legs is an enemy.</i>	
<i>Whatever goes upon four legs, or has wings is a friend.</i>	
<i>No animal shall wear clothes.</i>	
<i>No animal shall sleep in a bed.</i>	
<i>No animal shall drink alcohol.</i>	
<i>No animal shall kill any other animal.</i>	
<i>All animals are equal.</i>	

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## Chapter Three

### Squealer's speech (a) Rhetoric

The art of using words to persuade is called rhetoric. The methods used in rhetorical devices – for example:

- Emotive language
- Repetition
- Pronouns – you/we/our
- Exaggeration
- Rhetorical questions

Annotate Squealer's speech by finding examples of these devices.

'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 (and this has been proved by Science and experiment) contain substances absolutely necessary to the well-being of the body. We pigs are brain-workers. The whole management and organization of the 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 not one among you who wants to see Jones come back?'

Now find examples of the following:

<b>Selection</b>	Selects only information that supports his aim
<b>Lying</b>	Lies repeatedly
<b>Pinpointing the enemy</b>	Uses fear and unites everyone against an enemy of their own actions
<b>Assertion</b>	Makes bold statements that he asserts are true

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## Squealer's speech (b) Analysis

Using what you have learnt from annotating Squealer's speech, write a paragraph that answers the following question:

***How does Napoleon use Squealer to keep the animals' spirits up and to keep the cause?***

Use the following success criteria to help you structure your response:

Success criteria
A clear statement that addresses the question
A short embedded quotation that supports the statement
An explanation of how the quotation supports the point made
Use of words such as 'furthermore' or 'therefore' to expand on the points made
Considers techniques Orwell uses and the effects on the reader
Comments on one or two words from the quotation by considering what they suggest / connotations
Considers links to themes

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## Squealer's speech (c) Assessment

How does Napoleon use Squealer to keep the animals' spirits up and to keep them believing and fighting for the cause?

In pairs, assess this paragraph using the success criteria. Start by finding each element two have been identified for you.

1

Napoleon uses Squealer's abilities to 'turn black into white' to manipulate the farm animals into accepting his decisions and actions. This manipulation of the truth is achieved through a skilful use of Squealer uses fear by pinpointing an enemy: 'Surely, comrades, you want Jones back?' He uses this rhetorical question to place fear in their minds. Generating this fear repeatedly would encourage them to forget their problems and concentrate on the enemy outside the farm. Furthermore, the repetition of this threat serves to remind them that without the pigs' protection, the unthinkable would happen and Jones would come back.

Success criteria	Number	Achieved?	Mark
A clear statement that addresses the question	1	<input checked="" type="checkbox"/>	
A short embedded quotation that supports the statement	2	<input checked="" type="checkbox"/>	
An explanation of how the quotation supports the point made	3	<input type="checkbox"/>	
Use of words such as 'furthermore' or 'therefore' to expand on the points made	4	<input type="checkbox"/>	
Considers techniques Orwell uses and the effects on the reader	5	<input type="checkbox"/>	
Comments on one or two words from the quotation by considering what they suggest / connotations	6	<input type="checkbox"/>	
Considers links to themes	7	<input type="checkbox"/>	

### Self-assessment

EBI (Even Better If): Now assess your own paragraph in the same way – rewrite it and have identified.

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## Squealer's speech (d) Comparative response

*Nineteen Eighty-Four* is an example of dystopian fiction that raises many questions about morality, power and control.

Write at least two paragraphs in response to this question: Compare how **control** is presented in the extract from *Animal Farm* with the extract from another novel by George Orwell called *Nineteen Eighty-Four*.

Consider:

- Any similarities and differences
- The use of coercion
- The language and techniques used by the author to create effects

### Key words

**Coercion:** to intimidate or force someone to do something or behave in a certain way

**Propaganda:** A deliberate spread of information to ensure people believe what you want

**Indoctrination:** The process of persuading a person to accept a set of beliefs without question

<i>Animal Farm</i>	<i>Nineteen Eighty-Four</i>
<p>‘Comrades!’ he cried. ‘You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. 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?’</p>	<p>It appeared that there were no demonstrations to the Ministry of the chocolate ration too. And only yesterday, he had announced that the ration was to be increased to twenty grammes a week. They could swallow that, after all. Yes, they swallowed it easily, with the stupidest of creatures at the other end of the line. They passionately, with a furious denounce, and vaporous suggestion that last week they had only thirty grammes.</p>

To show you are comparing use connectives such as:

*Whereas, however, on the other hand, in comparison, similarly*

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## Chapter Four

### Battle of the Cowshed (a)

You are going to create a front page of a tabloid newspaper that reports the battle. Before you begin, you need to plan your work:

What is your newspaper called?

.....

Write a short and eye-catching headline.

.....

Answer the following questions in note form to help you organise your ideas:

- What happened?

.....

.....

.....

- When did it happen?

.....

- Who was involved?

.....

.....

- Where did it happen?

.....

- Why did it happen? (You could include a quote from each side.)

.....

.....

.....

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## Battle of the Cowshed (b)

Write a draft of your first paragraph that includes the 5 Ws – remember you want to read on! Use the success criteria below to help you.

Success criteria
A clear account
Appropriate level of formality
Who? What? Where? When? Why?
Emotive language such as death, destruction, horror, slaughter
Variety of sentence lengths
Facts and opinions
Reported and direct speech – eyewitness accounts
Short paragraphs

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## Battle of the Cowshed (c)

Use the template below to complete your front page.

<i>Masthead (newspaper name and logo)</i>		
<i>Main story headline – remember that it needs to be interesting – try using techniques such as 'Farmers Flee!' or a play on words (a pun)</i>		
<i>Give details of other stories in your newspaper</i>  <i>(You could use a picture and a headline to make the reader want to open the newspaper and read the story)</i>	<i>Your front-page picture – an image that matches your main story and headline</i>	
	<i>Byline (the name of the person who has written the story)</i>  <i>Write the first paragraph of your main story, including the 5 Ws.</i>	

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## Chapter Five

### Characterisation: Mollie

What do the following quotations tell you about Mollie?  
Find them in the opening of Chapter Five to help you put them into context.

'more and more troublesome'  
'overslept'  
'mysterious pains'  
'appetite was excellent'  
'run away from work'  
'gazing at her own reflection'  
'stroking your nose'  
'It isn't true!'  
'She took to her heels'  
'A little pile of lump sugar'  
'Several bunches of ribbon'



Now write a character profile for Mollie.  
Include as many of these quotations as you can to support your points.

#### Character profile: Mollie

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## How does Napoleon seize power?

### Quotation quest:

Find examples in this chapter that support a democratic society.

Quotations

Find examples in this chapter that suggest a dictatorship.

Quotations

### A04

Write a paragraph in response to this question: **Why does Napoleon exile Snowball?**  
Link your ideas to the themes of: *power of language, violence and democracy*

#### Need some help? Some sentence starters:

Snowball's exile effectively removes all opposition to...	He was a persuasiv
His expulsion creates...	Furthermore, ...
This action denotes the start of Napoleon's...	It could be argued

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## Chapter Six

### Napoleon's leadership (a)



Find the following quotations and explain how each quotation

***Napoleon is now the leader, and uses devious tactics to achieve any opposition to what he wants.***

- What are these tactics?
- How effective are they?
- Find two examples of your own.

‘Napoleon is always right...’

.....

.....

‘... when the animals assembled to receive their orders, Napoleon announced upon a new policy.’

.....

.....

‘From now onwards Animal Farm would engage in trade with the neighboring farms for any commercial purpose, but simply in order to obtain certain materials which were necessary for the farm.’

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‘... they were promptly silenced by a tremendous growling from the dogs.’

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‘Then, as usual, the sheep broke into “Four legs good, two legs bad!”’

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‘It was pure imagination, probably traceable in the beginning to lies circulated by the pigs.’

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## Napoleon's leadership (b) Comparative response

Answer the following question:

*Lord of the Flies* is a coming-of-age novel depicts a group of young English schoolboys who are stranded on a remote island quickly in order to survive after their plane crashes and they are stranded on a remote island.

