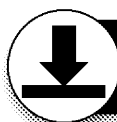


# ***Animal Farm***

GCSE Target 9

A Davenport & M Small



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## Teacher's Introduction

*Animal Farm* was originally subtitled 'A Fairy Story' and it is a fable with great relevance. The gradual deterioration of life on Animal Farm and the eventual absolute control of the pigs is a warning against apathy and ignorance. The complex themes and ideas are a challenge for the most able students and offer the most able students a chance to distinguish themselves in the examination. This pack includes interactive activities which will stretch and further the understanding of the most able students. The emphasis is on students engaging with the novel for themselves, so that they can develop the interpretations necessary to achieve a high grade in the external examination.

This pack provides a range of tasks which increase in difficulty, in order to guide students through the learning process. Some tasks are designed for students to complete individually, while others are designed for group work. This is designed to maintain the interest of students and to cater for different learning styles. The resource pack has been highlighted to indicate which Assessment Objective is being assessed. Pupils' familiarity, understanding and confidence with the mark scheme. More detail of the mark scheme is included at the beginning of the pack.

The pack is not organised by going through the novel chapter by chapter, but rather by context, language, structure, form, ideas and themes. In every section, a variety of different tasks are included to support pupils in recalling the important aspects of the text; comparison tasks to support pupils in developing and thoughtful responses to the text; application tasks which help pupils to apply knowledge of the novel to a new situation or an unseen extract; analytical tasks to help pupils to analyse the text; evaluation tasks to enable pupils to evaluate Orwell's skill as a writer and to compare his writing with other writers; and synthesis tasks to enable pupils to develop a more original and creative response. Clearly identify the skills being tested, each activity will be identified with an appropriate icon. Particularly challenging for Level 9 students are included and clearly signposted throughout the pack.

Consequently, students will develop an understanding of the novel as a whole and will be able to see how the different parts fit together. Additionally, the pack is designed to be dipped into and does not need to be used in a linear fashion. The drama, debate and discussion activities that are included could be excellent springboards for a variety of assessment tasks. Listening assessment.

To support students in achieving the required grades, it is vital that they know what a good response looks like. Throughout this guide, there are exemplar responses which help students to develop their own writing. A selection of the exemplar responses have been annotated, so that students can see the marks awarded.

All students studying this text **will** be required to link their understanding of the novel to the context. This context is invaluable to all students, regardless of their specification, as it will inform their understanding of the political text. However, students should not reduce this text to a diatribe against the Soviet Union; it is a text against the abuse of power in all its forms.

It is also worth noting that all the exam boards wish to see strong personal engagement with the text. In the AQA Examiner's Report (June 2018), one examiner commented that 'it was a real pleasure to read a response that showed indignation at Squealer's lies and deceit...' Teachers should bear this in mind when the students are writing their responses.

Indicative content has been included for all activities except exam-style questions (for each) and open-ended written tasks.

I hope you find this pack useful and both challenging and enjoyable for your students.



A summary PowerPoint presentation on the background of the novel is available in the ZigZag Education Support Files system, which can be accessed via the link below.

This resource is cross-referenced to the following book: *Animal Farm* by George Orwell (ISBN 9780141393056). ZigZag Education is not affiliated with Penguin Books Ltd in any way nor is this publication authorised by, associated with or endorsed by Penguin books unless explicitly stated on the front cover.

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# SPECIFICATION INFORMATION

Board	Unit	Exam Information
AQA	Section A: Modern Prose or Drama (Modern Texts)	<ul style="list-style-type: none"> <li>Written exam</li> <li>Choice of two questions per text</li> <li>Essay question</li> </ul>
OCR	Component 01, Exploring Modern and Literary Heritage Texts – Section A: Modern Prose or Drama	<ul style="list-style-type: none"> <li>Written exam</li> <li>One two-part question per text (both parts must be answered)</li> <li>Part a) is a comparison question based on one extract from the set text and one extract from an unfamiliar related text</li> <li>Part b) concerns the whole set text</li> </ul>
Edexcel	Section 1, Section B: 1914-1914 British Play or Novel	<ul style="list-style-type: none"> <li>Written exam</li> <li>Choice of two essay questions per text</li> </ul>

## Assessment objectives for all boards

- AO1: Read, understand and respond to texts. Students will be able to: maintain a critical stance; select relevant textual evidence; make judgements about the value of textual evidence; make personal response, and use textual references to support their judgements, to support and illustrate their judgements.
- AO2: Analyse the language, form and structure of texts. Students will be able to: identify and explain the language, form and structure of texts; use a range of appropriate terminology where appropriate; explain the relationships between texts and the contexts in which they were written.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use appropriate vocabulary and sentence structures for clarity, purpose and effect, with an awareness of audience and purpose.

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# MARKS AWARDED – WHAT NEED TO DO TO ACHIEVE EA

Level	Skills needed	Content
6	<p>Use relevant details from the novel to support your answer (quotation only).</p> <p>Show some understanding of Orwell's intentions and the effects he creates.</p> <p>Give a personal response. Show overall understanding of Orwell's structure and language techniques.</p>	<p>Refer to key ideas such as irony and manipulation. Back up your point.</p> <p>For an extract question, ideas and themes explored.</p> <p>Be aware of key symbols.</p>
7	<p>Sustained and developed response to the novel.</p> <p>Show more detailed and developed response to the novel and the task set.</p> <p>Well-selected quotations to support your answer. Short quotations should be integrated into your answer.</p> <p>Highly developed response to the structure and language of the text.</p>	<p>Refer to Orwell's views and how they are motivated by their hopes and dreams which all animals can come to share. The greed of the pigs and how they see what is happening and how they reflect Orwell's concerns that greed and corruption can destroy an equal society?</p>
8	<p>See the writer's purpose and intentions. Insightful exploration of precisely selected details from the novel. Show how they link with the writer's ideas and concerns.</p> <p>Explain Orwell's skills as a writer and see how he uses techniques such as his use of dramatic irony, satire and dark humour. Insightful and engaged response to the language and structure of the text.</p>	<p>See Orwell's techniques to convey the idealistic dream with images of cruelty and how the pigs and their tyranny are shown through language choices on the farm.</p> <p>Clearly understand the views and how they link with precisely selected details integrated into your sentence.</p> <p>Provide a thoughtful, high-level response.</p>
9	<p>Consistently developed insight into Orwell's writing and concerns.</p> <p>Strongly argued and engaged personal response.</p> <p>Highly convincing, original and sensitive interpretation of the novel. Fluent and sophisticated.</p> <p>Perceptive and sophisticated discussion of the language and structure of the novel.</p>	<p>Sensitive exploration of the novel with plenty of <b>word-level</b> reasons for creating the characters and their philosophical arguments. Explore the significance of the novel.</p>



## Level 9 Alert!

Pick out one word or a short phrase from the novel and analyse it very closely. 'Looking closer...' or 'Alternatively, this could mean...'

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***Animal Farm* is based on the idea of rebellion.**

1. What do you think 'rebellion' means?
2. Can you give an example of a rebellion based on your knowledge of history?
3. Can rebellion ever be justified? In which circumstances?
4. What do you think the negative consequences of a rebellion might be?
5. Write a list of five ways in which your school could be improved. Think about how your school could create a more equal environment for every student. Give your ideas a name.
6. Get into a group of four students and share your ideas for improving the school as a group.
  - Now imagine that you are going to head a rebellion with your group of friends and put your improvements into place. Give your group a name – this name should be the name of your rebellion.
  - Design a logo which in some way sums up the aims of your rebellion.
  - Write a manifesto of your goals.

A manifesto is a statement of your beliefs. It sets out what you are committed to and to convince the reader to support your aims and values. Use the sentence starters below when you are ready, present your ideas to the class.

We aim to...

We strongly believe...

We are committed to...

We will...

Our school needs...

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## Power and Authority

Consider the following quotations from nineteenth-century writer Lord Acton:

'Power tends to corrupt and absolute power corrupts absolutely. Great men are

**NOTE:** 'Power ... corrupts' and 'absolute power corrupts absolutely.' This famous witty observation which contains a general truth. This aphorism is often linked to because of the story in which George Orwell shows the corruption of the pigs as they

'Everybody likes to get as much power as circumstances allow.'

'Absolute power demoralises.'

**NOTE:** Lord Acton is most famous for the first quotation about power at the top. As a historian and politician, he made these comments in a letter to a bishop. Find out more about Lord Acton and consider why you think he made these comments.

In groups of four, choose ONE of these statements and produce a persuasive presentation for the class, persuading them to agree or disagree with it.

### You should:

- give your presentation a thought-provoking title
- use rhetorical devices to persuade your audience to agree with your viewpoint
- provide definitions of key terms

### You may:

Write a report in which you explain how you found the information for the presentation. Consider what to include / leave out.

## Animal Farm – Historical Context

In order to fully appreciate the novel, it is vital to gain an understanding of its historical context.

### Tasks:

Go to [www.bbc.co.uk/programmes/p0ow6z7z](http://www.bbc.co.uk/programmes/p0ow6z7z) and watch the clip on *Animal Farm*.

Based on the clip, answer the following questions:

1. What happened in 1917, and why?
2. Why did the USSR seem to offer a new hope to many living in the West?
3. Why was Orwell sceptical about following the Soviet model?
4. Who is Orwell's character Napoleon based on?
5. Who does Snowball represent?
6. Why did Stalin expel Trotsky?
7. What was the Five Year Plan and what event in the novel does this link to?
8. Critics viewed the novel as 'anti-communist'. How is this a dangerous approach?
9. What would be the result if you were a farmer refusing to give your land to Stalin?
10. What details would you use to support the idea that Stalin was a cruel tyrant?
11. What was collectivisation and why was it a bad thing?
12. Why didn't people realise what was going on?

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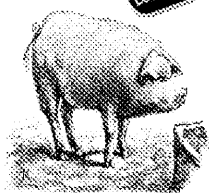


## Major's Speech

Old Major makes a compelling speech about the animals' poor living conditions and against humans.

### Getting Started

Answer the questions in questions about this key event.



- Do you think there is any foreshadowing during this event? What story is going to go?
- How does Orwell give us hints about the personality of the novel?
- Does Orwell give us any clues here that Major's dream is achievable?
- Major's speech presents us with an idealistic vision of a better world. Is it ever achievable?

### Creative Activity

Create a collage to represent this key moment in the novel. Think about how you can use characters and symbols in a visual way. To make this more detailed, you could include important quotations and thought bubbles to show the private thoughts of each character.

### Linguistic Devices

What techniques does Orwell use to make Old Major's speech effective? Complete the table below, identifying the purpose and effectiveness of each quotation. An example has been given.

Quotation	Purpose	Effectiveness
'But is this simply part of the order of Nature?' (p. 4)	Major asks a rhetorical question. This suggests that the answer should already be obvious to the other animals, prompting them to agree with him.	Makes the audience anticipate the answer to the question, and emphasizes the point.
'I do not think, comrades, that I shall be with you for many months longer.' (p. 3)		
'You young porkers... every one of you will scream your lives out on the block within a year.' (p. 5)		
'Weak or strong, clever or simple, we are all brothers.' (p. 7)		

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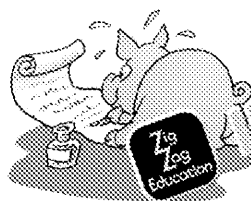


# The Rebellion

The Rebellion finally happens and the animals chase Mr and Mrs Jones out of the farm.

## Getting Started

Answer the following questions about this key event.



- What is the catalyst for the rebellion of the animals and why?
- Does Orwell allow us to see the rebellion as a positive event? Why or why not?
- How might Moses' tales of Sugarcandy Mountain create a false hope?
- How do the Seven Commandments establish a moral code?
- Can violence be justified if it is for a good cause?

## Creative Activity

Working in groups, hold a meeting staged just after the rebellion. Imagine that the animals have decided how the farm should be managed.

## Character Development

Snowball establishes himself as a leader during the Rebellion. How is he presented in the text? Find a quotation for each period of time and analyse what it reveals about him.

Time	Quotation	Analysis
Before		
After		

## Extension

"Never mind the milk, comrades!" (p. 15). At the end of the Rebellion, the cows are told to stop drinking milk. Write a paragraph exploring why this is significant and what this suggests will occur later in the story.



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# Milk and Apples

The animals are running the farm very successfully. The pigs claim all the milk and

## Getting Started

Answer the following questions about this key event.



- ⇒ What do the animals do to improve their lives after the revolution?
- ⇒ What do you think about the pigs taking the milk and apples?
- ⇒ How do you think the pigs taking the milk and apples change your opinion of them? Why? / Why not?
- ⇒ What point do you think Orwell is making by dividing the animals according to their intelligence?
- ⇒ Do you think the other animals should have spoken up about the pigs taking the milk and apples? Do you believe Squealer's explanation?

## Creative Activity

In groups, decide which event in *Animal Farm* is the most important and why. Create a poster for the event and show why it is significant to the novel as a whole.

## Discussing Characters

Complete the mind map below by identifying at least three of the important characters in the novel. Write a key quotation about each and write a sentence explaining their importance.



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Key Characters

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# The Battle of the Cowshed

## Getting Started

Answer the following questions about this key event.



- What does Snowball's role in the battle signify about his leadership?
- Napoleon is not described much during this battle. Why does this make this event particularly violent?
- How does Boxer's attitude to violence differ from Snowball's?
- This moment of the novel should demonstrate the unity of the animals, but does it also show divisions developing between them?
- Snowball suggests that all animals should be prepared to risk your life for your beliefs?

## Escalation

Complete the table below. Consider how the Battle of the Cowshed differs from the Battle of the Windmill about the animals, and what it might suggest about the future for the farm. An

Event	The Rebellion	The Battle of the Cowshed	What it shows
Number of humans	Only Mr and Mrs Jones chased out.	Jones, his men, and half a dozen others.	The animals are perceived more of a threat. Humans are the cause of the violence – might prove Major right.
Number of deaths			
Level of violence			
Animals' intentions			

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# The Windmill

Snowball begins making plans to build a windmill, which creates tension between him and Napoleon. Eventually, Snowball is chased out of the farm for good.

## Getting Started

Answer the following questions about this key event.



- If you were an animal on the farm, would you vote for Snowball or Napoleon?
- What is the significance of Napoleon deciding to build the windmill?
- What do you think destroyed the windmill?
- How does Napoleon become the leader of the farm?
- Do you think Napoleon being the leader of the farm is a good thing? What might happen next?

## Creative Activity

Write a speech in the style of either Napoleon or Snowball as part of an election to lead the farm. The class could vote for their preferred choice.

## Leadership

Use the table below to compare Snowball's and Napoleon's leadership. Think about their actions and their language.

Snowball	
<ul style="list-style-type: none"> <li>• Very verbal; makes a lot of speeches to gain support.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Less verbal; uses actions to support Snowball's plans.</li> <li>•</li> <li>•</li> </ul>

## Extension

Write a paragraph about Squealer's role in helping Napoleon become leader of the farm. How does he compare Snowball and Napoleon? Does he have more power than them? How does he convince the other animals to agree with him?

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# The Executions

Napoleon executes a number of 'traitors' for confessing to being in league with the humans. Immediately after this, the animals gather together in shock and disbelief.

## Getting Started

Answer the following questions about this key event.



- How does this event symbolise the growing cruelty of the regime?
- What happens over the rest of the story. How has Napoleon changed?
- What historical events was Orwell paralleling with the executions?
- Why do you think the other animals believe Napoleon is a traitor?
- How do the executions shift the atmosphere on the farm better or worse after this?

## Extract Analysis

Take a look at the following extract and consider how Orwell makes this moment powerful. The extract has been shortened here, but you can find the whole version in your book. It has been annotated to show some of the language techniques that Orwell has used.

Verb choice shows the animals' need for comfort after the horrors they have witnessed.



Ironic juxtaposition with the beauty of the farm and the horrors of the animals' lives. This symbolises the gap between dreams and reality.