*Compare the tactics used by Napoleon to maintain his leadership with those used by Jack in Lord of the Flies by William Golding.*

<i>Animal Farm</i>	<i>Lord of the Flies</i> (Jack is challenging Ralph's leadership)
<p>'Comrades,' he said quietly, 'Do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!' he suddenly <b>roared in a voice of thunder</b>. 'Snowball has done this thing! In <b>sheer malignity</b>, thinking to set back our plans and avenge himself for his <b>ignominious expulsion</b>, this <b>traitor</b> has crept here under cover of night and destroyed our work of nearly a year. Comrades, here and now I pronounce the <b>death sentence</b> upon Snowball. "Animal Hero, Second Class," and half a bushel of apples to any animal who brings him to justice. A full bushel to anyone who captures him alive!'</p>	<p>Jack ignored them for the time being and went down to the seated boys and said, 'I have the <b>spear</b>.'</p> <p>'<b>Who's going to join my tribe?</b>'</p> <p>Ralph made a sudden motion to stand up. Some of the boys turned to look at him.</p> <p>'I gave you food,' said Jack, 'and I saved you from the beast. <b>Who</b> is your friend now?'</p> <p>'I'm chief,' said Ralph, 'because we were going to keep the fire burning.'</p> <p>'You ran yourself!' shouted one of the boys. 'Your hands!'</p> <p><b>Ralph went crimson.</b></p> <p>'I said you were hunters. That's what you were supposed to be. <b>Jack ignored him again.</b></p> <p>'<b>Who'll join my tribe</b> and help me hunt for food?'</p>
<p>Need some help? Consider the following:</p> <ul style="list-style-type: none"> <li>• Napoleon clearly places Snowball as another common enemy of the animals.</li> <li>• 'roared in a voice of thunder' suggests Napoleon is an animal to be feared.</li> <li>• 'sheer malignity' implies Snowball's actions were due to his inherent evilness.</li> <li>• 'Ignominious expulsion' suggests that Snowball is to blame for his own shameful expulsion.</li> <li>• 'traitor' suggests Snowball has no loyalty.</li> <li>• 'death sentence' stands as a threat to any other opposition.</li> <li>• Rewards are offered to entice the other animals to act against Snowball.</li> </ul>	<p>Need some help? Consider the following:</p> <ul style="list-style-type: none"> <li>• Intimidation of wearing the tiger-skin tunic.</li> <li>• Intimidation of pointing the spear.</li> <li>• Jack entices the other boys with the promise of food and protection.</li> <li>• Repeated use of phrases like 'Who'll join my tribe?'</li> <li>• 'My hunters' implies Jack is the one who controls who will kill, and who will be killed.</li> <li>• 'because you chose not to follow me' implies Jack is the one who controls who will be killed.</li> <li>• 'Ralph went crimson' suggests Jack is the one who controls who will be killed.</li> <li>• 'Jack ignored him again' suggests Jack is the one who controls who will be killed.</li> <li>• 'fun' – another enticement to join Jack's tribe.</li> </ul>

### Some sentence starters:

- Both Napoleon and Jack use tactics of fear/intimidation/enticement.
- Orwell demonstrates this through his use of the phrase/word/...
- The reader feels/understands/realises...
- By placing Snowball as a common enemy, Napoleon...
- Whereas Jack...

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## Chapter Seven

### Atmosphere

Read through the opening three paragraphs of Chapter Seven and find words and phrases that suggest what life was like for the animals.

**Example:** It was a bitter winter

Read through the following extract and find words or phrases that help Orwell to create an atmosphere of fear.

Napoleon emerged from the farmhouse, wearing both his medals (for which he had awarded himself 'Animal Hero, First Class,' and 'Animal Hero, Second Class'). Behind him were the huge dogs frisking round him and uttering growls that sent shivers down the spines of the other animals. They all cowered silently in their places, seeming to know in their bones that a terrible thing was about to happen.

Carry on reading from 'Napoleon stood sternly surveying his audience' to 'Since that day, no animal had killed another animal' (pp. 77–78).

### Task!

In your own words, summarise what life was like for the animals in Chapter Seven.

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## Individual task: Blog

(Fill in the blanks)

Posted on:

*(Choose one of the characters who witnessed events in Chapter Seven and write their blog entry. Use 'I'.)*

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*(Response from another character to this blog)*

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## Alternative task in pairs – Interview (a)

- One of you is a character who has witnessed the events in this chapter.
- One of you is an interviewer from a television news programme.
- Together you need to write a script for this interview.
- Together you will perform this interview to another pair or the class.

### Planning

*Choose your character: .....*

*Identify key events.*

*Write a list of possible questions – what would the rest of the country want to know?*

*Consider how your character would view these events and/or answer these questions.*

*Consider how your character views the future.*

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## Interview (b)

Interviewer	

### Extension task:

Add a second character to the interview who has opposing views.

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Full stops	7
Commas	8
‘Quotation marks’	2 sets
Hyphens	2
Semicolon	1
Colon	1
Apostrophe	1



## Propaganda

Squealer continues to spread propaganda to justify Napoleon's leadership.  
As Squealer, write a speech to convince the animals that their memories are at fault.

Success criteria	Achieved
Justify the killing of animals	<input type="checkbox"/>
Justify the pigs drinking alcohol	<input type="checkbox"/>
Use the following phrase: 'slipped out of your memories'	<input type="checkbox"/>
Use the following quotation: 'Under the guidance of our leader, Comrade Napoleon...'	<input type="checkbox"/>
Use a variety of simple, complex and compound sentences, used for effect	<input type="checkbox"/>
Use direct address	<input type="checkbox"/>
Use a rhetorical question	<input type="checkbox"/>
Use repetition	<input type="checkbox"/>
Use emotive language	<input type="checkbox"/>
Use ellipses (...) to show pauses for dramatic effect	<input type="checkbox"/>
Use capitals/bold to show emphasis for effect	<input type="checkbox"/>

- Read your speech to a partner.
- Swap your speeches with your partner and peer-assess using the above success criteria.

**AO1, AO4**

Propaganda: A deliberate spread of information to ensure people believe what they want to believe.  
Discussion: Propaganda posters

🖱️ Go to <https://www.bbc.co.uk/news/world-europe-41833406>

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## Chapter Nine

### For better or worse?

Read the first four pages of Chapter Nine (to 'Napoleon, who was elected unanimously'). Compare the lives of each group of animals below – have their lives become worse, about the same, or have their lives got better?

Complete the table below with examples from this chapter to support your view.

	Worse	The same
The pigs		
The dogs		
The other animals		

Discuss the effects of the animals' changing characters; why do you think life is better or worse for others?

**AO1, AO4**

Thinking about what you have learnt about Russian history, who do you think

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Chapter Nine: Character relationships

How do the animals react to Boxer being ill?

Animal	Explanation	
Squealer		
Clover		
Benjamin		
Napoleon		



Discuss

- Do these characters react the way you thought they would? Give clear reasons.
- Do any of the reactions change your opinion of any character?

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## Boxer

Why do you think Orwell included the character of Boxer? What does he represent? What does he tell us about the previous knowledge of Boxer and what you can infer from these quotations to his character?

	What does it tell us about Boxer?
Boxer and Clover always carried between them a green banner marked with the hoof and the horn and the caption, 'Long live Comrade Napoleon!'	
Sometimes the long hours on insufficient food were hard to bear, but Boxer never faltered. In nothing that he said or did was there any sign that his strength was not what it had been.	
At such times his lips were seen to form the words, 'I will work harder'; he had no voice left.	
'To tell you the truth, I had been looking forward to my retirement.'	
If he made a good recovery, he might expect to live another three years, and he looked forward to the peaceful days that he would spend in the corner of the big pasture. It would be the first time that he had had leisure to study and improve his mind. He intended, he said, to devote the rest of his life to learning the remaining twenty-two letters of the alphabet.	

### Extension task:

Why are Boxer's two maxims ironic?

'I will work harder' and 'Comrade Napoleon is always right'

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# Chapter Ten

## Comprehension

- 1) When does Chapter Ten take place?
  - ☐ a) A few days after events in Chapter Nine
  - ☐ b) A few months after events in Chapter Nine
  - ☐ c) Many years after events in Chapter Nine
- 2) Name four animals that are still alive.
  - a) .....
  - b) .....
  - c) .....
  - d) .....
- 3) How many animals have been able to retire?
  - ☐ a) One
  - ☐ b) None
  - ☐ c) Too many to count
- 4) Besides Clover, what are the horses like?
  - ☐ a) The horses are willing workers, good comrades and stupid
  - ☐ b) The horses are literate and intelligent
  - ☐ c) The horses are willing workers, good comrades and intelligent
- 5) What is the windmill used for?
  - ☐ a) It is used to produce electricity for the farm
  - ☐ b) it is used to mill corn for a good profit
  - ☐ c) It is used to make the animals' lives easier
- 6) What work did the pigs undertake?
  - ☐ a) Produced food from their own labour
  - ☐ b) The paperwork
  - ☐ c) Looked after the other animals
- 7) Why can't the older animals decide whether life had been better or worse in the past?  
Give three reasons (p. 111).
  - a) .....
  - b) .....
  - c) .....
- 8) What do the animals see that terrifies them?
  - ☐ a) Benjamin had fallen and couldn't get up
  - ☐ b) The windmill had collapsed
  - ☐ c) The pigs were walking on two legs

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# Whole-text Activities

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## Plot consolidation (a)