The animals *huddled* about Clover, not speaking. The knoll where they were lying gave them a wide view across the country. Most of Animal Farm was in their view — the long pasture stretching down to the river, the hayfield, the spinney, the drainage ditches, the ploughed fields where the young *wheat* was *green*... Never had the farm — and with a look at the sky they remembered that it *was their own farm* — appeared to the animals so desirable a place. As Clover looked down at her paws, her eyes filled with tears. If she could have spoken her thoughts, it would be to say that this was not what she had aimed at... *These scenes of terror and slaughter* were not what they had looked forward to on that day when Old Major first stirred them to rebellion. If she had any picture of the future, it had been one of peace. The animals set free from hunger and the whip. They would work less, and she did not know why — they had come to work less, for no one dared speak his mind, and when you watch your comrades torn to pieces after confessing to shocking crimes, there was no thought of work. There was only disbelief in her mind. (pp. 63–64)

### Essay Tip!

Remember, to achieve a high grade, you need to analyse tiny details from the text. You must be able to relate each detail to the themes and ideas in the novel.

### Level 9 Alert!

Level 9 students will evaluate the effects of language. They will even consider punctuation such as dashes and question marks.

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## The Executions – Level 9 Activity

Complete the table below. Your job is to evaluate how effectively Orwell uses language to make this moment in the novel so moving. The first example has been completed for you.

Quotation	Technique	Evaluation
'The animals huddled about Clover, not speaking.' (p. 63)	The verb 'huddled' indicates a sense of negative language: 'not speaking'	Orwell effectively conveys the animals' fear through his use of precise verb choice. The animals are seen for comfort, particularly as they have assumed the maternal role throughout the novel. Poignantly, even from the horrors they are experiencing, they are saddened by Orwell's use of the negative language. This implies that even after all they have been through, they are unable to speak out against the tyrant. This relates to the animals' lack of education, the animals are powerless. The fact that the pigs are free to continue exploiting the animals makes this an extremely
'As Clover looked down the hillside her eyes filled with tears.' (p. 63)	Emotive language Subordinate clause opener Symbolism of the hillside	
'If she could have spoken her thoughts...' (p. 63)	The conditional verb 'if' tells the reader that Clover is unable to voice her thoughts	
'...you had to watch your comrades torn to pieces...' (p. 63)	Personalisation using the pronoun 'you' Irony of 'you had to'	

### Extension

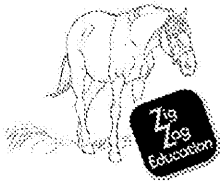
Choose three more quotations from this extract and analyse them for their emotive language.

# Boxer's Death

Boxer becomes ill. After some time, a van arrives to take him away. Benjamin recognises the van as a slaughterer's, but the animals are too late to save Boxer.

## Getting Started

Answer the following questions about this key event.




- ⇒ What method does Orwell use to create sympathy for Boxer?
- ⇒ Benjamin speaks up for the first time as Boxer is taken away. What does he say?
- ⇒ Do you think that all of the animals are convinced by Boxer's death?
- ⇒ Would the animals have reacted differently if this event occurred at the beginning of the novel, shortly after the rebellion?
- ⇒ What parallels can you draw between the killing of Boxer and the events on Animal Farm?

## Creative Activity

Imagine that the other animals finally decide to stand up to the pigs. They are in control of their issues. Create a script and act it out to show what happens.

## Detail Detective

- a) Look at the following key details from important events in the novel. Each detail shows the pigs manipulating the animals. They range from subtle manipulation to shocking detail, explain why it is a key moment and how it shows us the power the pigs have.

 <p>'Work of teaching and organising the others fell naturally upon the pigs...' CHAPTER II p. 10</p>	<p>'It is for <i>your</i> sake that we drink that milk and eat those apples.' CHAPTER III p. 25</p>	<p>'It was the pigs who had the food...' CHAPTER III p. 25</p>
<p>'And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet.' CHAPTER VII p. 62</p>	<p>'A week later Napoleon gave orders that the small paddock beyond the orchard, which it had previously been intended to be set aside as a grazing-ground for animals who were past work, was to be ploughed...' CHAPTER VIII p. 78</p>	<p>'And that other the man and...' CHAPTER VIII p. 78</p>

- b) With one chapter of the book to go, now do you think things will end? Can the animals still win? What points is Orwell making with the pigs' descent into



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*The End*

## Getting Started

Answer the following questions about this key event.



- What do you think of the novel's ending? Do you like it?
- What do you think is the purpose of ending the novel this way? What is Orwell trying to say?
- Do you think the ending was inevitable, or could it have been different?
- What is the meaning of 'ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS' (p. 97)?

## Collecting Your Thoughts

Now that you've finished the book, how do you feel about it? Write a short review where you can to support your thoughts.

Some ideas for topics to cover in your review are:

- Characters
- Events
- Themes
- Symbolism and motifs
- Language choices

There are key phrases at the bottom of the page that you should use to help form

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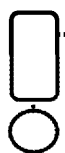
Key phrases		
<ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• [x character] worked because...</li> <li>• [x event] impactful because...</li> </ul>	<ul style="list-style-type: none"> <li>• Orwell's use of...</li> <li>• My favourite part was...</li> <li>• I would have preferred it if...</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

## Creative Activity

Imagine that the animals confront the pigs following the ending of the novel. Write a description of the confrontation.



## Key Events – Summary Activities

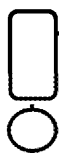


**Tip!**  
Use this phrase in examinations for a Level 6.



**Tip!**  
For a Level 6 refer to Orw...

Event	Level 6 (Explore)	Level 7 (Analyse)
<p>The animals, frustrated with the continual neglect of his duties, rise up against him and take control of the farm.</p> <p>CHAPTER II</p>	<p>Orwell establishes the revolution as a positive change, as Jones has neglected in his duty as a farmer. He also shows us that at this point, the animals are united: 'With one accord' (p. 13). This shows that they are truly on the verge of creating an equal society, which means that both the animals and the reader feel optimistic for the future.</p>	<p>'With one accord' (p. 13) the animals rise up against the tyrannical rule of Jones. Orwell ensures that the reader's sympathies are firmly with the animals, by presenting Jones as a careless and neglectful farmer who gets 'drunk' (p. 1) and leaves the animals 'unfed' (p. 13). Although the revolution is violent: 'butted... kicked...' (p. 13), Orwell seems to suggest that this violence is justifiable.</p>



**Tip!**  
For a Level 8 or 9, try to look for alternative interpretations.



### Level 9 Alert!

Level 9 students are encouraged to look closely at the language of the novel. They should focus on a small section of text, perhaps just a short phrase, or even a single word.



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Now you try it!

Event	Level 6 (Explore)	Level 7 (Analyse)
The animals reap their first harvest on Animal Farm. It is a very successful harvest and the animals seem to be working together. CHAPTER III		
The Battle of Cowshed takes place. Snowball distinguishes himself in battle. CHAPTER IV		
Snowball is driven out of Animal Farm after disagreeing with Napoleon on the subject of the windmill. CHAPTER V		
The animals work 'like slaves' to build the windmill. Boxer is particularly hard-working and lives up to his motto: 'I will work harder' (p. 6). CHAPTER VI		
Napoleon orders the execution of animals who have confessed to various 'crimes' (p. 61). The executions are carried out in front of the other animals. CHAPTER VII		
Boxer dies. The pigs deny that he has been taken to the knackers. That evening, they order to have a crate of whisky bought with the money for Boxer's funeral. CHAPTER IX		

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## Key Events – Exam-style Question

The following essay question has been started for you to highlight the best way to start the essay, continuing in the same Level 9 style.

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How does Orwell make the executions so shocking?

Think about how this moment fits into the whole novel.



The execution of the animals who have 'confessed' to a terrible crime is a *pivotal moment* in the novel. Up until this point, we have seen the pigs become increasingly greedy and selfish, but it is only now that the reader sees the terrible lengths they are prepared to go to. This has direct parallels with the brutality of Stalin's regime. Orwell uses very graphic language to convey the violence and horror of this moment: '*slain on the spot*'. The sibilance here creates a sinister hissing sound, as well as emphasising the speed with which the animals are killed. 'Slain' is a shockingly brutal word choice, while 'on the spot' seems casual, as if the pigs carried out the executions with no hesitation whatsoever.

Language analysis

Furthermore, *Orwell's use of multi-clause listing* emphasises the relentlessness of the executions, adding to the horror for the onlookers and the reader: 'Then a goose... Then a sheep... two other sheep...' The parallelisms of 'then a...then a...' emphasises that the devastation is continuous. The character simplicity of Orwell's vocabulary only adds to the horror. The assembled animals can only watch in shock, wondering what will be next. The use of *anthropomorphism* here seems incongruous with the horrors that are being described – drawing our attention to *Orwell's criticisms* of humanity, since this kind of behaviour reflects what humans are capable of doing to one another.



### Essay Tip!

Students should try to link their ideas to the social, cultural and historical context.



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*Characters*

## Getting Started

- Which character matches each of the descriptions given?
- Can you find a quotation to support your view of the character?

Description	Character
Naïve, earnest, simple-minded, with a strong work ethic. This character lacks the clarity of mind and intelligence to see oppression for what it really is.	
Bitter, cynical, yet rather passive. This character sees the reality, but his pessimistic attitude means that he fails to challenge the pigs until it is too late. He sees resistance as futile.	
Vain, simple-minded and rather foolish. This character likes pretty things and cares little for politics, even if others are suffering.	
A cruel and brutal dictator, whose regime mirrors that of Stalin following the Russian Revolution. This character manipulates those around him and will stop at nothing to satisfy his needs.	
A character who seems to genuinely believe in the ideals of the revolution. Intelligent and full of new schemes, he represents optimism, but is bullied, undermined and eventually expelled from the farm and made into a scapegoat.	
This character is a vehicle for propaganda. He seems to be able to convince the other animals that the truth is actually a lie, until they doubt their own minds. He helps Napoleon to rewrite history in order to suit the pigs' own agenda.	
A kind-hearted and motherly horse, this character tries to protect and comfort the other animals in their times of sorrow. She is loyal and obedient, with unquestioning loyalty to Animal Farm. She cannot articulate her anxieties and so lacks any power to change the world.	
A neglectful and inadequate farmer, this character's actions provide the final catalyst for revolution.	

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## Discussion

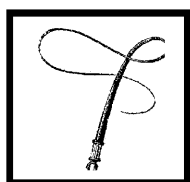
Discuss or write down answers for each of the following activities.

- Write a detailed analysis of a character of your choice. Use small, integrated
- Orwell intended *Animal Farm* to be a modern allegory. Many of the characters are historical figures. Can you identify these characters and write about how the behaviours of their human counterparts in history are reflected in the animals?
- Can the characters in *Animal Farm* be seen as simply as fictional creations of Orwell with knowledge of the historical context?

## Character Analysis

How much do you understand about the characters in *Animal Farm*? Test your understanding with the questions below. The questions increase in difficulty.

### Napoleon

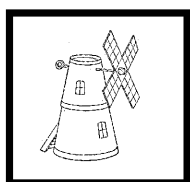


- How is Napoleon first presented to the reader and why is this significant?
- At what point does Napoleon establish his authority and control over the other animals?
- In Chapter IV, how does Orwell show the reader that Napoleon is a cunning leader?
- How does Orwell portray the polarised attitudes of Snowball and Napoleon?
- Look at the description of Napoleon in Chapter X: 'majestically gambolling round him...' How does Orwell convey Napoleon's power? Why does he isolate the line: 'He carried a whip in his trotter'?
- Orwell gives great detail about Napoleon's actions throughout the novel. Why, and what is the significance of these actions?

## Creative Activity

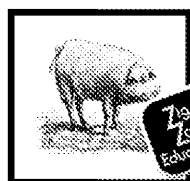
Look at some old propaganda posters from World War II. Using a similar style, design a poster showing Napoleon to be a wonderful and just leader.

### Snowball



- How is Snowball shown to be an intelligent animal?
- Snowball distinguishes himself in battle. How does this make him a hero to the other animals?
- How does Orwell reveal that Snowball is an idealist in Chapter IV? How does this parallel his behaviour in Chapter V?
- What is the symbolic significance of Snowball's expulsion? How does this have such a lasting impact?
- 'Snowball is full of grand schemes and ideas that never come to anything. He is a brutal leader, but nonetheless a more effective one.' To what extent do you disagree with this statement and why?

### Old Major



- In history, what do Old Major represent?
- How does Old Major's speech in Chapter I foreshadow the events of the novel?
- Is Old Major's dream ever achievable?
- Would *Animal Farm* have been different if Old Major had deeper, symbolic connotations?
- Research famous political speeches from history to the present day. How are the devices mirrored by Old Major in his speech?

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## Squealer



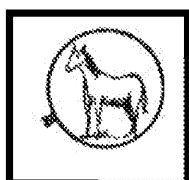
- How does Squealer manipulate language to gain power?
- Why is Squealer so pivotal to the maintenance of Napoleon's rule?
- What is meant by the quotation which starts that Squealer is 'the most eloquent of the pigs'? Can you find any parallels in history and politics?
- What are the connotations of Squealer's name? How does such a title suit a manipulative, unpleasant character?

## Boxer



- Why is Boxer an important character?
- 'Nothing could have been achieved without Boxer, who is the best of all of the rest of the animals put together...' What does this say about Boxer and how does it make the events that follow particularly poignant?
- Why do you think Boxer remains loyal to Animal Farm?
- Does the ill treatment of Boxer have a deeper, allegorical significance? What does it say about those who are too elderly or ill to work? What point is Orwell making?

## Clover



- Why is Clover such a sympathetic character?
- To what extent is Clover's unquestioning obedience and loyalty to the pigs a flaw?
- As one of the most empathetic animals you might expect her to be, why doesn't she do more to help the other animals when she sees her fellow animals suffering? Why doesn't she speak up more often?

## Creative Activity

Get into pairs. One person should be Napoleon and the other person should be Clover. Decide the scene and act it out. You can take no more than 5 minutes for the scene and she decides the scene.

## The Dogs



- Why are the dogs never given separate identities?
- What role do the dogs have and why are they so vital for the regime?
- Where would you place the dogs in terms of the overall hierarchy of the farm?
- 'Although not major characters, the brutal regime of Animal Farm is made possible by the dogs.' To what extent do you agree?
- How do the dogs vote on whether to accept the rabbits as part of the farm? What is the significance of this?

## Creative Activity

Design a revision PowerPoint which demonstrates your knowledge of the main characters and events of the book.

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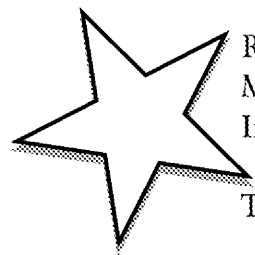
Character Analysis

Complete the table to help you to revise the key characters in the novel.

Character	Detailed description	How Orwell presents them at the start	How
Benjamin			
Boxer			
Clover			
Jones			
Mollie			
Napoleon			
Snowball			
Squealer			

Creative Activity

Design a revision Power Point which demonstrates your knowledge of the main characters in *Animal Farm*.



Read the following extract from Shakespeare's *Macbeth* and answer the questions. Macbeth is considering killing the king, in order to fulfil his ambition. In the following speech, he agonises about this decision.

To help you, there is a modern translation alongside the original.

Original Text	Modern Translation
<p>If it were done when 'tis done, then 'twere well It were done quickly... He's here in double trust; First, as I am his kinsman and his subject, Strong both against the deed; then, as his host, Who should against his murderer shut the door, Not bear the knife myself. Besides, this Duncan Hath borne his faculties so meek, hath been So clear in his great office, that his virtues Will plead like angels, trumpet-tongued, against The deep damnation of his taking-off; ... I have no spur To prick the sides of my intent, but only Vaulting ambition, which o'erleaps itself And falls on the other.</p> <p>Act 1 Scene 7</p>	<p>If I can get this done it will be better... The reasons. Firstly, I am his subject – powerful Furthermore, I am his host – I should shut the door against his killer. Also, Duncan has been a good leader and so his good name will be lost after his death, like a great angel shouting against the deep damnation of his death. I have no strong reason other than my great ambition to rush into a wrong decision.</p>

### Now try these questions

1. Like Napoleon, Macbeth is greedy and ambitious. However, what are the differences between them?
2. In this speech, Shakespeare reveals Macbeth's inner thoughts and feelings. Orwell never reveals Napoleon's inner feelings. Why is this, do you think?
3. Macbeth agonises about his decision to commit murder, while Napoleon shows no remorse. How does this add to your understanding of Napoleon's character?
4. Macbeth kills a king who trusts in him: 'here in double trust'. How does this compare to the animals?
5. 'Violence is the tool most commonly used to acquire and retain power.' With reference to *Animal Farm*, how far do you agree with this statement?
6. Macbeth starts off as an honourable man, but deteriorates morally as the plot progresses. Is he similar to Napoleon? Explain your answer.

### Essay Tip!

To achieve Level 9, you need to be creative and innovative. Read widely and use your own interests to broaden your knowledge.

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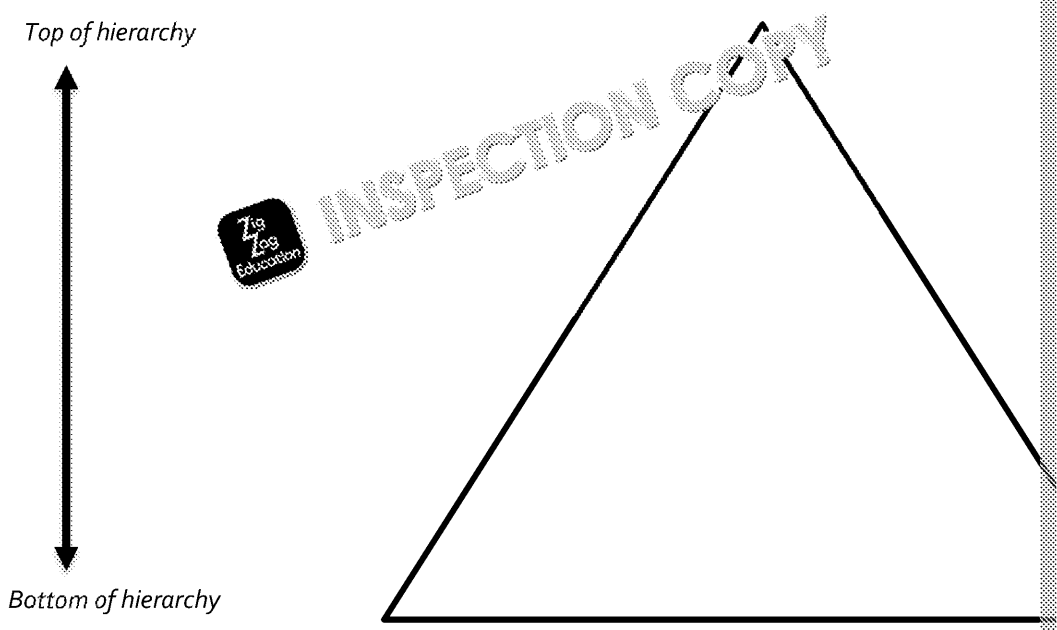






## Character Roles

The characters in *Animal Farm* have a role to play, within the farm, the novel and the world. Although the farm was meant to be a perfect utopia of equality and unity, it is eventually a place of **hierarchy**. On the diagram below, where would you place the novella's main characters?



## Extension

Do the animals' positions change as the novel progresses? Create a second hierarchy and list the changes you can identify.

## Going Further...

Which character or characters do the words below relate to? Can you write a sentence containing each word?

Corrupt	.....	Noble	.....	Selfish
Brutal	.....	Democratic	.....	Rebellious
Autocratic	.....	Innocent	.....	Prophetic
Devious	.....	Authoritative	.....	Typical
Intelligent	.....	Gullible	.....	Generous
Considerate	.....	Apathetic	.....	Majestic
Bitter	.....	Trusting	.....	Deceptive
Idealistic	.....	Vain	.....	Agony



### Level 9 Alert!

In order to give a conceptualised response to the novel, you need to understand the purpose for Orwell. *Animal Farm* is a political satire and each character has a role. However—also remember that this is not just a text about communism, or the abuse of power in all its forms. Your contextual response should refer to the

## Further Still...

Consider the role each character plays – within the **hierarchy** of the farm itself, within the novel and finally in terms of Orwell's intentions as a writer. How does he use his fears for humanity? The table has been started for you – choose three more characters to analyse.

Character	Role on the farm	Role in the novel as a whole
Napoleon	Napoleon takes on a leading role in the running of the farm from the outset: 'Forward, comrades! The hay is waiting.' (p. 18) His use of the imperative 'Forward' indicates that he is already asserting his position of authority on the farm, even though the other animals fail to realise this. He does not, however, appear to involve himself in the physical work, as along with the other pigs he 'directed and supervised the others' (p. 19). This is an early warning sign that Napoleon will eventually tyrannise the other animals.	Napoleon's role in the novel is that of a leader. At the start, he appears to be a benevolent leader, but the situation rapidly deteriorates as the novel progresses. Significantly, Napoleon, along with Snowball, is the first animal to enter the farmhouse following the revolution, foreshadowing his humanised character towards the end of the novel, when he will take over the farmhouse. He is pivotal to the plot and skilfully manipulates the other animals into silently accepting his reign of fear.

## Extension

Choose three more characters to analyse in the same way as above.

## Creative Activity

Create a collage for one of the characters, looking for words, pictures and colours that represent them.

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# Relationships

## Exploring Relationships

Answering the following questions:

1. Which of the relationships in *Animal Farm* do you think is the most important?
2. How important are the relationships between characters in the novel?
3. How do the relationships contribute to the deterioration of the farm and the animals?
4. From the beginning, there are distinct groups within the animals. How do these groups interact?

## Fear

Fear plays an important role in the relationships on *Animal Farm*. Write an essay on the impact of fear. Don't forget to support your answer with small quotations from the text.

Here are some questions to consider when writing your answer:

- How does the animals' fear of slaughter by Mr Jones influence events?
- How does Napoleon use fear to control the other animals?
- What does living in fear do to the animals?
- Do Napoleon and the pigs fear losing control of the other animals?
- Does Napoleon fear Snowball?

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## Characters – Exam-style Question

The following essay question has been started for you to illustrate the best way to answer the essay.

How does Orwell portray the character of Boxer throughout the novel?

Close language analysis



Orwell emphasises Boxer's lack of intelligence from the start with the phrase 'a lack of first-class intelligence', which foreshadows how easily he is manipulated later on. Education is a recurring theme throughout the novel and a lack of it means that animals like Boxer can be manipulated by the more intelligent pigs. Nonetheless, Boxer is a character known for his 'steadiness' and 'tremendous powers of work'. The adjectival clause 'tremendous powers' reflects both Boxer's determination and physical strength. Furthermore, 'tremendous' is a positive term, which reinforces Boxer's good and moral character. While the pigs use their 'powers' for nefarious purposes, Boxer's 'powers' are used to benefit the animals.

Use small, embedded quotations within your sentence.



Indeed, the adjective 'tremendous' is once more associated with Boxer in Chapter III, this time to describe the power of his work. Boxer is shown to be unrivalled in his capacity to work for the good of the other animals, which makes his eventual betrayal incredibly saddening. Orwell's characteristically simple, but evocative, description of Boxer as 'the white stripe down his nose' is highly effective as we realise he is being taken to his death. The pigs' actions indicate that there are no limits to what they will stoop to. In their greed and brutality, they will sacrifice even the most loyal and hardworking animal whose motto has been: 'I must work harder'. On an allegoric level, the pigs' actions here represent the cruelty and greed of humanity and the overall message that power corrupts. Alternatively, we could consider Boxer's role in the novel more positively. Perhaps Orwell wishes to convey that even in a brutal society, absolute goodness and purity of heart can still exist.

For Level 9 try to offer alternative interpretations.



Level 9 Alert!

Try the following essay question, using a character of your choice. Evaluate how effectively Orwell uses the character of ----- to convey

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# Context

## Getting Started



Use the Internet or the introduction to the novel to answer the questions.

- ⇒ What is the difference between social, cultural and historical context?
- ⇒ When was the book written? What major world events were occurring?
- ⇒ What is the overall message of the novel?
- ⇒ Which major historical events did Orwell base this political allegory on?
- ⇒ What does the struggle between Snowball and Napoleon represent?
- ⇒ What lessons can we learn from the events that occur in the novel?
- ⇒ Can you find any similarities between the behaviour of the animals and real-world events?



## Creative Activity

Research modern-day and historical dictators, such as Robert Mugabe, Saddam Hussein, or Kim Jong-il. Present your findings to the class.

## Going Further...

Match each event in the novel to the real historical event that it allegorically represents.

## Research

Choose one from the novels *Brave New World* by Aldous Huxley; *The Handmaid's Tale* by Margaret Atwood; or *1984* by George Orwell. Research the novel and make notes on the following:

- What your selected text has in common with *Animal Farm*.
- The historical context of your chosen text. Explain how the context may have influenced the story.

You could represent your research in a Venn diagram, as a table, or simply as notes.



## Essay-style Paragraphs

Write an essay-style paragraph for each of the following questions, referencing the text and using embedded quotations.

- ⇒ Which points in the novel show us the inequalities and divisions between the animals?
- ⇒ How does Orwell show us that power corrupts?
- ⇒ Since the story of *Animal Farm* is an allegorical representation of the ways in which power is used in history, why do you think Orwell chose animals to tell his story?
- ⇒ Are humans intrinsically selfish?

## Extension

- ⇒ Explain how the novel has universal appeal.
- ⇒ Explain how the novel has timeless appeal.

## Creative Activity

Create a cartoon or poster on the theme of dictatorship **OR** the Russian Revolution.



## Level 9 Alert!

Choose a moment in the novel which you think relates to the social, cultural and historical context. Using small, embedded quotations, answer the following question: How effective is the use of social, cultural and historical context in your chosen moment from the novel?



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## Level 9 Activity

Read the following quotation from Martin Niemöller (1892–1954). Niemöller was against Adolf Hitler at a time when many people were afraid to speak out.

First they came for the Socialists, and I did not speak out—  
Because I was not a Socialist.

Then they came for the Trade Unionists, and I did not speak out—  
Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out—  
Because I was not a Jew.

Then they came for me—and there was no one left to speak for me.

Now answer the questions that follow. You can discuss the questions in pairs or for each.

- What is the overall message of Niemöller's quotation here?
- How does this link to Orwell's ideas in *Animal Farm*?
- Why do the animals never speak out against the brutality of the pigs in *Animal Farm*? What happened if they had?
- Niemöller felt that we all have a moral duty to stand up against brutality. Why?
- Would you speak out for what you believed in, if it meant putting yourself at risk?

### Essay Tip!

It is important to consider the overall message of the novel in your essay. Think about the attitudes that Orwell is expressing.

### Level 9 Alert!

#### Level 9 keywords – find the definitions

Extension: Write a sentence about *Animal Farm* containing one of the keywords.

Barbaric:

Dystopia:

Dictatorship:

Satire:

Myopia:

Apathy:

Totalitarianism:

### Extension

Use the Internet to research the 'Milgram experiment' (1961). What does this study tell us about people's willingness to unquestioningly obey those in authority? How is this study relevant to *Animal Farm*?



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## Analysing Context

Pick out three key moments in the novel which reflect the social, cultural or historical context.  
Analyse each moment closely and explore how it reflects a particular context.

Key moment	Analysis
	
	



### Level 9 Alert!

To what extent is Orwell's novel specific to the Russian Revolution?

Is it a moral fable with relevance for readers today? Either discuss or write down key moments in the novel for support.

### Creative Activity

Write a political speech in which you try to use rhetoric to manipulate your audience. Or, if you prefer, write a speech to the class.



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## Evaluating Context

The table below shows you how to turn generalised context comments into precise ones which are much more detailed and focused. The first example has been completed for you.

Quotation	Generalised context comment	Precisely evaluated context comment
'The others said of Squealer that he could turn black into white.' (p. 11)	This quotation shows how propaganda is used to change the way the animals see things. This is like the Russian regime, where propaganda would also have been used.	Writing in 1945, Orwell refers to the events of World War II and the Russian Revolution. The quotation shows how Squealer manipulates the animals through his persuasive language. Orwell is cleverly satirising how propaganda was used to control the masses.
'He claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died.' (p. 12)	Moses' ideas about Sugarcandy Mountain could symbolise religious beliefs in heaven.	
'Napoleon produced no schemes of his own, but said quietly that Snowball's would come to nothing.' (p. 35)	The relationship between Napoleon and Snowball represents Stalin and his rivalry with Trotsky.	
'They were all in the spot.'	This shows the brutality of Stalin's regime.	
'Napoleon was... always referred to in formal style as "our Leader, Comrade Napoleon".' (p. 67)	This quotation shows that Napoleon has become a dictator, just like his allegorical counterpart, Joseph Stalin.	
'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.'	This shows that the revolution has achieved nothing, as the pigs are now showing the same corrupt behaviour as the humans.	

## Extension

Can you think of any other contexts that apply to these quotations? Write another example for each quotation to explore other possible contextual interpretations.

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## Context – Exam-style Question

The following essay question has been started for you to illustrate the best way to complete the essay.

'Orwell's novel, although based on the Russian Revolution, is a stark warning for today.' To what extent do you agree with this statement?

Immediate focus on the question

This statement is true to a large extent, as Orwell's novel is a political tale with great relevance for readers today. Animal Farm is rooted in the events following the Russian Revolution, with Napoleon's brutality representing Stalin's oppression of the Russian people. *However, Orwell's novel transcends this and actually comments on the innate hunger for power that exists within humanity.*

Analysing the role of a character

Furthermore, Orwell warns readers about the dangers of political rhetoric. We see the pigs using their superior intelligence and skills in order to mask the truth: 'Our sole object in talking things is to preserve our health. Milk and apples... constitute substances absolutely necessary...' Squealer is clearly the mouthpiece of Napoleon here, symbolising how propaganda was used during Stalin's regime in order to ensure absolute compliance. *However, it would be a fallacy to assume that the manipulation of language is no longer a problem today.* We see readers are constantly subjected to advertising slogans, propaganda and the mass manipulation of the media. We can therefore see that Orwell's novel is extremely relevant for today.

Personal response

Another way in which Animal Farm serves as a stark warning for modern readers is the existence of Napoleon as a dictator. 'Our Leader, Comrade Napoleon', and the way in which the animals unquestioningly obey him. This is a stark warning against the dangers of totalitarianism. There have been dictators in the modern age and throughout history. *Orwell shows us the dangers of blindly following orders. This is explored by the psychologist, Stanley Milgram, in his obedience study.* Throughout Animal Farm, the reader is continually frustrated by the animals' inability to rebel against authority. 'There was no thought of rebellion or disobedience in their mind'. The terrible consequences of the animals' silence serve as a stark warning that we must all speak out in order to maintain our freedom and liberty...

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# Language

## Getting Started

1. Read through this extract from Chapter I.
2. Pick out examples of the language devices that Orwell uses.
3. Next, consider why this speech is particularly effective, with close reference to the language.

And even the miserable pigs who are not allowed to reach their natural grumble for the sake of the lucky ones. I am twelve years old and have had such a natural life of a pig. But no animal escapes the cruel knife in the sitting room front of me, every one of you will scream your lives out at the block we all must come – cows, pigs, sheep, everyone. Even the horses and the dog Boxer, the very day that those great muscles of yours lose their power, Jones who will cut your throat and boil you down for the foxhounds. As for the dog toothless Jones ties a brick round their necks and drowns them in the nearest

## Tip

Use a colour code to identify each language feature.

## Extension

Answer these questions:

1. How does Orwell use complex sentences here?
2. Which sentences begin with a subordinate clause?
3. What is the effect of delaying the main clause?

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## Taking it Further

Identify the language feature Orwell uses for each example in the table below. The first example has been completed for you.

Quotation	Chapter	Language feature	
'And what has happened to that milk which should have been / ... young sturdy calves' (p. 5)	Chapter 1 – Major's Speech	Rhetorical Question	Major's speech is a ... which outlines the p ... The rhetorical ques ... animals realise how ... exploited by the hu ... the reader is also af ... the animals' cause. ... like a positive and c
'No one believes more firmly than Comrade Napoleon that all animals are equal.' (p. 40)			
'Most of Animal Farm was in their view – the long pasture... young wheat was thick and green...' (p. 63)			
'There lay Boxer... His eyes were glazed, his sides matted with sweat. A thin stream of blood had trickled out of his mouth.' (p. 86)			

## Extension

A Level 8 or Level 9 candidate is able to evaluate key quotations precisely. Pick one and evaluate how effectively language is used in the novel and evaluate them precisely. Try to use one or two keywords within the quotation.