Put the events in order: Chapters 1–5



Napoleon takes the puppies away to be educated.	The farm is
Napoleon and Snowball disagree about the building of the windmill, and Snowball is attacked by the dogs and chased off the farm.	The Seven Comm
Mollie disappears from the farm.	The animals wor
Napoleon tells the animals that the windmill will be built.	Reading and writi
Old Major tells the animals about a dream he has had.	The Battle of th
Squealer tells the animals that the reason the pigs have taken the milk and apples is for everyone's benefit.	The animals try to s across
Mr Frederick and Mr Pilkington are afraid that revolution will spread to their own farms so they help Mr Jones attack Animal Farm.	Old Major's teaching against mankind
The animals discover that the pigs have taken the milk and apples.	Mr Jones is

## Plot consolidation (b)

Put the events in order: Chapters 6–10



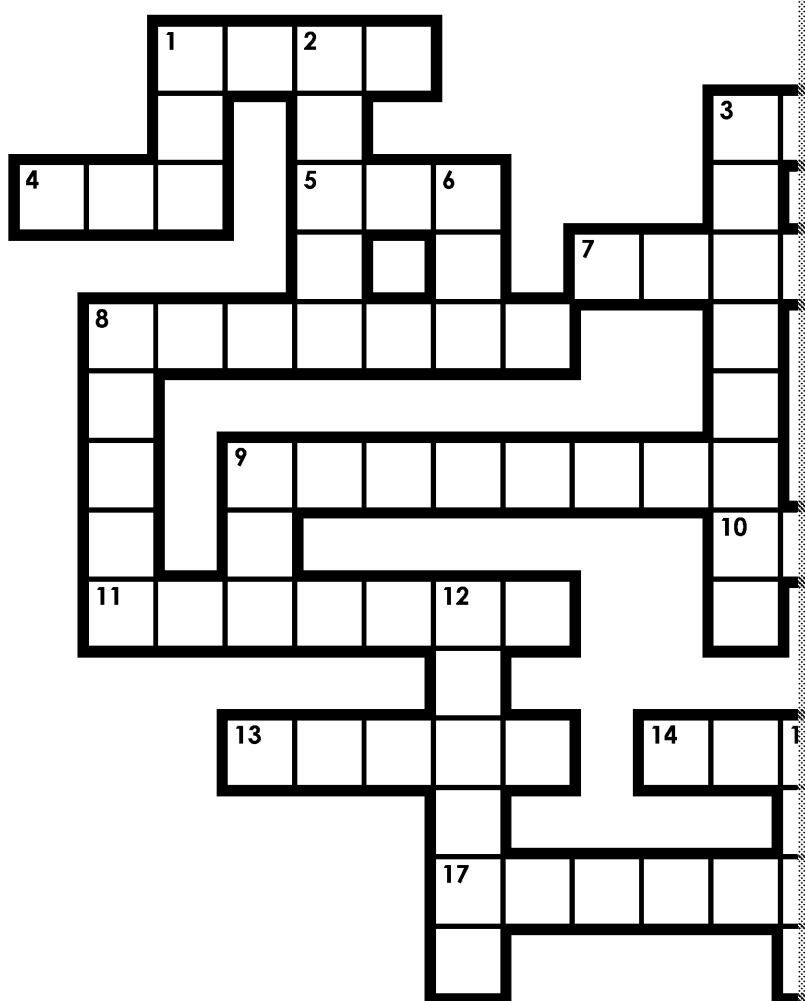
Napoleon is elected unanimously as president.	The animals can't pr
Moses returns to the farm after several years.	The building of t
Boxer collapses and is taken to his death in a horse slaughterer's van.	The pigs move into commandm
The humans destroy the finished windmill but the animals win the 'Battle of the Windmill'.	Napoleon tells the a with ne
Napoleon holds a 'show trial' in which he accuses animals of crimes and publicly executes them.	The animals look th and cannot see th
The windmill is destroyed by a storm, but Napoleon tells the animals it was Snowball.	The animals are
The pigs walk on hind legs, wear clothes and carry whips.	Neighbouring farme
The commandments have been replaced with 'ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS'.	'Beasts of Eng

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## Puzzle (1)



### Across

- 1 Mimic (4)
- 3 Attach two pieces of material together (3)
- 4 To plant seeds (3)
- 5 Armed fighting between groups (3)
- 7 Intense (5)
- 8 A person who shares one's interests or activities – an ironic term used in Animal Farm (7)
- 9 One of the three dogs in Animal Farm (8)
- 10 If the hens laid one of these it was taken away by the pigs (3)
- 11 The pig who writes the replacement for 'Beasts of England' in Animal Farm (7)
- 13 The name of the bird in Animal Farm (5)
- 14 Maltreatment (5)
- 17 Squealer gives ..... speeches (8)

### Down

- 1
- 2
- 3
- 6
- 8
- 9
- 12
- 15
- 16

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## Puzzle (2)

Work out each answer from the clues and write them from left to right next to the

	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

- 1 Another word for 'creatures'
- 2 The pig that represents Josef Stalin
- 3 Unaware – a lot of the animals are this!
- 4 The pig who writes a poem about Napoleon
- 5 These were consumed by the pigs
- 6 A picture made by printing from a design carved in stone (such as the one in the book)
- 7 The name of one of the farmers
- 8 Eloquent – Snowball and Squealer could be described as this
- 9 Rebellion
- 10 The name of the white goat
- 11 You need to use these to support your ideas in your written work
- 12 Uneven
- 13 Made bold or courageous (the humans were this after the collapse of the wall)
- 14 This pig became a scapegoat
- 15 Obedient, easily managed (a word beginning with 'T', Ch. 4)

Now transfer the letter from the corresponding numbers to reveal a key quotation

15:3	5:4	8:7		14:6	1:2	7:7	13:2	8:1
3:6	6:7	2:6		9:2	12:4	4:6	11:5	6:1
15:7	9:6	11:6		14:1	2:4	10:1	7:3	
4:1	6:5	8:2	13:7		13:1	11:1	8:6	1:1
9:7	6:4	2:2	3:3		13:4	15:5	6:10	1:10

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Storyboard

Complete the storyboard below to show the key events of *Animal Farm*. Include a key quotation from

	Quotation:
	Quotation:
	Quotation:

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## Summary (1a)

### Task!

Write a brief summary of *Animal Farm*. Aim to write between 50 and 100 words.

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.....

OR

## Summary (1b)

Write a brief summary of *Animal Farm*.

Fill in the gaps with the words below so this brief summary makes sense.

*Animal Farm* is a \_\_\_\_\_ by George Orwell. It is an \_\_\_\_\_  
the events surrounding the Russian \_\_\_\_\_ and the people.  
The story is about a group of \_\_\_\_\_ who \_\_\_\_\_  
humans in a quest to realise the principles of \_\_\_\_\_.  
to \_\_\_\_\_ through the pigs' leadership and \_\_\_\_\_  
absolute power. In the end, the animals are no better off under the pigs  
than they were under humans.

### If you need a bit of help!

*animals*

*fable*

*rebel*

*Revolution*

*corruption*

*Napoleon*

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## Characterisation: Squealer

Find evidence from *Animal Farm* to support the following statements.

Squealer is convincing.	
Squealer uses emotions to manipulate.	
Squealer is sinister.	
Squealer is a coward.	
Squealer is Napoleon's propagandist.	
Squealer uses the power of language.	
Squealer is deceitful.	
Squealer makes false accusations.	
Squealer justifies inequality.	
Squealer uses false statistics.	
Squealer rewrites history.	