## Creative Activity

Write a persuasive essay giving your views on the topic: 'Does propaganda ever ...'

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## Analysing Language

Answer the following questions to demonstrate your understanding of the writer of the novel.

### Basic

1. Orwell thought that language should be direct and clear. How is this demonstrated by Boxer's death?
2. How do the pigs use their superior language skills to mask the truth?
3. Look closely at the description of the Battle of the Cowshed in Chapter IV. Pick out three choices here?
4. How does Napoleon use a variety of persuasive techniques in his speech at the end of Chapter VII?
5. Make a list of five words that Orwell uses to describe Clover. What do these tell you about her character?
6. Explain the effect of the triplet: 'our lives are miserable, laborious and short'.

### Advanced

7. How is symbolism used in the novel? HINT – look at whips, rings in noses, sheep, etc.
8. How does Orwell use irony in the statement: 'The pigs did not actually work harder than the others'?
9. The whole novel is narrated in the third person, but from the point of view of different points in the novel where Orwell's viewpoint is implied?
10. How does Orwell use exclamation marks in the novel? Are there particular points where this is used?
11. How have the pigs corrupted language in the last paragraph of Chapter VIII?
12. How does Orwell create pathos towards the suffering animals in Chapter X?
13. The animals lack the words to express themselves. How does this prevent them from achieving their goals? What is Orwell's message here?
14. How has the word 'equality' been distorted in the statement: 'All animals are equal'?

### Extension

In Orwell's dystopian novel *1984*, the party slogan is 'Who controls the past controls the present controls the future'.

- What do you think this means?
- To what extent do the pigs use language to rewrite history?

### Creative Activity

Write your own party political speech using a range of rhetorical devices and persuasive techniques.

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## Close Reading

Look at the following extract from Chapter X, pg6. With a partner, annotate the techniques Orwell has used here. Next, answer the following essay question: 'How does Orwell make this extract so shocking?'

It was a pig walking on his hind legs.

It was a pig walking on his hind legs. A little awkwardly, as though not quite used to supporting his considerable bulk in that position, but with perfect balance, he was strolling across the yard. And a moment later, out from the door of the farmhouse came a long file of pigs, all walking on the hind legs. Some did it better than others, one or two were a trifle unsteady and looked as though they would have liked the support of a stick, but every one of them made his way round the yard successfully. And finally there was a tremendous baying of dogs and a shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting haughty glances from side to side, and with his dogs gambolling around him.

He carried a whip in his trotter.

There was a deadly silence. Amazed, terrified, huddling together, the animals watched the long line of pigs march slowly round the yard: it was as though the world had turned a different way.

## Tips



- ① Try to look closely at the effects of Orwell's word choice.
- ① Think about Orwell's use of paragraphs in this extract.
- ① Look at sentence structure and symbolism.

## Extension

Answer the following questions.

- ⇒ Orwell famously stated: 'If there is a corrupt language, language can corrupt.' What does he mean by this and how does it relate to *Animal Farm*?
- ⇒ Language is a powerful tool. How do the pigs remove this power from the other animals?

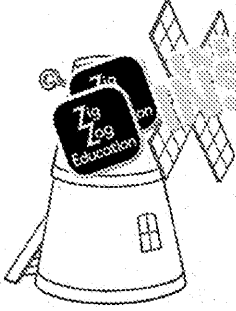

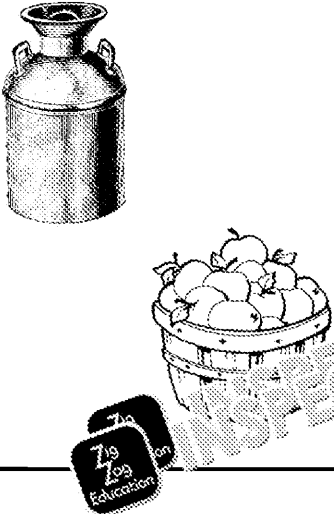
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# Symbolism

Look at the following key symbols used by Orwell in *Animal Farm*. What does each example has been done for you.

Symbol	Meaning 1	
<p><i>The windmill</i></p> 	<p>The windmill is initially seen as a great achievement by the animals, who strive together to create something they can be proud of. Boxer in particular seems to be determined to build the windmill and it is because of this that he truly lives up to his motto: 'I will work harder' (p. 46). What the animals fail to recognise here is the extent to which they are being exploited by the pigs, who do little of the work themselves, yet stand to benefit the most from the results of the animals' toils. When the windmill collapses in a storm, it symbolises the destruction of the animals' dreams of an idealistic utopia, even though they do not yet recognise this.</p>	<p>The windmill represents the animals' hope for the future and their desire for the external world. It is a symbol of the animals' dreams and the hope that they can build a better life for themselves. The windmill is a symbol of the animals' collective effort and the hope that they can build a better life for themselves. The windmill is a symbol of the animals' collective effort and the hope that they can build a better life for themselves.</p>
<p><i>The whip</i></p> 		
<p><i>Milk and apples</i></p> 		

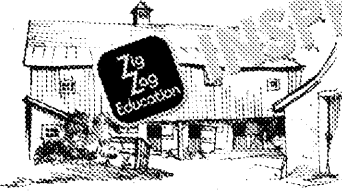

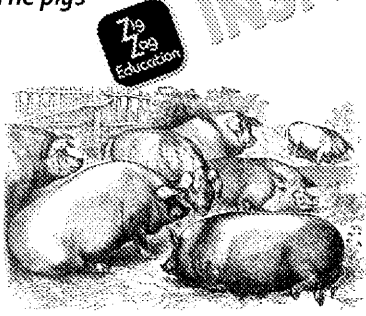
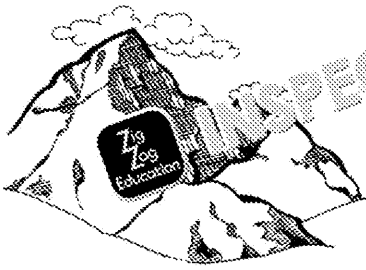
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Symbol	Meaning 1	
<p><i>The barn</i></p> 		
<p><i>Songs</i></p> 		
<p><i>The pigs</i></p> 		
<p><i>Sugarcandy Mountain</i></p> 		

## Creative Activity

Create a poster which uses a mixture of text and images to illustrate the use of

## Language – Exam-style Question

The following essay question has been started for you to illustrate the best way to complete the essay.

How does Orwell use irony to show how the pigs exploit the other animals?

Close focus on Orwell's use of language, supported by examples



Throughout the novel, Orwell uses irony to convey the exploitation of the other animals and the manipulation practised by the pigs. In Chapter II, Orwell uses irony to demonstrate the superiority of the pigs: 'cleverest of all the animals'. The word 'cleverest' emphasises the dominance of the pigs, while Orwell's matter-of-fact style indicates the animals' unquestioning acceptance of this.

Insight into the structure of the novel

As the novel progresses, the use of irony becomes more acute, reflecting the increasing tyranny of the pigs. At times, this irony is moving, for example when Orwell shows us Clover's thoughts: 'I knew that even as things were they were far better off than they had been in the days of Jones...' This is both saddening and frustrating for the reader, who can clearly see that the pigs are even more brutal in their oppression than the regime they usurped. Orwell's allegorical writing here at the corruption of Stalin's regime and how life actually was for the Russian people following the revolution.

Analysis of Orwell's ideas as a writer and evaluation of his skill



The use of irony also gives rise to some of the bleakly comic moments in the novel. It is Orwell's genius as a writer that he is able to tell a story of oppression and struggle that still entertains and amuses. Hypocritically, he is used to satirise Napoleon, with the overly elaborate ceremony accompanying his entrance in Chapter X: 'baying of dogs, crowing... majestically upright...'

However, perhaps the most amusing example of irony occurs when the animals learn of the consumption of the crate of whisky in Chapter VIII. As they recognise that the pigs are 'hungover', Orwell ironically says 'a deep silence hung over the farmhouse'. The dramatic irony is created by Squealer's solemn announcement that 'Comrade Napoleon is dying!' We not only recognise the absurdity of this statement as Napoleon is clearly suffering from the after-effects of too much drinking, but we also realise that the pigs are not as intelligent and worthy of power as they might like to appear. This comic irony is also tinged with sadness as a cry of lamentation went up! The animals still fail to see that a corrupt and despotic ruler would actually set them free...

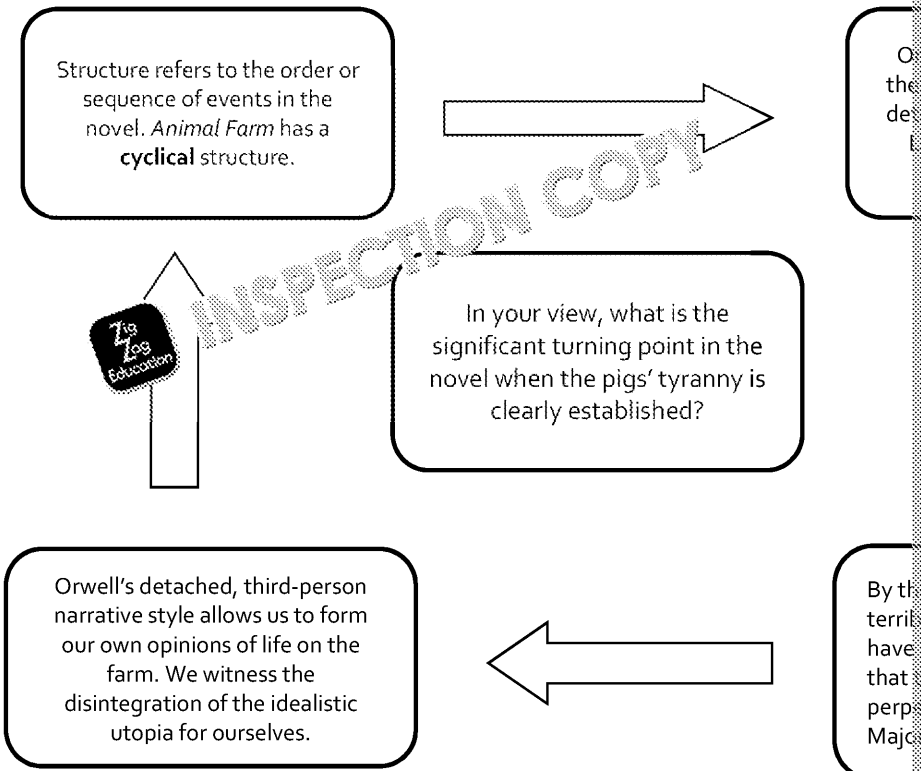
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## Structure



### Getting Started

What do the following words mean and how do they relate to the structure of the novel?

- parallelism
- cyclical
- chronological
- repetition
- inevitability
- deterioration
- tension

Write a short paragraph containing each word and explain how it relates to the structure of the novel.

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## Significant Events

1. Put these significant events from the novel into the order in which they occur and cut them out. If cutting out, when they have been checked by a teacher you can glue them back in. This could even be laminated and used as a revision guide.
2. Colour in yellow any boxes that represent pivotal points (turning points). If you can, write a short summary of the event in the box.
3. Are there any significant moments that have been missed out? What would you add?

<p>The animals work strenuously in difficult conditions, although they are so motivated by the knowledge that they are working to benefit themselves and to satisfy the greed of their human beings. They seem to be working longer hours than ever before, particularly once Napoleon announces that the animals should work on a 'voluntary' basis on Sundays as well. In reality, if the animals refuse to work on Sunday, their already meagre food rations will be halved. Still, the animals console themselves with the idea that they are no worse off than in Jones' day.</p>	<p>All the animals gather together in the yard to carry out grotesque public confessions and executions for supposed traitors. This creates an atmosphere of suspicion, fear and mistrust among the other animals who are unable to articulate or process the horrors they have witnessed. The terrible bloodshed is described simply but graphically: 'tore out their throats'. The reader shares in the shock of the animals, although at least the reader had some awareness of the pigs' tyranny beforehand. The animals are confused and dumbstruck.</p>	<p>Mr. Jones the J C and S</p>
<p>The pigs invite the neighbouring farmers over to Animal Farm. The atmosphere is initially jovial and the human farmers are impressed by the low rations and extremely long working hours which have made Animal Farm so prosperous. Pilkington even compares the 'lower animals' to the 'lower classes', making Orwell's allegory explicitly clear. They raise a toast to the future of the farm. Napoleon announces that the farm must now return to its true and original name of Manor Farm. The novel has come full circle. At the end of the novel, an argument ensues over a card game. The pigs and humans have become utterly indistinguishable from one another.</p>	<p>Following the collapse of the windmill, the animals set about rebuilding it. They are clearly all extremely weak from hunger and exhaustion, particularly Boxer, whose failing health is becoming more apparent. He still prides himself on never relinquishing his responsibilities to Animal Farm and refuses to let his pain stop him from working hard. Still, his split hoof is not healing quickly and he is in a great deal of pain which Clover attempts to soothe. Boxer simply wishes to rejoice in a restored windmill before enjoying a well-earned retirement.</p>	<p>The w a B dif to Late th en thi of</p>
<p>Snowball distinguishes himself in battle, in an event which is to be known as the Battle of the Cowshed. He is a brave and determined fighter who is also strategic in his efforts to defeat Jones and his men. He organises and leads the other animals to victory – supported by Boxer and his great strength. Napoleon does not seem to feature in this battle at all, although later he will claim that it was he who led the others to victory. Snowball is awarded the military decoration of 'Animal Hero, First Class' which he has deserved for his bravery. This solidifies the hierarchy of the farm, developing in the supposed 'equal' society.</p>	<p>In an event that parallels Stalin's collectivisation policy, Napoleon orders the hens to sell their eggs. He claims this is for the good of everyone. In one of the first signs of significant protest, the hens smash their eggs. Napoleon shows no mercy in his response and immediately stops the hens' rebellion. They are left with no option but to capitulate or starve. The hens are forced to acquiesce to Napoleon's demands. It is clear that the pigs' tyranny is growing and that Napoleon values profit over the health of his animals.</p>	<p>Nap the sal far a curr Sno pre sho ba co ob</p>

## Creative Activity

Divide a large circle into sections, one for each chapter of the novel. In each section, write what is happening at that point in the text.

# Structure Gap-fill

Fill in the gaps to show your understanding of Orwell's use of structure in *Animal Farm*. This activity will be a useful reference point for revision. Please note, cloze activities are always challenging!

*Animal Farm* has a \_\_\_\_\_ structure which mirrors the overall theme of the novel. Events in the novel progress chronologically, starting with the deceptive \_\_\_\_\_ story, but by the end we have come full circle. This suggests that the rebellion was doomed from the start. The rebellion originally had noble intentions and sound principles, as \_\_\_\_\_ in the opening speech. However, as the situation \_\_\_\_\_, the reader can see that the rebellion was in Jones' hands. There are hints, even in Chapter II, that the \_\_\_\_\_ will be far worse than Jones'. The hens observe that Jones would 'sometimes mix' the food so greedy that even this small gesture is ignored. By the end of the novel, the pigs have taken over from humans and Orwell makes the reader acutely aware that the rebellion has become a betrayal. The pigs have become the oppressors, filling the \_\_\_\_\_ that was once the domain of humans. Although this story superficially centres around animals, on a deeper level, Orwell is exposing the nature of human society. He not only exposes the greed of the oppressors, but also the apathy and \_\_\_\_\_ of the oppressed to challenge their tyrants. On some level, it is possible that he is suggesting that truth is relative, as there will always be those who look to a leader for \_\_\_\_\_.

Another significant \_\_\_\_\_ feature of the novel is the opening chapter, which sets the basis of the story. This provides a \_\_\_\_\_ by which the reader can judge the actions of the animals. This gives the reader insight that the animals lack a \_\_\_\_\_ record of the past. The largely \_\_\_\_\_ animals, even to the extent of \_\_\_\_\_ their own history to justify their actions: 'No animal shall kill any other animal \_\_\_\_\_'. The animals cannot refer back to the original Seven Commandments, but instead rely on the pigs' betrayal. The animals, on the other hand, \_\_\_\_\_ in their denial that they will deny their own memories. Perhaps they even have a vested interest in not acknowledging the truth would involve them having to confront their own \_\_\_\_\_.

Orwell also uses repetition throughout the novel in order to show how the new principles of Animalism and also to draw parallels with Jones' \_\_\_\_\_ behaviour. Just as \_\_\_\_\_ a \_\_\_\_\_ drunk, Napoleon soon mirrors his behaviour. Just as \_\_\_\_\_ Napoleon terrifies with his whip – a symbol of power, dominance and control. This highlights Orwell's bleak view of humanity and the lessons we can learn from his story. The Russian \_\_\_\_\_ suffered as much as they had under the rule of \_\_\_\_\_.

## Words to include:

structure	without cause	corrupt	neglect
cyclical	illiterate	stupidity	simplify
crucial	gauge	tyranny	measure
manipulated	unchangeable	proletariat	Commandments
guidance	void	established	deteriorate

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## Parallels

One of Orwell's structural devices is the use of parallels in the novel. This refers to matching ideas. The use of this technique enables Orwell to demonstrate to the reader that the animals have achieved nothing for the animals. Look at the table below.

1. Identify which chapter each quotation comes from.
2. Next, pair up the matching quotations.
3. How is Orwell's use of parallels significant? Discuss and write down your ideas.

Mr Jones... drew himself a last c' of beer from the barrel in the scullery.

Boxer... Jones will sell you to the knacker.

No animal must ever kill any other animal. All animals are equal.

Some of the animals talked of the duty of loyalty to Mr Jones, whom they referred to as 'Master', or made elementary remarks such as 'Mr Jones feeds us. If he were gone we should starve to death.'

Four legs good, two legs bad.

Moses... claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died.

A little way down the pasture there was a knoll that commanded a view of most of the farm.

He seized the gun which always stood in a corner of his bedroom...

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### Level 9 Alert!

What does Moses's appearance later in the novel signify? Who or what does Orwell criticise society here?

## Major's Speech

In terms of the novel's structure – Major's speech sets out the ideals which will form the basis of the new society. Orwell charts the gradual deterioration of these ideas through the structural progression of the novel.

1. Complete this table which has been part filled in.
2. For each event, analyse how it relates to Major's original ideals. The first one has been done for you.

Here is a brief extract from Major's speech to remind you – you should read the full speech in the novel.

'Now comrades, what is the nature of this life of ours? Let us face it, our lives are short. We are born, we live, we die. We are given just so much food as will keep the breed going, and we are forced to work to the last atom of our strength.

Key event in plot	Relevant extract from Major's speech	How it relates to the ideal
Following the rebellion, there is a new dawn: 'But they woke at dawn as usual... A little way down the pasture there was a knoll that commanded a view of most of the farm... Yes, it was theirs...' (p. 15)	'This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep – and all of them living in a comfort and dignity that are now almost beyond our imagining.' (p. 4)	The new dawn is both a symbol and a reality, symbolising the hope for a better future. They see an idealistic vision set out by the pronoun 'theirs' indicating that the land seems to belong exclusively to the animals. Major's reference to 'theirs' suggests a sense of unity and belongs to all.
The pigs keep the milk and apples for themselves instead of sharing them equally among the other animals: 'So it was agreed without further argument that the milk... should be reserved for the pigs alone.' (p. 26)	'Man is the only creature that consumes without producing... what has happened? What work which should have been breeding up strong, healthy calves?' (p. 4)	
	'No animal must... wear clothes, or drink alcohol, or smoke tobacco.' (p. 7)	
Benjamin reads the wording on the wall for Clover, who asked him if the Seven Commandments are the same as they used to be. There is just one commandment written there which says: 'ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS' (p. 16)		

## Extension

Choose three other key events from the plot. Find a relevant quotation from Major's speech that you have chosen, and analyse how it relates to Major's original ideas.

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## Evaluating Significant Moments

Level 9  
Activity

Orwell's narrative includes a number of key moments where events occur. For each key moment, identify where it occurs and evaluate its significance. How could things have gone differently?

Quotation	Chapter/page reference	Significance	How might things have gone differently?
<i>Is it not crystal clear, then, comrades, that all the evils of this world of ours spring from the tyranny of human beings?</i>	Chapter 1, p5	The rhetorical question here is part of a stirring and impassioned speech in which the seeds of rebellion are planted within the minds of the animals. This speech is part of the catalyst for rebellion and also forms the basis of Animalism. It is also full of irony, which only becomes apparent when the reader realises that the 'tyranny of human beings' has been superseded by the tyranny of the pigs.	It is interesting that Major had never written a novel at all. It is a frustration with the animals that they cannot see the future. There are words that suggest that the events have occurred without this new yardstick against which to measure.
<i>With one accord, though nothing of the kind had been planned beforehand, they flung themselves upon their tormentors.</i>			
<i>It was agreed without further argument that the milk and the windfall apples should be reserved for the pigs alone.</i>			
<i>Now when Squealer described the scene so graphically, it seemed to the animals that they did remember it. At any rate they remembered that at the critical moment of the battle Snowball had turned to flee.</i>			
<i>Frightened though they were, some of the animals might possibly have protested, but at this moment they were too busy setting up their stalls. The bleating of 'Four legs good, two legs bad...'</i>			

Q. How do the missed opportunities to challenge the pigs add to our increasing sympathy for the animals?

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## Structure – Exam-style Question

The following essay question has been started for you to illustrate the best way to complete the essay. Look at Chapter X, from 'He would end his remarks' to 'impossible' (pp. 100–102).

How does Orwell make the ending of the novel so significant?

Refer to the question immediately.



Considers the overall significance of this moment.

Analyse the structure of the chapter.

Link to Major's ideas at the outset and how they have been corrupted.



*The ending of the novel is particularly significant in that the rebellion has achieved absolutely nothing for the majority of the animals. Orwell uses a bleakly humorous and satirical tone to portray both the pigs and the humans as selfish and unpleasant. Pilkington sneers at the 'lower animals' comparing them with the 'lower animals' and makes the allegorical interpretation of the novel clear. Both the pigs and the humans are greedy capitalists who exploit the other for their own gain. As he sneers, his 'various chins turned up' and 'his eyes twinkled'. This grotesque image also shows us how the pigs and humans are beginning to morph into one; something that will become even more apparent by the end of the chapter.*

However, the situation deteriorates still further as Napoleon begins to speak. In one fell swoop, he proceeds to deny the principles upon which Animal Farm was founded, *demonstrating to the animals that events have come full circle* that Napoleon has merely replaced Jones. 'Hitherto the animals had had a rather foolish custom of addressing their leader as "Comrade". This was to be suppressed.' *The use of the word 'Hitherto' makes Napoleon's announcement serious and official. Furthermore, the use of the passive 'This was to be suppressed' – is somewhat sinister.* The reader is reminded of how defectors have been 'suppressed' previously in the novel. Finally, it is evident that any pretence of democracy has been discarded. *In my considered view, Orwell wishes to show the reader the consequences of failing to challenge a dictator. Napoleon now has absolute power over the animals, 'suppressing' their individuality, in a perfect allegory of the totalitarian state in Stalin's post-revolution Russia.*

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# Form

## Getting Started

Form refers to the type of story being told. Find definitions for the following forms.

Fable	
Fairy tale	
Satire	
Allegory	
Fiction	

## Extension

Find quotations from the novel which embody characteristics of the different forms.

## Deeper Thinking

Answer these questions on Orwell's use of form. Don't forget to use short quotations.

1. How is *Animal Farm* an allegorical novel?
2. How is *Animal Farm* a political satire?
3. On an allegorical level, what does Major's speech represent?
4. What do the executions of the animals represent?
5. How does Orwell successfully convey both human and animal characteristics?
6. Why did Orwell choose to subtitle his novel 'A Fairy Story'?
7. Is true equality a fairy tale – an impossible ideal? Or can it ever really be achieved?

## Tip



① Refer closely to events and key quotations in the novel to help you answer these questions.

### Creative Activity

Write your own beast fable with a moral message. This fable should be suitable for young children, but it should also have a deeper moral that you can refer to in your essay.

Level 9 Alert!

Try this essay question:

*Animal Farm* is simultaneously an extremely simple and an extremely complex novel.

How far do you agree with this statement? Refer to at least three different parts of the novel in your answer.

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## Level 9 Activity

Read the following extract from *Gulliver's Travels* by Jonathan Swift (Chapter 2 - The Free Library). Like *Animal Farm* it embodies elements of a beast fable. Here to a house by two horses who appear to be so very intelligent that Gulliver would call them magicians. The house looks as if it must belong to someone very important and Gulliver, with his gift, expecting 'the master and mistress of the house' to be humans. He is surprised to discover that this society is ruled by horses, who are not only very superior moral beings

Beyond this room there were three other rooms, reaching the length of the house through three doors, each opening on to each other, in the manner of a vista. We went into the first room to the left. Here the gray walked in first, beckoning me to sit down. He brought already my presents for the master and mistress of the house: three bracelets of false pearls, a small looking-glass, and a bead necklace. The other two horses, who spoke the same dialect, only one or two a little shriller than his. I began to think that some person of great note among them, because there appeared so much admittance. But, that a man of quality should be served all by horses was feared my brain was disturbed by my sufferings and misfortunes. I roused myself in the room where I was left alone: this was furnished like the first, in the same manner. I rubbed my eyes often, but the same objects still occurred. I picked myself awake myself, hoping I might be in a dream. I then absolutely concluded that it could be nothing else but necromancy and magic. But I had no time to ponder, for a gray horse came to the door, and made me a sign to follow him into the next room. A comely mare, together with a colt and foal, sitting on their haunches upon a raised platform, made, and perfectly neat and comfortable.

Now, answer the following questions:

- At the start of his journey, Gulliver believes that humans are superior to all other animals. How does he realise that the horses have created an ideal society. What could this teach us?
- How are horses depicted in *Animal Farm*? Are they similar or different from the humans who greet Gulliver?
- What clues does Jonathan Swift give us in this extract to show that the horses are intelligent?
- Who are the most intelligent animals in *Animal Farm*?
- On an allegorical level, what does this extract represent?
- As a fable, what is the moral of this extract?
- What is the overall moral or message of *Animal Farm*?



### Level 9 Activity

One of the main themes in *Gulliver's Travels* is the relationship of the individual to society. How does George Orwell explore the impact of society upon the individual in *Animal Farm*?

### Creative Writing

Find a modern news story which you think has a similar message or theme to *Animal Farm*.

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## Mini Essay

Write a mini essay analysing how effectively Orwell uses form in the novel. Then use the box below to help you. Remember to:

- Use small quotations from different sections of the novel.
- Look closely at Orwell's use of language.
- Consider how the characters have deeper, allegorical interpretations.

*Animal Farm* embodies a number of different forms; the most notable of these is



### Keywords and Phrases

allegory

Alternatively

On a simple level

beast fable

Furthermore

Orwell wishes to convey

The use of form is particularly interesting here...

Metaphorically

This is an example of

The character of... shows...

At the outset

This is particularly powerful

This is an example of the

Firstly

satire

Looking at this from another

This reminds the reader

possibly

At its simplest

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## Exploring Allegory

*Animal Farm* is an allegory. This means that the animals have deeper meanings, figures, but also human attributes and behaviours. How effectively does each character convey their allegorical interpretation? Complete the table.

Character	Key quotations	Deeper meaning
Napoleon		
Snowball		
Squealer		

### Extension

Choose three more characters and write a paragraph about their deeper allegorical meaning.

### Creative Activity

Create a poster showing some of the main characters and the qualities they allude to.

### Level 9 Alert!

Consider how the animals embody different qualities. For example: apathy, dignity and vanity. Which animals convey which qualities? What point is Orwell making?

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## Form – Exam-style Question

The following essay question has been started for you to illustrate the best way to complete the essay.

'The characters in *Animal Farm* have deeper allegorical interpretations and meanings than they appear to have at first sight.'  
How far do you agree with this statement?

Reference to the question is succinct and focused



*Animal Farm* is a highly political satire, to be viewed simply as a fairy tale or a simple beast fable, but an allegorical representation of humanity as a whole, clearly referring to a specific historical context, the events following the Russian Revolution and Stalin's rule. The animals each embody qualities we can recognise in today's world.

Close analysis of one character and how they are allegorical

Links with Orwell's overall ideas about society

Lots of small, embedded quotations scattered throughout



Explores the overall message or moral of the novel

Firstly, the character of Napoleon is a brutal dictator who allegorically represents all of the greed and corruption witnessed in the world, from the behaviour of a school bully to the atrocities committed by dictators such as Adolf Hitler. *'His brutal treatment of the other animals, 'slain on the spot' and 'stolen from the store'* creates a harsh and menacing tone, further reinforcing this sense of evil. It is also interesting that as Napoleon becomes increasingly organised, he becomes increasingly evil: 'He took the whip...' reflecting not only the transformation of Jones, but also Orwell's overall view that humanity is inherently corrupt.

However, hope for society is symbolised with the addition of noble characters such as Boxer and Clover. Boxer allegorically represents innocence and devotion. Through his loyalty to the brutal Napoleon and his unwavering dedication to the principle of 'I must work harder', Orwell skilfully shows how even goodness can be exploited, as Boxer's goodness is destroyed when he is no longer useful to the pigs. *Orwell uses the character of Boxer to allegorically convey the ignorance of the masses and to suggest that we must question authority rather than simply demonstrating blind obedience...*

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# Themes

## Getting Started

- ⇒ **A theme is a central message or idea that runs throughout a text.**
- ⇒ With a partner, list as many themes in *Animal Farm* as you can think of in two minutes.
- ⇒ Then rank the themes in order of their importance to the novel.
- ⇒ What did you think the most important theme was and why?

## Linking Themes

Look at the following quotations from the novel. For each example, see how you

Quotation	How it links to a theme
'And what has happened to that milk which should have been breeding up sturdy calves?' Chapter I (pp. 4–5)	
'They were gored, kicked, bitten, trampled on.' Chapter IV (p. 31)	
'Snowball has done this thing!' Chapter VI (p. 52)	
'Napoleon himself was read in public as a fortnight.' Chapter VIII (p. 67)	
'If you have your lower animals to contend with... we have our lower classes.' Chapter X (p. 100)	

## Creativity Activity

Use ICT to create a class newspaper with stories and articles all relating to the theme of the 'Get Creative with Writing' task at the bottom of the page.)

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## Developing Ideas

Try these questions on the themes of the novel. These questions get progressively more challenging.

### Basic

1. Which characters convey the theme of power in the novel?
2. Look closely at the description of the building of the windmill in Chapter VI. What theme is conveyed here?
3. How does Orwell convey the theme of violence and death to the reader?
4. How does Orwell present the theme of corruption? Give specific examples to support your answer.
5. In your view, what is the most important theme of the novel? Why?

### Advanced

6. To what extent do the themes of the novel reflect Orwell's concerns about the future of society?
7. Which theme is conveyed in the following quotation? 'Twelve voices were shouting in anger, all alike. No question, now what had happened to the faces of the pigs. The creatures before them, pig to man, and from man to pig, and from pig to man again; but already it was a habit, and from each man only a pair of legs protruded, that had been the mark of the beast which.' (Chapter X, p. 102)
8. Which characters most effectively convey the theme of apathy to the reader?
9. Why is apathy so dangerous to a society?
10. Religion is a theme portrayed through the character of Moses. How effective is this theme in the novel?
11. Tyranny and the abuse of power are major themes of the novel. In your view, how can society be peaceful?
12. 'We get the society we deserve.' Discuss this statement, with reference to the novel.



### Level 9 Alert!

Turn one of the questions into an essay. Use small, embedded quotations to support your argument.

### Extension

How do the themes of the novel reflect the events of Soviet history? Discuss with reference to the novel and the historical context.

### Creative Activity

See if you can find songs that are linked in some way to the themes of the novel. Use the song 'Animal Farm' by Take That to express the theme of power! Discuss your song choices with a partner and then perform them.