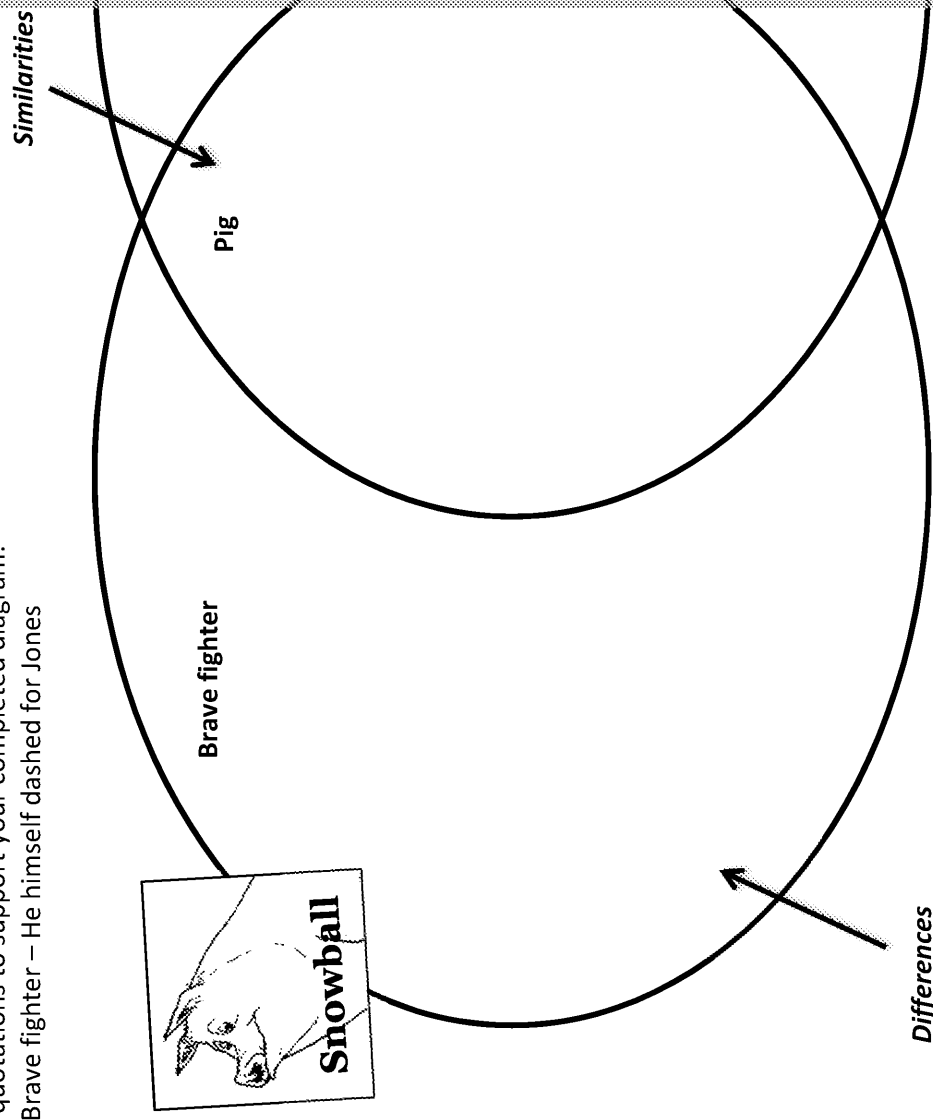
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## Version 1: Compare and contrast Napoleon and Snowball

- 1) Add words/phrases to the diagram below.
- 2) Find quotations to support your completed diagram.  
e.g. Brave fighter – He himself dashed for Jones



**AO1, AO4**

Their differing views reflect two Russian leaders. Who do these characters represent?

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## Version 2: Compare and contrast Napoleon and Snowball

Decide which of the words below refer to Napoleon, Snowball or both:

*scapegoat*

*pig*

*original thinker*

*selfish*

*naïve*

*intelligent*

*cunning*

*paranoid*

*idealistic*

*planner*

*charismatic*

*ruthless*

*tyrant*

*leader*

*intimidating*

Napoleon	Snowball	
Can you add one of your own?		

Which of the words above can be supported by these quotations?

Quotation	
Full of plans for innovations and improvements (Ch. 5)	
He himself dashed for Jones (Ch. 4)	
A pile of corpses lying before Napoleon's feet (Ch. 7)	
Quicker in speech and more inventive (Ch. 2)	
Snowball conjured up pictures of fantastic machines (Ch. 5)	
... seemed to be biding his time (Ch. 5)	
The only good human being is a dead one (Ch. 4)	

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Characterisation: Boxer

What have you learnt about Boxer?  
Find quotations to support your points.

	What have you learnt?	Supporting quotation
Through his physical description		
Through his actions		
Through his values and his beliefs		
What he says		
What other people say about him		
Through his relationships with others		

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Characterisation

What have you learnt about ..... ?  
Find quotations to support your points.

	What have you learnt?	Supporting quotation
Through their physical description		
Through their actions		
Through their values and his beliefs		
What they say		
What other people say about them		
Through their relationships with others		

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## Themes

Complete the empty boxes by either finding a quotation that fits with the given explanation, or, if the quotation is provided, add your own explanation of what it

For each quotation, link to a theme from the suggestions below.

Quotation	What it shows the reader
Four legs good, two legs bad.	The sheep are trained to repeat this slogan to drown out any chance of debate, thus avoiding opposition to Napoleon's rule. It also shows uneducated animals are easy to manipulate.
	The repetition of this phrase by Boxer highlights how he is unable to think for himself as he has been indoctrinated by propaganda. It also shows how uneducated animals are easy to manipulate.
Within a few weeks Snowball's plans for the windmill were fully worked out. The mechanical details came mostly from three books which had belonged to Mr. Jones – <i>One Thousand Useful Things to Do About the House</i> , <i>Every Man His Own Bricklayer</i> , and <i>Electricity for Beginners</i> .	
	By ending the Sunday meetings, Napoleon took away freedom of speech and therefore the animals' democratic right.
At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn.	
Once again all rations were reduced, except those of the pigs and dogs. A too rigid equality in rations, Squealer explained, would have been contrary to the principles of Animalism.	
<i>Find one on your own</i>	

**Suggested themes:** Power corrupts, Propaganda, Power of language, Education,

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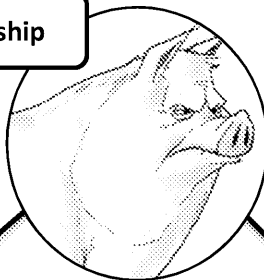


## Theme: Equality

What was life like for the animals?

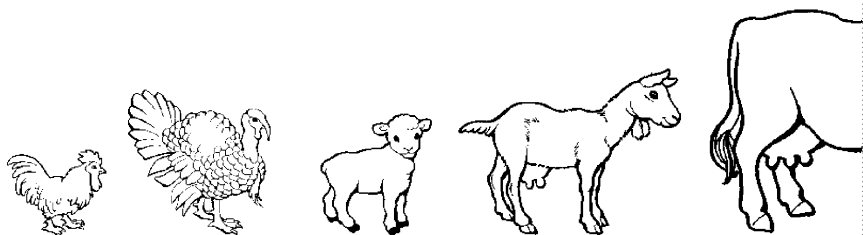
Fill in the diagram below.

Napoleon's leadership



The pigs

The



AO1, AO4

How does life under Napoleon's rule mirror life under Stalin's rule?

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Theme: Education and Social Class

Complete the following table to help explore the link between education and social class.

Animals	Who could only learn a single maxim?	Who learnt some of the alphabet?	Who could read?	
The birds	✓			Couldn't understand and learnt the
The horses				
The sheep				
The pigs				
The goat				
The donkey				
The dogs				

AO1, AO4

Discuss the relationship between the levels of education and the animals' position in the society.

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## Language (1)

Find the following quotations in your copy of *Animal Farm* to put each quotation in the box below. For each quotation, analyse the effects of the use of language.

To help you, consider the following:	
Words used to confuse and mislead	The difference between the reality
Use of emotive language	Use of statistics to validate a
Using a common enemy to generate fear	Use of rhetorical questions

### Chapter Three

“Do you know what will happen if we pigs failed in our duty? Jones would

.....

.....

.....

### Chapter Five

‘Even Boxer was vaguely troubled. He set his ears back, shook his forelock to marshal his thoughts; but in the end he could not think of anything to say

.....

.....

.....

### Chapter Eight

‘About this time there occurred a strange incident which hardly anyone was

.....

.....

.....

‘On Sunday mornings Squealer, holding down a long strip of paper with his teeth, would read them lists of figures proving that the production of every class of foodstuff had increased by one per cent, three hundred per cent, or five hundred per cent, as the case might be.

.....

.....

.....

### Chapter Ten

‘Squealer told them that the pigs had to expend enormous labours every day in writing and reading documents called “files”, “reports”, “minutes” and “memoranda”.

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## Language (2)

To understand the changes within the society, it is useful to compare and contrast 'Beasts of England' (BoE) with the poem 'Comrade Napoleon' (CN).

Similarities	
Both use positive imagery, as shown in the quotations 'Of the golden future time' (BoE) and 'Fountain of happiness' (CN).	

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## Irony

### Irony

noun

1. When a person says one thing but means the opposite. **verbal irony**
2. There is a difference between what is expected and what actually happens. **irony**
3. A literary technique in which the audience can perceive hidden meanings unknown to the characters.

Find these examples in the text and complete the table below.

Example	What does it suggest to the reader?
<i>So the animals trooped down to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared.</i> (Chapter 2)	<i>Consider: where has the milk gone?</i>
<i>You do not imagine, I hope, that we pigs are doing this in the spirit of selfishness.</i> (Chapter 3)	<i>Consider: how does Squealer use the power of persuasive language to persuade?</i>
<i>This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half.</i> (Chapter 6)	<i>Consider: was the work 'strictly voluntary'?</i>
<i>Once a week there should be held something called a Spontaneous Demonstration, the object of which was to celebrate the struggles and triumphs of Animal Farm.</i> (Chapter 9)	<i>Consider the meaning of 'Spontaneous' something be spontaneous if it happens every week'?</i>
<i>In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously.</i> (Chapter 9)	<i>Consider: why is there only one candidate really an election?</i>
<i>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.</i> (Chapter 10)	<i>Consider how similar life was for the animals when the farm was ruled by man.</i>

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## Structure

A circular narrative?

Look at the following quotations from Chapter One.

Can you find evidence from Chapter Ten to demonstrate that the story has gone

Chapter One	
'Let us face it: our lives are miserable, laborious, and short.' (p. 15)	
'Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings.' (p. 16)	
'Man is the only creature that consumes without producing... Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself.' (p. 16)	
Even when you have conquered him, do not adopt his vices. (p. 18)	
Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the popholes. (p. 13)	
'And remember also that in fighting against Man, we must not come to resemble him.' (p. 18)	
<i>Find your own example.</i>	

Choose a pair of quotations and explain how they demonstrate that the pigs' rule is for the benefit of all.

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## Form

*Animal Farm* is referred to as a beast fable, a satire, an allegory and a fairy story.



### Discuss

Which of these elements would you expect each to contain? Are there any elements that you think are not relevant?

*Simple storyline*

*Naïve tone*

*Moralistic*

*Omniscient narrator*

*Symbolic*

*Political*

*Ridicule*

*Fictitious*

*Anthropomorphic characters*

*Irony*

**Beast fable**

**Satire**

**Allegory**

### Task!

Now answer the following questions:

1. Why do you think Orwell used satire?

.....

.....

2. Why do you think Orwell used talking animals?

.....

.....

3. Why didn't Orwell write a more direct story of Russian history?

.....

.....

4. Thinking about fairy stories you know, is *Animal Farm* a fairy story? Explain.

.....

.....

.....

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## Context: Allegory, characters/events

Complete the table below to develop your understanding of how *Animal Farm* is the events in Russian history.

Event in Russian history	Which characters or events from events from Russian history does this relate to?
The Communist Party believed in Karl Marx's ideas: that the upper classes exploited the lower classes by paying them low wages and making themselves richer.	Old Major believes that the humans are taking all the rewards from their hard work.
Tsar Nicholas II was overthrown.	
Loyal forces to the Tsar tried to take back control. However, the Bolsheviks stayed in power due to Trotsky's excellent command.	
Stalin and Trotsky had a leadership battle.	
Trotsky was exiled by Stalin.	
Stalin became the absolute ruler.	
Poverty became extreme due to Stalin's collectivisation policy. The poor people tried to resist. 🖱️ Go to <a href="https://www.bbc.com/bitesize/guides/ztqmwxs/revision/2">https://www.bbc.com/bitesize/guides/ztqmwxs/revision/2</a>	
Stalin used propaganda to become powerful.	
Stalin invented a conspiracy against him so he could torture and execute his enemies who 'confessed' to crimes against him.	
Germany betrayed Russia by trying to invade it.	
Can you add something of your own?	

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## Setting

Can you match the setting with what it represents?

The Farmhouse

The Windmill

The Farm

Sugarcandy  
Mountain

The Winter

The Summer

It could

Ref

The

Refle

### Extension task:

Choose one of the settings and explain how it represents an idea. Use quotation

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## Pre-reading Activities

### Similes and metaphors

#### Simile

- As busy as a **bee**
- As gentle as a **lamb**
- As brave as a **lion**
- As bald as a **coot**
- As happy as a **lark**
- As fierce as a **tiger**
- As drunk as a **skunk**
- As free as a **bird**

#### Metaphor

- A cowardly person could be called a **chicken**.
- Someone who is in an unfamiliar situation is a **fish** out of water.
- Someone in a vulnerable situation is a sitting **duck**.
- You cannot trust a person who is a **snake** in the grass.

### Context

1. *What is the story based on?*  
The story was based on the events during and after the Russian Revolution.
2. *Who was the ruler of Russia, overthrown in 1917?*  
Tsar Nicholas II was the ruler of Russia overthrown in 1917.
3. *Who led the Red Army of the Bolsheviks?*  
The Red Army of the Bolsheviks was led by Lenin and Trotsky.
4. *Russia was renamed the Soviet Union.*
5. *Which two men struggled for leadership after Lenin's death?*  
Josef Stalin and Trotsky struggled for leadership after Lenin's death.
6. *Which man succeeded and what happened to the other?*  
Josef Stalin succeeded and Trotsky was driven into exile in 1929. In Mexico he was Stalin's men.
7. *What was life like now for the ordinary person?*  
People were forced to work hard on industrial projects and food was in short supply. There was opposition to his policies and used brutal methods of control.
8. *What pact did Hitler sign with the Soviet Union?*  
Hitler signed a non-aggression pact with the Soviet Union.
9. *What happened in 1941?*  
Hitler broke the pact in 1941 when he invaded parts of the Soviet Union.
10. *Which countries did Stalin join to fight against Germany?*  
Stalin joined Britain and the United States to fight against Germany.
11. *How was Stalin viewed by Britain and the United States?*  
Stalin was viewed as a hero by Britain and the United States.
12. *What were these countries unaware of regarding Stalin's regime?*  
These countries were unaware of the brutality and tyranny of Stalin's regime.

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## Alternative task: Context

*Animal Farm* is not just a story about animals; it has two meanings, a surface, **literal** meaning. On one level it is about the lives of the animals on the farm and on a deeper level it is a commentary on the Russian Revolution.

In 1917 there were two **revolutions** in Russia. At the time, there was a lot of resentment towards Tsar Nicholas II, especially as he had a very **luxurious** life and there was a vast amount of **poverty**. After the revolution, Tsar Nicholas II was overthrown and a temporary government was formed. However, in 1918 the revolution the **Bolsheviks** took over, led by Lenin and Trotsky, and the Tsar and his family were executed.

The revolutionaries were inspired by the teachings of Karl Marx. Russia was renamed the Soviet Union. The regime should have been ideal, with shared ownership, **total equality** and a classless society. However, there was a power struggle between Stalin and **Trotsky** which led to Trotsky going into exile. Stalin was surrounded by spies of Stalin's agents. Stalin became the absolute leader and no opposition to his leadership. He used the police, sent people to labour camps and conducted show trials to generate **fear** and to maintain control. Life for the people became **increasingly difficult** with food in short supply and they were forced to work longer hours. Any problems experienced by the country were **blamed** on the 'Trotskyites'.

A non-aggression pact was signed in 1939 between Hitler and the Soviet Union but this was broken when Germany invaded parts of the Soviet Union. This led **Stalin** to join the allies who were Britain and the USA. His people **suffered** immensely during the fighting and millions of lives were lost. For many of the Russian people were heroes but they were unaware of the **tyranny** and **brutality** that lay behind the revolution.

## Rules (1) Class discussion

**Student's own response.** However, they might discuss some of the following: A rule is a set of guidelines or expectations in a society. A rule is made by an authority, e.g. a government, an organisation or a person, one which gives advantages to some and disadvantages to others. A person who does not follow a rule. In the UK, this could mean some form of trial/detention/fine, rather than capital punishment.

## Rules (2)

Student's own response.

## Rules (3)

Student's own response.

## Rules (4)

Suggestions:

1. Man has made the rules because 'he is lord of all animals'.
2. Man benefits as he 'consumes without producing'.
3. The animals get 'the bare minimum that will prevent them from starving' whereas man gets the 'fruits of the animals' hard work.
4. Yes – the animals live in an unjust society. They have the right to be treated fairly. No – man is higher up in society than animals. It will not achieve anything for them that they can't do for themselves.

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**Extend your understanding/vocabulary (1): Match-up exercise**

<b>Allegory</b>	A story that has a deeper underlying meaning; it uses events and characters to convey moral, political or religious ideas
<b>Fable</b>	A short story that has a moral message often relayed through animal characters
<b>Irony</b>	An expression of meaning that normally signifies the opposite
<b>Satire</b>	A piece of writing that attacks a person or idea, making it look ridiculous
<b>Tyrant</b>	A cruel and oppressive ruler who abuses his power
<b>Indoctrination</b>	The process of persuading a person to accept a set of beliefs without question
<b>Oppression</b>	An unjust or cruel exercise of authority or power
<b>Propaganda</b>	A deliberate spread of information to ensure people believe what you want them to
<b>Anthropomorphic</b>	A term that could be used to describe animals who have human characteristics
<b>Totalitarian</b>	A government with as much control over aspects of their citizen's lives as possible
<b>Maxim</b>	A short and effective statement which suggests ideal ways of behaviour

**Extend your understanding/vocabulary (2)****Some suggested responses:**

1. The maxim suggests that animals have the authority as they have four legs. It suggests that animals are 'good' opposed to man who is 'bad'. The maxim is short and snappy with a strong message. It might take unfair action against man as he has two legs. It might unify the animals. It might be a warning to man.
2. It appears to be a **totalitarian** society as Napoleon is giving orders and will punish anyone who disobeys. Napoleon appears to be a **tyrant** as he is described as being ruthless, and threatens anyone who does not obey his decree. It appears to be an **oppressive** regime as Napoleon's behavior is described as being cruel and unjust.