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## Identifying Themes

- Look at the following extract from the novel.
- What themes are conveyed by Orwell in this extract?
- Make a list and then colour the extract to highlight each theme.

At every few steps Napoleon stopped and sniffed the ground for footsteps, which, he said, he could detect by the smell. He sniffed the barn, in the cowshed, in the hen houses, in the vegetable garden. Snowball almost every day. He would put his snout to the ground and utter a terrible voice. 'He's here! He's here! He has been here! I can smell him disappearing!' and the dogs let out blood-curdling growls and showed their teeth.

The animals were thoroughly frightened. It seemed to them as if there was some kind of invisible influence, pervading the air around them with all kinds of dangers. In the evening Squealer called them and his alarmed expression on his face told them that he had some serious news.

'Comrades!' cried Squealer, making little nervous skips, 'a most important discovery has been made. Snowball has sold himself to Frederick of Pinchfield and is now plotting to attack us and take our farm away from us!

## Going Further...

- How effectively does Orwell convey fear and mistrust in this extract?
- Fear is a significant theme of the novel. Why is fear an important tool of oppression in the novel to support your answer.

## Creative Activity

Working in groups, create your own original play (1–2 pages) based on one of the themes of the novel. Perform your play to the class and see if other groups can identify the theme you are based on.



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## Analysing Themes #1

Complete the table fully. In your analysis, make sure you include small, embedded support your answer.

Theme	Characters associated with theme	Key events linked to theme	Analysis
Power	Napoleon Squealer Jones The dogs The pigs 	<i>The rebellion: the animals expel Jones and his regime.</i> <i>The pigs win a victory in the Battle of the Cowshed.</i> <i>Napoleon uses his power to expel Snowball from the farm.</i> <i>Some of the animals are slain, while the others cower in terror.</i> <i>The hens are forced to give up their eggs.</i> <i>The pigs grow richer and fatter while the other animals suffer.</i>	<i>Power is used to acquire and maintain their tyranny. However, the pigs had bad intentions, whether it was to create a more motivated society for the animals or to maintain their power. At the end of the novel, the early emphasis on power is evident.</i>
Violence			
Education			

### Creative Activity

Produce a story based on one of the themes in the novel.

OR

Write a news article based on the theme of oppression. Use Publisher and create all link in some way to the themes in *Animal Farm*.

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## Analysing Themes #2

For each theme, evaluate its overall importance in the novel. The first one has been done for you.

Power	Power is the most dominant theme in <i>Animal Farm</i> , as the novel is essentially about the animals seizing control and releasing Manor Farm from the tyranny of Mr. Jones. This time it is the pigs who seek to dominate and control the other animals. The importance of this theme, we can see that Orwell is showing us that power is a universal desire. The pigs symbolise a natural desire to gain power over others. Orwell possibly even suggests that this is an intrinsic desire for power is a part of all animals. If this is the case, how can an ideal society be achieved if, instead of working to achieve our own social goals? <i>Animal Farm</i> could be considered a
Ambition	
Corruption	
Exploitation	
Deception	
Rebellion	

### Extension

Now try this challenge question:

Evaluate which theme in the novel is the most important and why. Refer closely to moments in the novel to support your answer.

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## Themes – Exam-style Question

The following essay question has been started for you to illustrate the best way to answer the essay.

How effectively does Orwell present the theme of education in *Animal Farm*?

Addresses the question



Outlines how the theme is presented at the start of the novel

Insightful language comment

How Orwell uses symbols



*Education is an integral theme throughout the novel.*

From the start, Orwell shows the reader that a lack of education leads to exploitation of the ignorant. Indeed, it is partly due to the superior intellect and knowledge that the pigs begin to take on leadership roles: 'The work of teaching and organising the others fell naturally upon the pigs... the cleverest of the animals'. *The superlative 'cleverest' emphasises the intelligence assumed by the pigs, even during the supposedly equal period created immediately post rebellion.* However, at this stage, Napoleon seems to regard 'teaching' the other animals as not as important. *Later on, this 'teaching' takes the form of propaganda, which lacking their own independence of mind, the animals accept without much dissent. Consequently, Orwell shows that ignorance is the enemy of a free and liberal society.*

Significantly, it is the least educated and most ignorant animals: the sheep, who 'were used to silence the other animals' 'at this moment the sheep set up their bleating... put an end to the discussion'. They unwittingly prove to be the enemy of the pigs by blindly following the orders of their oppressors. *Orwell uses the sheep to symbolise the ignorance of the animals who fail to question what they are told by those in authority.* This brings to mind the famous study carried out by Stanley Milgram, in which participants were willing to give increasingly powerful electric shocks when they were told to by an authority figure. *Orwell's overall message is to retain our individuality and to stand up for what we believe in.* In order to do this effectively, we must be educated and articulate...

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# Settings

## Getting Started

Orwell uses a variety of settings in the novel. Remind yourself of the settings used.

- For each setting – write down a quotation and one or two sentences which explain the significance of that setting.
- Consider how each setting is important on a literal and a symbolic level.

Manor Farm	
The windmill	
The rural English countryside	
The barn	
The cowshed	
The farmhouse	
Animal Farm	

## Creative Activity

Create a Prezi presentation based on the settings of the novel: [www.prezi.com](http://www.prezi.com)

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## Deeper Thinking

Orwell sets his story on a farm, which at the start of the novel is known as 'Manor Farm'. The setting is non-specific in terms of the time period.

Answer the following questions about setting. You can discuss the questions in pairs or groups and then write down your answers.

1. Why do you think Orwell does not specify a particular time period?
2. Where is the novel set when the action begins?
3. Why do you think Orwell set his story on an English farm rather than a Russian one?
4. Critically evaluate the significance of the quotation: 'Mr. Jones, of the Manor Farm, was too drunk to remember to shut the popholes.'
5. How does Orwell depict the farm as a utopia in the early stages of the revolution?
6. At what transitional point does the setting change from a utopia to a dystopia? What leads to this?
7. What would have happened if the animals had lost the Battle of the Cowshed?

## Mapping

Draw a map of the key settings in the novel.

Then:

- Draw a symbol to represent what happens in each place.
- Write down a quotation from the novel which sums up each setting.
- Write a description of what happens in each setting.
- Now colour-code your map.
- Green represents happiness for the animals.
- Red is a place of misery and death.
- Orange is a place of great dangers and fortunes for the animals.

## Close Reading

Read the following extracts from the novel. Find them in your copy of the novel and write down an analysis of how setting is used in each example.

1. *As for the others, their life, so far as they knew, was as it had always been. They slept in straw, they drank from the pool, they laboured in the fields in winter in the cold, and in summer by the flies.*
2. *Bright will shine the fields of England,  
Purer shall its waters be,  
Sweeter yet shall blow its breezes  
On the day that sets us free.*
3. *His men were idle and dishonest, the fields were full of weeds, the buildings were neglected, and the animals were underfed.*  
  
*June came, and the hay was almost ready for cutting. On Midsummer's Eve, Mr. Jones and Willington and got so drunk at the Red Lion that he did not remember to feed the animals. The men had milked the cows in the early morning and then had been bothering to feed the animals. When Mr Jones got back he immediately went to bed with the News of the World over his face, so that when evening came...*

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## Going Further...

- Find your own example of an interesting setting in the novel. Write a detailed description of it.
- How is it used by Orwell to highlight the themes and ideas in *Animal Farm*?



## Level 9 Alert!

1. In your view, how does setting link to the themes and ideas in the novel?
2. How does the changing setting show what is happening on *Animal Farm*?
3. How does Orwell juxtapose the beauty of the setting with the horror of the events?

## Extract A



- a) Find the passage at the start of Chapter VII, pp. 54–55 that begins 'It was a bitter winter'. How effectively does Orwell convey the deteriorating state of the animals?

The adjective 'bitter' implies not only the coldness of the winter, but also the disagreeable conditions suffered by the animals. Orwell perhaps draws upon another meaning of 'bitter' and implies that some of the animals are becoming resentful. The reader becomes frustrated that, despite this, the animals still fail to voice their despair.

- b) Annotate the following passage, evaluating how effectively Orwell conveys the animals' despair. Some annotations have been made for you.

It was a bitter winter. The stormy weather was followed by sleet and snow, and then by a hard frost which did not melt till well into February. The animals carried on as best they could with the rebuilding of the windmill, well knowing that the outside world was watching them and that the English human beings would rejoice in their triumph if the mill was not finished on time.

Out of sight, the human beings pretended to believe that it was Snowball who had destroyed the windmill: they said that it had fallen down because the animals were too thin. The animals knew that this was not true. Still, it had been decided to build the walls three feet higher this time instead of eighteen inches as before, which would be collecting much larger quantities of stone. For a long time the quarry was full of snowdrifts and nothing could be done. Some progress was made in the dry frosty weather that followed, but it was cruel work, and the animals could not feel so hopeful about it as they had felt before. The weather was always cold, and usually hungry as well. Only Boxer and Clover never lost heart. Squealer made excellent speeches about the joy of service and the dignity of labour, but the animals found more inspiration in Boxer's strength and his never-failing cry of "I will work harder!" In January for the first time the work was drastically reduced, and the animals were announced that an extra potato ration would be issued to make up for it. Then it was discovered that the greater part of the potato crop had been frosted in the clamps, and had not been covered thickly enough. The potatoes became soft and discoloured, and only a few were fit to eat. For days at a time the animals had nothing to eat but turnips and mangels. Starvation seemed to stare them in the face.



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## Settings – Exam-style Question

The following essay has been started for you to illustrate the best way to achieve below (Chapter VII, pp. 54–55).

It was a bitter winter. The stormy weather was fanned by sleet and snow, frost which did not break till well into February. The animals carried on with the rebuilding of the windmill, knowing that the outside world was watching the envious human beings who would rejoice and triumph if the mill were not

Out of sight, the human beings pretended not to believe that it was still there. They said that it had fallen down because the windmill was old. But the animals knew that this was not the case. Still, it had been decided to build a new one this time instead of eighteen inches as before, which meant collecting a lot of stone. For a long time the quarry was full of snowdrifts and nothing was done. Progress was made in the dry frosty weather that followed, but it was cruel and the animals could not feel so hopeful about it as they had felt before. They were all hungry as well. Only Boxer and Clover never lost heart. Squealer made the most of the joy of service and the dignity of labour, but the other animals found comfort in Boxer's strength and his never-failing cry of "I will work harder!"

In January food fell short. The corn ration was drastically reduced, so that an extra potato ration would be issued to make up for it. Then it was found that a greater part of the potato crop had been frosted in the clamps, which were not covered thickly enough. The potatoes had become soft and discoloured, and only a few days at a time the animals had nothing to eat but chaff and mangels. Starvation came to them in the face.

A student, having read this section of the novel, stated that 'Orwell really brings the story to life. You really feel you are there with the pigs, Boxer and the other animals.' To what extent do you agree with this statement? Annotate the text and write a response below to show what techniques the author uses to achieve this. Then write a paragraph in your own words.

I would agree that, to a great extent, Orwell brings the story to life in this passage. His language is economical, with few adjectives. The words used are extremely precise. Orwell very skilfully uses the weather to illustrate the decline in fortunes experienced by the animals. 'Bitter' refers to the harsh and cold winter, but also functions as a metaphor for the cruel treatment meted out to the animals. Furthermore, 'bitter' implies an acrid and sour taste, showing the reader that the pigs are unnecessarily tyrannical in their treatment towards the animals. 'Bitter' could also allude to the fact that the animals, such as Benjamin, are becoming increasingly resentful of their treatment, though they fail to do anything about this. The words 'sleet', 'snow', and 'stormy' reinforce the pathetic fallacy here, as the weather is as unyielding and the animals are despondent. This helps the reader empathise with their suffering and feel as if we are experiencing it with them. The harsh consonants of 'hard' and the monosyllabic vocabulary here also reinforce the overall sense of

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# Ideas

## Getting Started

- ⇒ Pick which five of the following points you consider to most accurately represent the views expressed in *Animal Farm*.
- ⇒ For each point you have chosen, find quotations from the novel and explain the view expressed.



1. MANKIN IS ESSENTIALLY EVIL.
2. EVOLUTION CAN BE A POSITIVE FORCE FOR CHANGE.
3. WE CAN COEXIST IN PERFECT HARMONY.
4. IT IS IMPORTANT TO OBEY AUTHORITY.
5. WE MUST STAND UP FOR WHAT WE BELIEVE IS RIGHT.
6. EQUALITY IS MORE IMPORTANT THAN MERITOCRACY.
7. THE STRUGGLE FOR POWER LEADS TO VIOLENCE.
8. WE MUST QUESTION OUR LEADERS.
9. LOYALTY WILL ALWAYS BE REWARDED.
10. SOCIETY SHOULD BE RULED BY THE MOST EDUCATED.

## Going Further...

- ⇒ Choose one of the above points that you think does **not** represent Orwell's views. Partner the reason for your choice.
- ⇒ What is your personal view of any of the above ideas?
- ⇒ Do you agree or disagree with Orwell's views of society? Either discuss or write an essay.



### Level 9 Alert!

Can you think of any historical events that either support or contradict Orwell's views?

### Essay Tip!

For a high grade, it is important to look at the ideas behind a text. Why does Orwell write *Animal Farm*? What point was he making about society?

## Extension

Get into groups and debate the importance of free speech in society. Should we have a right to express our views? Are there some opinions that should never be expressed? Think about what persons you can convince your group of your opinion.



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## Interpreting Ideas

Look at the table below. What ideas are being expressed in each of the following? Try to think of more than one possible meaning for each idea.

Quotation	Interpretation 1	
'Weak or strong, clever or simple, we are all brothers' Chapter I (p. 7)		
'The four big pigs who had protested when Napoleon abolished the Meetings raised their voices timidly, but they were promptly silenced by a tremendous growling from the dogs.' Chapter VI (p. 47)		
'It is no longer needed, comrade,' said Squealer stiffly. "'Beasts of England" was the song of the Rebellion.' Chapter VII (p. 65)		
'And for a little while they halted in sorrowful silence at the place where the windmill once stood. Yes it was gone, almost the last trace of the old life was gone.' Chapter VIII (p. 76)		
'Meanwhile life was hard. The winter was as cold as the last one had been, and food was even shorter.' Chapter IX (p. 81)		
'Yes, a violent quarrel was in progress. There were shoutings, bangings on the table, sharp suspicious glances, furious denials.' Chapter X (p. 102)		

### Creative Activity

Use Windows Movie Maker to create your own film/soundtrack to illustrate the film to the class. This could be done in groups or individually.

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## Close Reading

Read the following passage from Chapter V and answer the questions below about it.

'Bravery is not enough,' said Squealer. 'Loyalty and obedience are more important. In the Battle of the Cowshed, I believe the time will come when we shall find that bravery is much exaggerated. Discipline, comrades, iron discipline! That is the way to win. The whip and our enemies would be upon us. Sure, comrades, you do not want to go back to the old life, do you?'

Once again this argument was unanswerable. Certainly the animals did not want to go back to the holding of debates on Sunday mornings was liable to bring him back to the old life. Boxer, and for the time to think things over, voiced the general feeling. 'Napoleon is always right, it must be right.' And from then on he adopted the motto 'I will work harder', in addition to his private motto of 'I will work harder.'

1. What idea does Squealer convey to the reader when he states that 'Bravery is not enough'?
2. What is Squealer actually demanding from the animals here?
3. What do you think Orwell's view is of 'loyalty and obedience' at all costs? Explain.
4. What does the phrase 'iron discipline' suggest? Think carefully about the context.
5. How is the threat of Jones used to silence the animals? Does this ever reoccur in the novel?
6. Look at the short sentence: 'Once again this argument was unanswerable.' What does it convey here?
7. How does Orwell use false logic in the line: 'Certainly the animals did not want to go back to the holding of debates on Sunday mornings was liable to bring him back to the old life'?
8. In his essay 'Why I Write', Orwell wrote that *Animal Farm* was a book in which 'the political purpose and artistic purpose are one'. What do you think this means?
9. How effectively do you think Orwell fuses together the artistic and the political purposes in this passage? Give reasons to support your points.

### Level 9 Alert!

Choose another passage from the novel which you think expresses Orwell's ideas.