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# During-reading Activities

## Technique matching exercise

Technique	Definition
Personification	The presentation of objects and events in nature as having human emotions and traits – often selected to reflect a character's emotion.
Personal pronoun	In a sentence it refers to a specific person or object, e.g. 'he' in the sentence 'He went for a walk' or the 'you' in, 'You are a hard worker'.
Emotive language	Language that creates an emotional response.
Rhetorical question	A question that does not require an answer.
Alliteration	The repetition of same consonant sounds in a series of words.
Simple sentence	A sentence that has one verb and communicates one idea.
Similes	Compares something with another thing using 'as' or 'like'.
Symbolism	Using something to represent ideas or qualities.
Repetition	The use of the same word or phrase more than once for effect.
Rule of three	A group of three words used in succession for effect.
Onomatopoeia	Where words sound like the <i>things</i> they describe.

## The Commandments

Commandment	Broken/changed?
Whatever goes upon two legs is an enemy.	Chapter 6 (p. 53) trading with humans Chapter 10 (p. 113) Napoleon is walking on two legs
Whatever goes upon four legs, or has wings is a friend.	Chapter 5 (p. 54) Snowball is chased from the farm Chapter 7 (p. 73) hens are killed for rebelling against the
No animal shall wear clothes.	Chapter 8 (p. 93) Napoleon wears Mr Jones's bowler hat Chapter 10 (p. 114) the pigs are wearing Mr Jones's cloth
No animal shall sleep in a bed.	Chapter 6 (p. 66) pigs are sleeping in beds
No animal shall drink alcohol.	Chapter 8 (p. 93) whisky is found, loud singing is heard an around the yard
No animal shall kill any other animal.	Chapter 7 (p. 73) hens are killed for rebelling against the Chapter 7 (p. 78) animals 'confess' to crimes and are exe
All animals are equal.	Chapter 10 (p. 114) one commandment remains: ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MOR

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## Squealer's speech (a)

<b>Selection</b>	Selects only information that supports his aim	Milk and apples (and this has been produced in substances absolutely necessary to the health of the animals)
<b>Lying</b>	Lies repeatedly	You do not imagine, I hope, that we pigs are doing this in a selfishness and privilege? Our sole object in taking these things is to help you. It is for your sake that we drink that milk and eat those apples.
<b>Pinpointing the enemy</b>	Uses fear and unites everyone against an enemy to take the focus off their own actions	... surely there is no one among you who would be so foolish as to doubt the wisdom of Snowball?
<b>Assertion</b>	Makes bold statements that he asserts are true	Many of us actually dislike milk and apples. It is for your sake that we drink that milk and eat those apples.

## Squealer's speech (b)

Student's own response.

## Squealer's speech (c)

Student's own response.

## Squealer's speech (d)

Some suggested points but any valid response should be rewarded.

- The word 'appeared' suggests uncertainty about the demonstration taking place – but Squealer advocates a certainty that Jones will come back if the animals disagree.
- The capitalisation of the word 'YOUR' encourages gratitude and loyalty, whereas the word 'MINE' suggests doubt / questioning of events.
- The repetition of the idea that 'Jones would come back' is used to pinpoint a common enemy, therefore, coercion. The repetition of the word 'swallowed' suggests indoctrination and the idea is questioned by others. Also, 'swallowed' is a play on words as chocolate could be easily swallowed; news of ration going up would be good news.

## Characterisation: Mollie

Student responses will vary.

## How does Napoleon seize power?

Find examples in this chapter that suggest a democratic society.

Quotations
All of them came to look at Snowball's drawings at least once a day. Even the hens and the ducks came to look at the drawings and to tread on the chalk marks.
At the Meeting on the following Sunday the question of whether or not to begin work on the windmill was put to the vote.

Find examples in this chapter that suggest a dictatorship.

Quotations
... then suddenly he lifted his leg, urinated over the plans, and walked out without uttering a word.
At this there was a terrible baying sound outside, and nine enormous dogs wearing brass collars came into the barn. They dashed straight for Snowball...
Silent and terrified, the animals crept back into the barn.
They kept close to Napoleon. It was noticed that they wagged their tails to him in the same way that they had been used to do to Mr. Jones.
He announced that from now on the Sunday-morning Meetings would come to an end. The animals would still assemble on Sunday mornings to salute the flag, sing <i>Beasts of England</i> , and so on for the week; but there would be no more debates.
But suddenly the dogs sitting round Napoleon let out deep, menacing growls, and the pigs...

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## Napoleon's leadership (a)

Napoleon is now the leader, and uses devious tactics to prevent any opposition to what he wants. Responses might explore the following points:

- Indoctrination of the animals
- Napoleon gives orders and makes decisions on his own
- Uses Squealer to justify his decisions and convinces the animals to question their own
- By training the dogs to be threatening, Napoleon uses fear to control and stop freedom
- By training the sheep to repeatedly bleat the same words, Napoleon stops freedom
- Uses Snowball as a scapegoat
- Uses fear of Jones coming back

## Napoleon's leadership (b)

Suggestions for content are given on the activity page.

## Atmosphere

Find words and phrases that suggest what life was like for the animals.

**Example:** It was a bitter winter

...it was cruel work, and the animals could not feel so hopeful about it as they had felt before. They were always cold, and usually hungry as well.

For days at a time the animals had nothing to eat but chaff and mangels.

Starvation seemed to stare them in the face.

Find words or phrases that help Orwell to create an atmosphere of terror.

- 'uttering growls'
- 'shivers down all the animals' spines.'
- 'cowered silently'

## Individual task: Blog

Student responses will vary.

## Alternative task

Student responses will vary.

## Interview (b)

Student responses will vary.

## Benjamin

A few days **later**, when the terror caused by the executions had died **down**, some of the animals remembered – **that** the Sixth Commandment **decreed** '**No** animal shall kill any other animal to mention it in the hearing of the pigs or the **dogs**, it was felt that the killings which had been decreed by the pigs were **justified**. Clover asked Benjamin to read her the Sixth **Commandment**, and when **Benjamin**, as usual, refused to do so, she fetched **Muriel**. Muriel read the Commandment for **her**. It ran: '**No** animal shall kill another animal **without cause**.' **Somehow** or **other**, the last two words had slipped out of the **animals'** minds. The Commandment had not been **violated**; for clearly there was good reason for killing the traitors, and especially for killing the traitor with **Snowball**.

Some suggestions for discussion points: what do these quotations tell you about Benjamin?

- Intelligent
- Literate
- Observant
- Has a true understanding of what's going on
- Refuses to interfere

## Propaganda

Student responses will vary.

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## For better or worse?

	Worse	
The pigs		<p>Once again all rations were cut and the dogs.</p> <p>... it was laid down as a rule that no animal met on the path, the dogs were to be put down, and also that all pigs, of whatever rank, were to have the privilege of wearing green ribbons.</p> <p>But the pigs seemed comfortable and were not putting on weight if anything.</p> <p>And the news soon leaked out that the animals were receiving a ration of a pint of milk a day, the same as Napoleon himself, which was a great improvement on the Crown Derby soup tureen.</p>
The dogs		Once again all rations were cut and the dogs.
The other animals	<p>But doubtless it had been worse in the old days. They were glad to believe so.</p> <p>Rations, reduced in December, were reduced again in February, and lanterns in the stalls were forbidden to save Oil.</p>	

## Character relationships

How do the animals react to Boxer being ill?

Animal	Explanation	Evidence
Squealer	Squealer does not rush to Boxer's side as the other animals did. The words 'appeared' and 'full of sympathy' suggest his concern is false.	After about a quarter of an hour, Squealer appeared, full of sympathy and concern.
Clover	Clover cares about Boxer.	<ul style="list-style-type: none"> <li>'Boxer!' she cried.</li> <li>'We must get help for him.'</li> <li>In the evenings she stayed with him to him...</li> </ul>
Benjamin	Benjamin cares for Boxer and is loyal to his friend.	Benjamin, who lay down and refused to speak, kept the flies off Boxer.
Napoleon	Napoleon sees Boxer's ill-health as the loss of a 'loyal worker' rather than an individual with feelings. The reader does not trust Napoleon will do the right thing to help Boxer.	Comrade Napoleon had no sympathy for the distress of this misfortune. He only thought of the workers on the farm, and the arrangements to send them to Willingdon.

## Boxer

- Indoctrination
- Follower
- Proud, loyal and hard-working
- Determination
- Strong
- Doesn't understand the effects on his well-being
- Believes that hard work is the only way to success
- Doesn't think of himself
- Believes whatever Napoleon says
- He thought his hard work would make him a comrade
- He wanted to learn to read

**Extension:** Why are Boxer's two maxims ironic?

'I will work harder' and 'Comrade Napoleon is always right'

- It didn't matter how hard he worked, it wasn't enough to make his own and all the other animals better.
- Napoleon is not a comrade and he only does things that are right for himself.