**Either:** write a detailed analysis of how Orwell's ideas are expressed in your chosen passage.  
**Or:** With a partner, each choose a different passage and write five challenging questions about the selected extracts. Then see if you can tackle each other's questions.

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## Ideas and Context

Many of Orwell's key ideas are linked to political, historical or philosophical beliefs.

- For each keyword, write out a definition, using your own research to help you.
- Next, write an analysis of how each idea is portrayed in the novel. Use small pieces of evidence to support your analysis.

Keyword	Definition	How is this idea portrayed in the novel?
Capitalism		
Meritocracy		
Hierarchy		
Optimism		
Marxism		
Equality		

## Creative Activity

Create a unique piece of art, using any medium, which has a political message.

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## Authorial Intent

Look at the following extract from Orwell's preface to the novel.

*But now to come back to this book of mine. The reaction towards it of course will be quite simple: 'It oughtn't to have been published'...*

*The issue involved here is quite a simple one: Is my opinion, however foolish, even – entitled to a hearing? Put it in that form and nearly all would say that he ought to say 'Yes'... Now, of course, one demands liberty of speech, and demands absolute liberty of speech. But this can never be, or at any rate the degree of censorship which all organised societies endure. But freedom of speech, as Voltaire said, is 'freedom to say like other fellow'. The same principle is contained in Voltaire's 'I detest what you say; I will defend to the death your right to say it'. When without a doubt has been one of the distinguishing marks of a free society, it means anything at all, it means that everyone shall have the right to say what he believes to be the truth, provided only that it does not harm the rest of society in any unmistakable way.*

Discuss or write answers to the following questions. When writing answers, don't forget to support your answers.

1. Critics of Orwell felt that the attack on Stalin's regime was too controversial to have ever been published. Is it important to speak the truth, even if it challenges the status quo?
2. What does free speech mean to you?
3. Should there be limits to freedom of speech?
4. What does the quotation from Voltaire 'I detest what you say; I will defend to the death your right to say it' mean?
5. To what extent is propaganda the enemy of free speech? Refer to the novel to support your answer.
6. Why do you think that Orwell suggests that 'absolute liberty' can never be achieved?
7. Read from 'He announced that' to 'a special decree of Comrade Napoleon... no longer any purpose' in Chapter 1. How are the animals' freedoms being suppressed?
8. How are propaganda and censorship used throughout the novel?

## Extension

Think about the questions below. How do they relate to *Animal Farm* and to Orwell's views on freedom of speech?

9. Can you find out about any other writers who express similar views to Orwell on freedom of speech?
10. How has freedom of speech become a controversial topic in the age of Facebook and Twitter?
11. How has the distinction between our public and private lives been altered by the internet?

## Creative Activity

Imagine that a new head teacher has joined your school and has started changing the school without consulting anyone else. In groups, role-play the moment in which the staff meet the new head teacher and argue that everyone should have a say.

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## Ideas – Exam-style Question

The following essay question has been started for you to illustrate the best way to complete the essay.

**How does Orwell convey his ideas about humanity in *Animal Farm*?**

Effective opening



Orwell presents a rather bleak view of humanity in his novel *Animal Farm*. Although the story is centred on animals, the animals have human characteristics and to expose human failings. Ultimately Orwell's central idea is that power corrupts. We see this in the gradual deterioration of life on the farm, following the initial optimism following the rebellion.

Show a wider understanding of the symbolic significance of the characters

Orwell's view of humanity is particularly interesting as not only does he satirise the leaders, such as Napoleon, but also those who do not challenge such behaviour. Animals like Mollie only think of themselves: 'Will there still be sugar for me after the rebellion?' Mollie symbolises those humans who are incapable of thinking of others – traits we can perfectly recognise in others – or even, ourselves! Orwell's novel is not a straightforward satire of Stalin's rule; he also extends to present his ideas about humanity as a whole. As humans are inherently selfish – the ideal society envisaged by Major is 'all animals, whether strong or simple, we are all brothers' – Orwell shows that the 'strong' will exploit the 'weak' and the 'clever' will take advantage of the ignorance of those who are more 'simple'. The reader will be frustrated by Orwell's depiction of humanity here, as the characters of *Animal Farm* continually allow themselves to be manipulated, remaining 'silent and terrified'.



Q. What is the significance of the title *Animal Farm*?



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# Interpretations and Critical Reading

## Considering Interpretations

Look at the following images. What do they represent and how could they link to Orwell's novel?

Image	Interpretation
	
	
	
	
	
	

Words/phrases to help you explain your interpretations:

 all greed	Utopia
Dystopia	Morality tale

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## Deeper Thinking

Discuss and write answers for each of the questions below.

### Basic

1. What role does religion play in the novel? To what extent does Orwell appeal to organised religion?
2. 'Although the text is based around the lives of animals, Orwell's concerns are human. Do you agree?' Do you agree?
3. How does Orwell portray the ideas of Karl Marx in the novel? Look closely at his own research into communist ideology.
4. In your opinion, how did Orwell want his novel to be interpreted, and why?

### Advanced

5. If *Animal Farm* is really a study of humanity, why do you think Orwell uses animals?
6. Research the historical, social and political context of when Orwell wrote the novel. How have the novel's themes been interpreted then? Is it interpreted differently by readers today?
7. Find out about the medieval miracle and morality plays which existed to teach people about morality. Could *Animal Farm* be interpreted as a moral fable?
8. 'Napoleon is not a wholly evil character. Although Orwell depicts him as a pig, he has many human characteristics that we all possess to some degree.' To what extent do you agree with this interpretation of Napoleon?
9. How can the character of Moses be interpreted? Think about the words of the 'old man of the mountain'. What is your view?
10. How do you interpret the collapse of the windmill? What does it symbolise?

### Extension

*Animal Farm* is widely interpreted as a critique of Stalin's oppressive regime. How does Orwell never directly state this in the narrative to make his criticism more explicit?



### Level 9 Alert!

Turn one of these questions into an essay. Use small, embedded quotations.

### Analysing Critical Reviews

Read the following essay: <https://www.cliffsnotes.com/literature/a/animal-farm/animal-farm-revolution>

How effectively do you think Orwell has conveyed the events of the Russian Revolution? Can you appreciate *Animal Farm* as a literary text without considering the history upon which it is based? Write a critical essay you have read and quote from it in your answer.

### Creative Activity

Imagine that you are a director of a new film production of *Animal Farm*. Produce a short film that emphasises one particular interpretation of the novel.

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## Linking Interpretations

Read the poem 'Not My Business' by Niyi Osundare. Osundare is a Nigerian poet who lived under an oppressive regime. Due to copyright infringement, we cannot reproduce the poem in full. You can find a copy here: <http://afrilingual.wordpress.com/2011/06/09/not-my-business/>

Can you find links between it and *Animal Farm*?



'Not My Business' by Niyi Osundare

They picked Akanni up one morning  
Beat him soft like clay

...

The jeep was waiting on my bewildered lawn  
Waiting, waiting in its usual silence.

Use the following prompts to help you.

How could this relate to  
Orwell's views in *Animal Farm*?

Are things always  
business? Should we  
stand up for what's  
right?

How could this link to the  
attitudes of the animals and  
Napoleon?

How does the use of  
metaphor in the poem  
relate to Napoleon's treatment  
of animals in *Animal Farm*?



Level 9 Alert!

Write a comparison of how the writers portray their concerns about tyranny and power in *Animal Farm* and *Not My Business*.

## Responding to Critical Reviews

Read the following statements from reviews of *Animal Farm*. Write a paragraph in which you agree or disagree with the reviewer.

- 'The book puzzled and saddened me. It seemed on the whole dull. The allegory was a clumsy machine for saying in a clumsy way things that have been said better directly.' George Orwell, 1945, <https://newrepublic.com/article/114907/george-orwell-review-george-orwells-animal-farm>
- 'Orwell is able to break down every complex idea down into simple English that is easy to understand. He is trying to make.' Shauna Dalton, 2021, <https://penguin.co.uk/books/9780141937150/9780141937150-animal-farm-by-george-orwell/>
- 'Yet, this novel goes beyond addressing the Russian Revolution, it speaks to the human condition that will ever be. It suggests an uprising is futile, that things will remain how they are, getting better nor worse. All simply remains constant.' Cara, 2014, [https://www.bbc.com/culture/2014/09/20140907\\_review-animal-farm-george-orwell](https://www.bbc.com/culture/2014/09/20140907_review-animal-farm-george-orwell)

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Interpreting Quotations

Look at each quotation from the novel and write down how it can be interpreted using each of the different perspectives. Also try to include their own original insights into the text.

Quotation	Global	Historical/political	
'And even the miserable lives of the animals are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones.' (p. 5)	Although Orwell speaks as an animal, he reflects on the global concerns of humanity here. In the world today, there are people whose lives do not reach their 'natural span' due to poverty, deprivation, corruption and war. Furthermore, Orwell could perhaps also be commenting on how we humans exploit animals for our own gain.	Major's stirring political speech here is full of rhetoric and emotive language. His words remind us of Marx's ideals, which suggest that the lower classes are exploited by the wealthy.	Orwell is here, as we have seen, referring to the animals. Major is the lucky one who is not allowed to be for the

**Creative Activity**  
Choose a part of the novel – such as the executions – and rewrite it from the perspective of a different character.



# Utopia vs Dystopia

- a) How does Orwell create a tension between utopia and dystopia in *Animal Farm*?
- What is a utopia?
  - What is a dystopia?

Look at the following list of features for a utopian novel and a dystopian novel and put them in the correct column.

1. Portrays an ideal world.
2. A nightmare society.
3. Often set in the future.
4. May include natural disasters or wars.
5. A society in which everyone is equal.
6. A small group in power are exploiting the weaker characters for their own gain.
7. All goods are shared equally among citizens.

Utopia	

- b) Next, complete the table.

Key event in the novel	Utopia or dystopia?	Example
Old Major gives an emotive speech to the animals in which he imagines a society free from hunger and the whip.		
Snowball tries to teach the animals to read.		
The animals produce a great harvest and it is shared among them.		
Napoleon publically slays the animals he accuses of being 'traitors'.		
Boxer becomes too weak to work and is sold to the knacker's yard.		

## Creative Activity

Act out a story based around the idea of a utopia, or an ideal society.

OR

Act out a story which is based around a dystopian nightmare world.

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## Interpretations and Critical Reviews – Exam

The following essay question has been started for you to illustrate the best way to answer an essay question. Please note – this question is extremely challenging. Try it if you dare!

How does Orwell effectively exploit the tension between utopia and dystopia in *Animal Farm*?

Immediate focus on the question



Orwell's narrative cleverly exploits the distinction between the utopia envisaged by Major at the outset and the nightmare world created by the pigs' tyranny. At the outset, immediately following the rebellion, the farm does seem to be the perfect utopia the animals have dreamed of. Major's dream of a world of 'perfect unity' seems to be coming true.

Focus on Orwell's use of symbolism; Level 9 students will try to explore alternative interpretations

The animals rejoice in their surroundings, depicted by Orwell: 'The animals rushed to the top of it and gazed at the clear morning light'. *The morning immediately following the rebellion is a symbolic dawn as well as a literal one, as the animals' optimism and the dawn of a new, equal future.* This scene conveys the animals' excitement and their joy in the new world they appear to have created. The morning is symbolic of a new beginning for the animals' existence – a future filled with light and hope. The animals are portrayed as one unit, acting in perfect harmony, being singled out individually. This is a way of showing the close bond between them.

Focus on the overall structure of the novel and how it transforms from a utopia to a dystopia

However, Orwell cleverly creates tension as the novel shows how the utopia is distorted and corrupted. It is immediately following the brutal executions, the farm is described as 'more beautiful than ever before': 'The grass and the bursting flowers were green by the level rays of the sun'. The verb 'bursting' conveys a sense of hope, but while the farm flourishes, the animals' hopes for a better future are destroyed. This beautiful scene only serves to emphasise the animals' dream and the nightmare world they now live in. 'The world of terror and slaughter' have destroyed the animals' future and instead they inhabit a world in which even the sun has been wiped out...

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# STUDENT'S GLOSSARY

Below is a list of the challenging vocabulary used throughout this resource.

<b>Allegory</b>	This is a story that has a deeper, symbolic meaning.
<b>Animalism</b>	In the context of the novel, this is a philosophy about animal freedom and equality.
<b>Anthropomorphism</b>	Giving animals human qualities.
<b>Apathetic</b>	Uninterested and uncaring.
<b>Aphorism</b>	A short observation that has some truth.
<b>Authoritarian</b>	The pursuit of absolute obedience at the expense of individuality.
<b>Barbaric</b>	Cruel and violent treatment.
<b>Beast fable</b>	A short story with a moral that uses animal characters with human qualities, e.g. feelings or motives.
<b>Bleak</b>	Miserable, depressing.
<b>Capitalism</b>	A society in which wealth is owned by private individuals.
<b>Catalyst</b>	A force which brings about a change.
<b>Cyclical</b>	A type of structure that begins and ends in the same way.
<b>Deterioration</b>	Becoming more negative over time.
<b>Devious</b>	Sneaky and sly.
<b>Dictator</b>	A ruler who has total control.
<b>Dystopia</b>	A nightmare world.
<b>Equality</b>	Fair and just. Everyone has the same rights.
<b>Fable</b>	A fairy tale with a moral message.
<b>Fallacy</b>	A mistake.
<b>Hedonism</b>	The pursuit of pleasure in all parts of life; for example, eating expensive clothes.
<b>Hierarchy</b>	An unequal social system in which some are more important than others.
<b>Idealistic</b>	Having an overly, perhaps unrealistic view.
<b>Ignorance</b>	Lacking understanding.
<b>Injustice</b>	Unfair treatment.
<b>Illiterate</b>	Unable to read or write.
<b>Imperative</b>	A verb which gives an instruction.
<b>Innate</b>	Comes from within.
<b>Ironic</b>	When there is a difference between what is said and what is meant, or when the readers know something that the characters do not.
<b>Juxtaposition</b>	Putting together contrasting ideas.
<b>Litotes</b>	Ironic understatement.
<b>Malevolent</b>	Evil.
<b>Manifesto</b>	A declaration of a person, a group or a political party's aims and beliefs, published in paper form and distributed.
<b>Marxism</b>	A political movement based on the concept of everyone sharing the labour.
<b>Meritocratic</b>	A society in which people can succeed on their own merits.
<b>Myopia</b>	A limited, restricted view of the world.
<b>Nefarious</b>	Wicked or criminal.
<b>Obedience</b>	Following the rules. Doing as you are told.
<b>Oppression</b>	When the strong power exploit the weaker.
<b>Optimistic</b>	Having a positive view of the world.
<b>Pathos</b>	When a writer creates sympathy for a character.
<b>Pessimistic</b>	Having a bleak, negative view.
<b>Pivotal point</b>	A turning point.
<b>Propaganda</b>	'Fake news' – biased and misleading information.
<b>Rebellion</b>	Fighting against something.
<b>Revolution</b>	Overturning the rule and creating a new society.

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Rhetoric	The use of persuasive techniques in speech.
Satire	The use of humour, irony, exaggeration or ridicule to expose and stupidity.
Submissive	Easily controlled.
Theme	A central idea within a text.
Totalitarian	A type of rule which establishes total control.
Tyrant	A cruel ruler.
Utopia	A perfect society.



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# READING LIST

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## Suggested Books

Brave New World .....  
 The Hunger Games, Catching Fire, Mockingjay .....  
 1984 .....  
 Gulliver's Travels .....  
 The Diary of a Young Girl .....  
 The Declaration .....  
 Monsters of Men series .....  
 The Fear series .....  
 Lord of the Flies .....  
 His Dark Materials trilogy .....  
 Brother in the Land .....  
 Divergent series .....  
 Children of the Dust .....  
 The Handmaid's Tale .....  
 Z for Zachariah .....  
 Numbers series .....  
 Fahrenheit 451 .....  
 Lorien Legacies .....  
 When I was Joe .....  
 Witch Child .....