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## Comprehension

1. When does Chapter Ten take place?
  - c) Many years after events in Chapter Nine
2. Name four animals that are still alive.
  - a) Clover
  - b) Benjamin
  - c) Napoleon
  - d) Squealer
3. How many animals have been able to retire?
  - b) None
4. Besides Clover, what are the horses like?
  - a) The horses are willing workers, good comrades and stupid
5. What is the windmill used for?
  - b) It is used to mill corn for a good profit
6. What work do the pigs undertake?
  - b) The paperwork
7. Why can't the older animals decide whether life had been better or worse in Jones'
  - a) Could not remember
  - b) They had nothing to go on other than the positive figures generated by Squealer
  - c) They had little time for speculating
8. What do the animals see that terrifies them?
  - c) The pigs were walking on two legs

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## Whole-text Activities

### Plot consolidation (a)

Put the events in order: Chapters 1–5

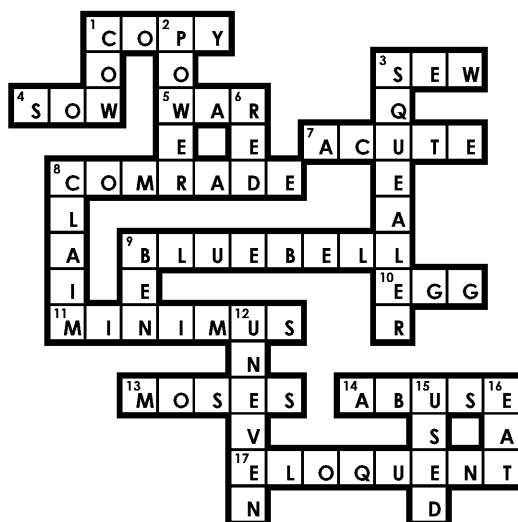
1. Old Major tells the animals about a dream he has had.
2. Old Major's teachings inspire the animals to rebel against mankind to build their own society.
3. Mr Jones is driven from the farm.
4. The farm is renamed Animal Farm.
5. The Seven Commandments are written on the barn wall.
6. The animals discover that the pigs have taken the milk and apples.
7. The animals work hard to get the harvest in.
8. Reading and writing lessons for the animals were a success.
9. Napoleon takes the puppies away to be educated.
10. Squealer tells the animals that the reason the pigs have taken the milk and apples is to keep the farm strong.
11. The animals try to spread their revolutionary ideas across the countryside.
12. Mr Frederick and Mr Pilkington are afraid that revolution will spread to their own farms.
13. The Battle of the Cowshed is a victory for the animals.
14. Mollie disappears from the farm.
15. Napoleon and Snowball disagree about the building of the windmill, and Snowball is driven off the farm.
16. Napoleon tells the animals that the windmill will be built.

### Plot consolidation (b)

Put the events in order: Chapters 6–10

1. The animals are forced to work harder than ever before.
2. The building of the windmill has difficulties.
3. The animals can't produce everything they need on the farm.
4. Napoleon tells the animals he has decided to trade with neighbouring farms.
5. The pigs move into the farmhouse and break a commandment by sleeping in beds.
6. The windmill is destroyed by a storm but Napoleon tells the animals it was Snowball's idea.
7. 'Beasts of England' was heard no more.
8. Napoleon holds a 'show trial' in which he accuses animals of crimes and publicly executes them.
9. The humans destroy the finished windmill but the animals win the 'Battle of the Windmill'.
10. Napoleon is elected unanimously as president.
11. Moses returns to the farm after several years.
12. Boxer collapses and is taken to his death in a horse slaughterer's van.
13. The commandments have been replaced with 'ALL ANIMALS ARE EQUAL BUT SOME ARE MORE EQUAL THAN OTHERS'.
14. The pigs walk on hind legs, wear clothes and carry whips.
15. Neighbouring farmers are invited to tour the farm.
16. The animals look through the farmhouse window and cannot see the difference between the inside and the outside.

### Puzzle (1)



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## Puzzle (2)

	1	2	3	4	5	6	7
1	A	N	I	M	A	L	S
2	N	A	P	O	L	E	O
3	I	G	N	O	R	A	N
4	M	I	N	I	M	U	S
5	A	P	P	L	E	S	
6	L	I	T	H	O	G	R
7	F	R	E	D	E	R	I
8	A	R	T	I	C	U	L
9	R	E	V	O	L	U	T
10	M	U	R	I	E	L	
11	Q	U	O	T	A	T	I
12	U	N	E	Q	U	A	L
13	E	M	B	O	L	D	E
14	S	N	O	W	B	A	L
15	T	R	A	C	T	A	B

15:3	5:4	8:7		14:6	1:2	7:7	13:2	8
A	L	L		A	N	I	M	
3:6	6:7	2:6		9:2	12:4	4:6	11:5	6
A	R	E		E	Q	U	A	
15:7	9:6	11:6		14:1	2:4	10:1	7:3	
B	U	T		S	O	M	E	
4:1	6:5	8:2	13:7		13:1	11:1	8:6	1
M	O	R	E		E	Q	U	
9:7	6:4	2:2	3:3		13:4	15:5	6:10	1
T	H	A	N		O	T	H	

## Storyboard

Some suggestions for storyboard:

<i>Old Major</i>	<i>Snowball up a ladder painting</i>	
Quotation: 'All men are enemies. All animals are comrades.' (Major: p. 17)	Quotation: ... painted out MANOR FARM from the top of the gate and in its place painted ANIMAL FARM. (p. 28)	Quotation: 'It is and p. 3
<i>Battle of the Cowshed</i>	<i>Snowball is exiled</i>	
Quotation: 'War is war. The only good human being is a dead one.' (Snowball: p. 45)	Quotation: 'Snowball, who, as we now know, was no better than a criminal' (Squealer: p. 56)	Quotation: '... of this has our p. 6
<i>Animal confessions</i>	<i>Boxer/van</i>	
Quotation: ... the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet... (p. 78)	Quotation: Napoleon ended his speech with a reminder of Boxer's two favourite maxims, 'I will work harder' and 'Comrade Napoleon is always right' – maxims he said, which every animal would do well to adopt as his own. (Napoleon: p. 107)	Quotation: The to n pig imp (p.

## Summary (1a)

Student responses will vary.

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## Summary (1b)

*Animal Farm* is a **fable** by George Orwell. It is an **allegory** of the events surrounding the Russian Revolution of 1917. The story is about a group of **animals** who **rebel** against the humans in a quest for a better life. However, power leads to **corruption** through the pigs' leadership and **Napoleon** seizes power. The animals are no better off under his leadership than they were under humans.

## Characterisation: Squealer

<b>Squealer is convincing.</b>	... he could turn black into white. (Ch. 2 p. 23)
<b>Squealer uses emotions to manipulate.</b>	'It was the most affecting sight I have ever seen!' said Squealer, wiping away a tear. (Ch. 9 p. 105)
<b>Squealer is sinister.</b>	... he cast a very ugly look at Boxer with his twinkling eyes.
<b>Squealer is a coward.</b>	... who had been unaccountably absent during the fighting.
<b>Squealer is Napoleon's propagandist.</b>	"Beasts of England" was the song of the Rebellion. But the execution of the traitors this afternoon was the final act of the Revolution. The animals expressed our longing for a better society in days to come. It is now established.' (Ch. 7 p. 81)
<b>Squealer uses the power of language.</b>	'Day and night we are watching over your welfare. It is for your own good that we eat those apples. Do you know what would happen if we failed to do so? Come back!' (Ch. 3 p. 39)
<b>Squealer is deceitful.</b>	But the explanation was simple. The van had previously been bought by the veterinary surgeon, who had not yet been paid. That was how the mistake had arisen. (Ch. 9 p. 106)
<b>Squealer makes false accusations.</b>	'Do you know who is responsible for this? Do you know the man who has betrayed and overthrown our windmill? SNOWBALL!' (Ch. 6 p. 68)
<b>Squealer justifies inequality.</b>	'I trust that every animal here appreciates the sacrifice that has been made in taking this extra labour upon himself. Do you imagine, comrades, that any of us could possibly enjoy the pleasure... No one believes more firmly than Comrade Napoleon that it is just to have the animals work for the benefit of the community. (Ch. 5 p. 55)
<b>Squealer uses false statistics.</b>	On Sunday mornings Squealer, holding down a strip of paper, read out to them lists of figures proving that the production of every animal was increasing. The animals saw no reason to disbelieve him. (Ch. 8 p. 83)
<b>Squealer rewrites history.</b>	'... Comrade Napoleon sprang forward with a cry of "Death to Jones's leg? Surely you remember that, comrades?" (Ch. 7 p. 79)

## Version 1/2: Compare and contrast Napoleon and Snowball

Napoleon	Snowball	
Selfish	Scapegoat	
Cunning	Original thinker	
Paranoid	Naïve	
Tyrant	Intelligent	
Intimidating	Idealistic	
Corrupt	Planner	
Hypocrite	Charismatic	
	Excellent speaker	

Quotation	
Full of plans for innovations and improvements (Ch. 5)	
He himself dashed for Jones (Ch. 4)	
A pile of corpses lying before Napoleon's feet (Ch. 7)	
Quicker in speech and more inventive (Ch. 2)	
Snowball conjured up pictures of fantastic machines (Ch. 5)	
... seemed to be biding his time (Ch. 5)	
The only good human being is a dead one (Ch. 4)	

## Characterisation: Boxer / Characterisation

Student responses will vary.

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## Themes

Quotation	What it shows the reader
Four legs good, two legs bad.	The sheep are trained to repeat this slogan any chance of debate, thus avoiding any opposition to Napoleon's rule. It also shows how uneducated animals are easy to manipulate.
I will work harder.	The repetition of this phrase by Boxer highlights his inability to think for himself as he has been indoctrinated by propaganda. It also shows that uneducated animals are easy to manipulate.
Within a few weeks Snowball's plans for the windmill were fully worked out. The mechanical details came mostly from three books which had belonged to Mr. Jones – <i>One Thousand Useful Things to Do About the House</i> , <i>Every Man His Own Bricklayer</i> , and <i>Electricity for Beginners</i> .	Snowball uses his ability to read to educate the other animals how to build the windmill. The reader is aware that the animals want to make their lives on the farm easier.
He announced that from now on the Sunday-morning Meetings would come to an end. They were unnecessary, he said, and wasted time.	By ending the Sunday meetings, Napoleon takes away the animals' freedom of speech and therefore the other animals lose their democratic right.
At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn.	The reader is aware that these dogs were trained by Napoleon and understands how he uses fear to suppress any opposition. The use of fear also makes the animals less likely to speak against him.
Once again all rations were reduced, except those of the pigs and dogs. A too rigid equality in rations, Squealer explained, would have been contrary to the principles of Animalism.	It is obvious to the reader that this act goes against the principles of Animalism. However, it demonstrates the power of Squealer's ability to explain away actions that benefit the pigs.

## Theme: Education and Social Class

Animals	Who could only learn a single maxim?	Who learnt some of the alphabet?	Who could read?	How do the animals learn?
The birds	✓			Couldn't understand Squealer's long explanations and learnt the maxims by heart.
The horses		✓		<ul style="list-style-type: none"> <li>Boxer decides to be content with learning the alphabet</li> <li>Mollie is only concerned with her own appearance</li> </ul>
The sheep	✓			<ul style="list-style-type: none"> <li>Repeatedly bleat the slogan 'Four legs good, two legs bad'</li> <li>However, the overused phrase becomes a deterrent for other animals</li> </ul>
The pigs			✓	<ul style="list-style-type: none"> <li>Squealer manipulates the other animals</li> <li>Snowball wants to teach all the animals to read</li> <li>Snowball reads books to the other animals</li> <li>Napoleon is only interested in power and the piglets to continue his rule</li> </ul>
The goat			✓	Muriel sometimes reads to the other animals
The donkey			✓	Benjamin doesn't think there is anything to be learned from reading
The dogs			✓	Have no interest in reading

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## Language (1)

**“Do you know what will happen if we pigs failed in our duty? Jones would come back!”**

- Uses an emotive word ‘failed’ to generate fear
- Uses a common enemy to distract from the issue and to generate fear
- He uses a rhetorical question so he can provide his own answer

**‘Even Boxer was vaguely troubled. He set his ears back, shook his forelock several times in his thoughts; but in the end he could not think of anything to say.’ (Chapter Five)**

- This highlights how Boxer has no power because he cannot articulate his thoughts

**‘... a strange incident which hardly anyone was able to understand’ (Chapter Eight)**

- Orwell knows the reader will understand what has happened but, in doing so, highlights the lack of understanding of the event and the reality

**‘... would read out to them lists of figures...’ (Chapter Eight)**

- He uses figures as evidence that the farm is prospering as the animals are unable to

**‘Squealer told them that the pigs had to expend enormous labours every day upon my “reports”, “minutes” and “memoranda”.’ (Chapter Ten)**

- Deliberately uses words the animals don’t understand to confuse and mislead them

## Language (2)

Similarities	Differences
<ul style="list-style-type: none"> <li>• Both use positive imagery, as shown in the quotations ‘Of the golden future time’ (BoE) and ‘Fountain of happiness’ (CN).</li> <li>• Both describe what they see as a comfortable life: ‘Riches more than mind can picture, Wheat and barley, oats and hay’ (BoE) and ‘Full belly twice a day, clean straw to roll upon’ (CN).</li> </ul>	<ul style="list-style-type: none"> <li>• One is written for all animals as demonstrated in <i>England, beasts of Ireland, Beasts of every land</i> the other is just about Napoleon, demonstrated in <i>Napoleon!</i> (CN).</li> <li>• There is a need to honour Comrade Napoleon, with the implication, to work harder for him (CN).</li> <li>• The animals advocate the need for the ‘Tyranny of the few’ (CN).</li> <li>• Napoleon is seen as ‘the giver of All that thy life desires’ (CN). Animals see the need to work hard for themselves ‘the day that sets us free’ (BoE).</li> <li>• ‘He should have learned to be Faithful and true’ (CN). Napoleon has absolute control (CN).</li> </ul>

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## Irony

Example	Some suggestions
So the animals trooped down to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared. (Chapter 2)	The reader will infer that the milk has the benefit of the pigs. This is reinforced by redirecting the animals' attention to the future by stating 'I shall follow in a few minutes'
You do not imagine, I hope, that we pigs are doing this in the spirit of selfishness. (Chapter 3)	Squealer uses his power with language to redirect attention back to the other animals. He is actually suggesting it is the other animals who are doing something wrong, not the pigs. However, the reader will understand that the pigs are indeed being selfish.
This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half. (Chapter 6)	The animals are forced to work as it is necessary to stay healthy on half-rations and could not be doing anything else. The word 'voluntary' is an ironic term as they have no choice but to do the extra work.
Once a week there should be held something called a Spontaneous Demonstration, the object of which was to celebrate the struggles and triumphs of Animal Farm. (Chapter 9)	'Spontaneous' means that something is not planned. This 'demonstration' is scheduled for a specific day. Also the word 'demonstration' suggests a protest, so the reader is aware of the element of irony.
In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously. (Chapter 9)	The reader would be aware at this point that no animal would be permitted to oppose Napoleon, let alone abstain from voting.
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. (Chapter 10)	The animals had sought to improve themselves by getting rid of human control. However, by the end of the book, they are indistinguishable from the humans.

## Structure

Chapter One	Chapter Two
'Let us face it: our lives are miserable, laborious, and short.' (p. 15)	'As for the others, their lives had always been like this. They worked on straw, they drank from the troughs, and in winter they were covered by the flies.' (p. 15)
'Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings.' (p. 16)	'If they went hungry, it was because the human beings were so greedy themselves.' (p. 112)
'Man is the only creature that consumes without producing... Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself.' (p. 16)	'Much of this work was done by the pigs, who were too ignorant to understand the value of it. They told them that the pigs had to work every day upon mysterious "minutes", and "memories".'
Even when you have conquered him, do not adopt his vices. (p. 18)	'It was a pig walking on his hind legs. He carried a whip in his hand. Napoleon himself appeared in a blue breeches, and leather leggings.'
Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the popholes. (p. 13)	'Fill your glasses to the brim with milk, and to the prosperity of The Farm.'
'And remember also that in fighting against Man, we must not come to resemble him.' (p. 18)	'The creatures outside looked from man to pig, and from pig to man; but already it was impossible to say which was which.'

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## Context: Allegory, characters/events

Event in Russian history	Which characters or people or events does it represent?
The Communist Party believed in Karl Marx's ideas: that the upper classes exploited the lower classes by paying them low wages and making themselves richer.	Old Major believed that the animals were taking all the rewards from their labour.
Tsar Nicholas II was overthrown.	Mr Jones was overthrown.
Loyal forces to the Tsar tried to take back control. However, the Bolsheviks stayed in power due to Trotsky's excellent command.	In the Battle of the Cowshed, the pigs took power of the farm but were overthrown by the animals' excellent tactics.
Stalin and Trotsky had a leadership battle.	Napoleon and Snowball.
Trotsky was exiled by Stalin.	Snowball was exiled by Napoleon.
Stalin became the absolute ruler.	Napoleon became absolute ruler.
Poverty became extreme due to Stalin's collectivisation policy. The poor people tried to resist.	Napoleon stated that the animals were working for the collective good, but they were not getting anything in return for their eggs.
Stalin used propaganda to become powerful.	Napoleon used propaganda to become powerful.
Stalin invented a conspiracy against him so he could torture and execute his enemies who 'confessed' to crimes against him.	Napoleon had animals executed for crimes against him.
Germany betrayed Russia by trying to invade it.	Frederick betrayed Napoleon.

## Setting

**The Farmhouse** = The home of the ruling class

**The Windmill** = Capitalism

**The Farm** = It could be symbolic of any location

**The Winter** = Reflects the hardship and suffering

**Sugarcandy Mountain** = Heaven/utopia

**The Summer** = Reflects the initial optimism

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