## Suggested Websites/Films

SparkNotes .....  
 The Free Dictionary .....  
 Wikipedia .....  
 Biography .....  
 Animal Farm (1999) .....  
 This adaptation of Orwell's classic novel tells the story through a character called as our narrator. Students could consider how having a partisan narrator changes the story.  
 Documentary ..... www.bbc.com



## Critical Essays

<https://www.bl.uk/20th-century-literature/articles/an-introduction-to-animal-farm>  
<https://www.enotes.com/animal-farm/critical-essays/critical-essays-on-animal-farm>  
<https://www.englishguides.com/literature/a/animal-farm/critical-essays/>  
[https://www.academia.edu/6657939/\\_how\\_swnish\\_yet\\_a\\_critical\\_analysis\\_of\\_animal\\_farm](https://www.academia.edu/6657939/_how_swnish_yet_a_critical_analysis_of_animal_farm)  
<https://newrepublic.com/article/114852/1946-review-george-orwell>  
<https://paperlanternslit.com/review-animal-farm-by-george-orwell>  
<https://www.theguardian.com/childrens-books-site/2014/sep/07/review-animal-farm>

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# ANSWERS

## Pre-reading Activities

*Animal Farm* is based on the idea of rebellion.

1. What do you think 'rebellion' means?

This can be worded in a variety of ways but students should show understanding of the word in the sense of resistance against a more powerful authority. It can be used in the sense of resistance against a much narrower sense of authority, e.g. teenagers rebel against parental authority.

2. Can you give an example of a rebellion based on your knowledge of history, politics or current events?

This is an open ended task and students can select from a number of examples. Recent examples include the Square protest during the Arab Spring in Egypt. Some students may draw upon historical examples of protests against the Vietnam War. This could lead to some fruitful discussions of the nature of rebellion.

3. Can rebellion ever be justified? In which circumstances?

The previous question should lead nicely on to this one. Students should see that there are many circumstances in which rebellion is justified, e.g. political corruption which have been challenged and they should demonstrate understanding of the circumstances in which rebellion to occur.

4. What do you think the problems of a rebellion might be?

Students should consider the difficulties involved when an authority is challenged and the potential for a regime or country. This can lead to a deterioration in circumstances even if the rebellion is successful. Consequently, those with negative intentions can take advantage and exploit the chaos. Furthermore, morality is sometimes unclear. People might rebel for the wrong reasons, e.g. to achieve what they want to achieve and this could lead to in-fighting and further division. The teacher can use probing questions to encourage pupils to really consider the problems of a rebellion.

5. Write a list of five ways in which your school could be improved. Think about what the school could create a more equal environment for every student. Give a reason for each idea.

The answer to this will be open ended, but students should be rewarded for ideas that are practical and provide evidence to support these ideas. For example: 'The current canteen is difficult to access the canteen via the steps and have to go the long way round. Improve by a ramp for easier access.'

6. Get into a group of four students and share your ideas for improving the school.

Again this is an open ended task and students will come up with a range of ideas, but they should be encouraged to share choices with reasoned arguments and evidence.

### *Animal Farm* – historical context

In order to fully appreciate the novel, it is vital to gain an understanding of the historical context. Go to [www.bbc.co.uk/programmes/poow6z7z](http://www.bbc.co.uk/programmes/poow6z7z) and watch the clip on *Animal Farm* and the questions asked here can all be found chronologically in the linked clip.

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## Major's Speech

## Getting Started

- **How does this event foreshadow what is to come?**  
The animals do rebel and Major's speech is the catalyst for this. Ironically, some of the things that befall the animals under the humans do happen, but under the rule of the pigs – e.g. the slaughterer for glue.
- **How does Orwell give us hints about the personality of each animal in this part of the text?**  
Students may comment on the way that animals are introduced. The pigs seem to take a dominant role, appearing to be uninterested – representing the apathy of the masses. Boxer is shown to be gentle and hardworking.
- **How does Major's speech give us clues here that Major's dream will never come true?**  
We can see division among the animals – Mollie's vanity means that she cannot be part of the dream. For Major's dream to come true, all of the animals would have to work together for the good of the group.
- **Major's speech presents us with an idealistic vision of equality. In your view, is this achievable?**  
Open-ended – personal response. Students should discuss the power struggles that the animals face. Equality requires people to cast aside self-interest and focus on the good of the group.

## Linguistic Devices

Quotation	Purpose	Effectiveness
<i>'But is this simply part of the order of Nature?' (p. 4)</i>	Major asks a rhetorical question. This suggests that the answer should already be obvious to the other animals, prompting them to agree with him.	Makes the audience anticipate the solution to his problem.
<i>'I do not think, comrades, that I shall be with you for many months longer.' (p. 3)</i>	Evokes sympathy and makes the audience more likely to listen to him. Use of 'comrades' has connotations to the Soviet Union and places Major as an ally to the listeners.	Very effective. Straightforward statement but with a hint of sadness.
<i>'You young porkers... every one of you will scream your lives out on the block within a year.' (p. 5)</i>	Visceral imagery used to frighten and upset the listeners. The threat of a pain will make them more likely to follow any plans of Major's into action to protect themselves.	Imagery is very effective. Slightly humorous but the 'scream your lives out' is powerful.
<i>'Weak or strong, rich or poor, simple, we are all brothers.' (p. 7)</i>	Creates a sense of unity. Use of 'we' positions Major as part of the group rather than separate.	Effective at the time. It is from here that the strength of the rebellion comes.

## The Rebellion

## Getting Started

- **What is the catalyst for the rebellion of the animals against Jones' rule?**  
Old Major's dream and the powerful rhetoric of his speech gives the animals the vision of a better life.
- **Does Orwell wish us to see the rebellion as a positive step for the animals? Why/why not?**  
This is an open-ended question – but students may see that, initially, the rebellion is a positive step as the animals are released from the neglectful rule of Jones. It is only later that problems begin to arise.
- **How might Moses' tales of Sugarcandy Mountain create political apathy?**  
Animals that are interested in the afterlife will not focus on the present. This satirises religion.
- **How do the Seven Commandments establish a moral code?**  
The Seven Commandments are established for the good of all the animals and ensure harmony and respect for one another. They focus on the good of all the animals.
- **Can violence be justified if it is for a good cause?**  
This is an open-ended question and students should be expected to respond thoughtfully.

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## Character Development

The following are example responses:

Time	Quotation	
Before	'Quicker in speech and inventive' (p. 10)	Immediately puts Snowball in Napoleon. Makes him seem a good speaker. 'Inventive' is a make him seem like he'll be
After	'... threw onto the fire the ribbons which the horses' manes had usually been decorated with' (p. 14)	Shows authority and a no-nonsense action against the humans and this trend.

## Extension

An open-ended task asks for personal responses. Students should consider what the novel and use knowledge of literary trends to generate ideas for what might come

## Milk and Apples

### Getting Started

The following is an example response. Students should give personal responses support

- What do the animals do to improve their lives after the Rebellion?**  
They have more food, which they share evenly among themselves and are all grateful 'leisure', especially as Boxer has such a large role to play in the fields, which other a

## Discussing Characters

Students may consider any of the named characters, as they all have their roles in the novel with a purpose. An example response has been given.

## The Battle of the Cowshed

- What does Snowball's role in this battle signify about his character?**  
Snowball is determined and courageous, and generally seems to want to achieve for his shirk from his responsibilities and does not let other animals to do something
- Napoleon is not described as joining this battle. What might this reveal?**  
This reveals that Napoleon is absent from the battle itself. He is cowardly and prefer
- Why does this battle make this event particularly violent?**  
Orwell needs to show just how much the animals struggle to achieve their freedom even more poignant.
- How does Boxer's attitude to violence differ from Snowball's and why is this relevant?**  
Boxer is afraid of violence and does not want to harm any other individual, human or his strength, Boxer is reluctant to hurt others.
- This moment of the novel should demonstrate the unity and commitment of the divisions developing between them?**  
We can clearly see that Napoleon and Squealer are not prepared to join in the battle orders, while other animals suffer.
- Snowball suggests that all animals should be prepared to die for Animal Farm. Is this for your beliefs?**  
This is an open-ended question and students are expected to respond thoughtfully, with

## The Windmill

### Getting Started

These questions require personal responses from the students, supported by evidence from all the events of the windmill when answering, and think about what has been revealed about building and destruction of the windmill. How has the status quo of the farm changed?

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## Leadership

An example response has been given. Students might also consider their language choices and the actions they take, such as Snowball being steadfast in his plans to actively improve the farm, and the idea then suddenly changing his mind.

## Extension

Students should consider Squealer's role throughout the story so far. How do his speech compare to Snowball's and Napoleon's? Why is he so good at persuading the other animals to see his way? This is provided to prompt discussion and ideas on the topic.

## The Executions

### Getting Started

When answering these questions, students should consider the role of propaganda and how it is used in *Animal Farm*. They might also consider the role of fear, as well as the development of the farm and the atmosphere within it.

## Level 9 Activity and Extension

Quotation	Technique	Evaluate
'The animals huddled about Clover, not speaking.' (p. 63)	The verb choice: 'huddled' Negative language: 'not speaking'	Orwell effectively conveys the animals' shock and fear through his use of precise verb choices. 'Huddled' suggests a sense of comfort, particularly as they gather around Clover, who is their role of protector and nurturer throughout the story. However, the animals are saddened by Orwell's use of the negative phrase 'not speaking', even after all they have witnessed, the animals are powerless against the tyranny of the pigs. Their lack of ability to speak is a theme of education. Without education, the animals are in a status quo and the pigs are free to continue to oppress them. The helplessness of the animals makes this an extension of the theme.
'As Clover looked down the hillside her eyes filled with tears.' (pp. 63-64)	Emotive language	Orwell uses a sense of pathos. Clover is looking down the hillside, opening to her and the other animals, but she is crying. This again emphasises the gap between the animals and the pigs.
'If she could have spoken her thoughts...' (p. 64)	The conditional word 'if' tells the reader that Clover is unable to voice her thoughts	Orwell draws the reader's attention to an animal's inability to voice what is happening. This lack of awareness means that the animals are easily manipulated by the pigs. Orwell sees language as a tool for power and the animals use language to express their thoughts.
'You had to watch your comrades torn to pieces.' (p. 64)	Emotive language Imperatives	The use of the second-person pronoun, 'you', involves the reader in the horror that the animals have witnessed. This emphasises that there was no escape from the horror. The animals are beginning to recognise that some of the animals were an equal to them. This emphasises that the animals were an equal to the pigs. They have been 'torn to pieces'.

## Boxer's Death

### Getting Started

- What methods does Orwell use to create sympathy for Boxer leading up to his death? Boxer's complete trust in the pigs is incredibly poignant. Dramatic irony is used, where the reader knows that the pigs are not what they seem. We want to warn Boxer and the other animals to do so.
- Benjamin speaks up for the first time when Boxer is taken away. Why has he never spoken up before? Benjamin's apathy. He speaks up because his friend is being taken away. Before, he was resigned to the fact that things would never change.
- Do you think that all of the animals are convinced by Squealer's propaganda regarding Boxer's death? Certainly Benjamin is fully aware of what happened to Boxer. Clover is increasingly convinced by the pigs' explanation. She is beginning to believe what they say.

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- **Would the animals have reacted differently if this event had happened at the beginning of the rebellion?**  
Yes – this has been a gradual process of manipulation. The animals would have been expecting it to happen to them before they had been worn down by propaganda.
- **What parallels can you draw between the killing of Boxer and the deterioration of the rebellion?**  
Boxer's death shows that the pigs will stop at nothing and it marks a turning point. From now on, if you are no longer useful to the regime you will be discarded.

#### Detail Detective

Look at the following key details from important events in the novel. Each one represents a different way of manipulating the animals, from subtle manipulation to shocking and violent. Explain why it is significant and how it shows us the power the pigs have at this point in the story.

<p>CHAPTER II, p. 10</p> <p>The ironic use of the adverb 'naturally' shows how easily the pigs assume their roles as leaders. This is an important moment, because, although the pigs are still apparently working for the good of all the animals, they are starting to separate themselves out as leaders.</p>	<p>The manipulation is becoming more obvious here. The pigs are easily able to convince the other animals that their motives for drinking the milk and eating the apples are truly altruistic. This foreshadows the more sinister manipulation later on.</p>	<p>com</p>
<p>CHAPTER VII, p. 62</p> <p>The animals might have been expected to speak out at this obvious and blatant brutality. Yet they remain completely silent, showing that they have lost all power and are completely terrified. The pigs are now openly slaying their fellow animals and the tyranny has reached a peak.</p>	<p><b>CHAPTER VIII, pp. 78–79</b></p> <p>Up until this point, the animals could still have taken solace in the fact that they may still enjoy a peaceful retirement. Now even that has been taken away from them. The pigs' greed has grown out of control.</p>	<p>The full extent of the pigs' power is now clear.</p>

#### The End

##### Getting Started

These questions ask for personal responses from students, who should consider the rest of the novel in their answers. They should also consider the novel's allegories and parallels as well.

##### Collecting Your Thoughts

Example key phrases have been provided to guide student responses. Key elements to consider have been provided. An example statement would be:

'In my opinion, the executions were impactful because up until then one of the mantras of the revolution was the decree that "No animal must ever kill any other animal" (p. 7). This was the first time an animal was killed in the novel, which I wasn't expecting to happen.'

#### Summary Activities

##### EVENT: The animals reap their first harvest on animal farm...

###### Level 6

Orwell establishes the new farm as a successful one: 'the work of the farm went like clockwork' (p. 10). This will be positive for the animals. The reader feels hopeful that with the animals working in harmony, they will receive rewards of the harvest.

###### Level 7

Orwell's use of the phrase 'like clockwork' is significant, which implies that the animals are working in perfect harmony. The reader feels optimistic about the future of Animal Farm – the novel suggests that the animals are working in unison, each given a precisely defined role.

###### Level 8/9

This moment in the novel establishes a clear mood of hope and optimism for the future. At first, Jones, the animals are harmoniously working together to harvest the crops. Furthermore, 'the work of the farm went like clockwork' gives a sense of harmony and unity. However, the end of *Animal Farm* may leave the reader questioning whether this mood of optimism can continue indefinitely.

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**EVENT: 'The Battle of the Cowshed...'****Level 6**

The Battle of the Cowshed is the moment in which the animals fight for the ideals of Animal Farm. The pigs are consolidating the power of the pigs by removing the human threat. Snowball is distinguished as 'Animal Hero, First Class', showing his strength and integrity.

**Level 7**

During this battle, Snowball is distinguished as 'Animal Hero, First Class', showing not only his strength and integrity, as he truly stands by his belief that all animals should be prepared to die for Animal Farm. The battle consolidates the power of the pigs by removing the human threat. It ensures the success of the farm as they have all worked so hard for it and they will support it no matter what.

**Level 8/9**

The Battle of the Cowshed is a significant turning point and also a structural marker by which the future of the Farm can be predicted. Snowball is distinguished as 'Animal Hero, First Class', showing his strength and integrity. He truly believes that all animals should be 'prepared to die' for Animal Farm, and, unlike Napoleon, he preaches. However, later on Napoleon completely discredits Snowball and denies his pig's ability to lie and to manipulate the other animals. Ironically, the battle secures Napoleon's power as the animals have simply put their lives on the line for another tyrannical leader. Orwell is clearly showing leadership here and showing how idealistic values can be easily corrupted.

**EVENT: 'Snowball is driven out of Animal Farm...'****Level 6**

Snowball is scapegoated by Napoleon – with his name 'snowball' symbolically suggesting scapegoats in the future. Though a pig, Snowball was brave and caring, and now the animals are driven out by Napoleon. Snowball genuinely cared for improving the 'minds' of the other animals, and he will know no bounds.

**Level 7**

Napoleon's 'expulsion' of Snowball indicates that he will become a tyrannical leader. He wishes to have superior intellect and care for the other animals is a significant threat to him and his authority. A sequence of events which spiral out of control, showing that the scapegoating of Snowball will come.

**Level 8/9**

As a tyrannical authoritarian leader, Napoleon wishes to eradicate his rivals. His ruthless expulsion of Snowball from the farm shows that he is truly a pig to be feared. The 'snowball effect' shows that many more scapegoats to come. Structurally, this event occurs before the executions of the scapegoats and suffer Napoleon's tyranny.

**EVENT: 'The animals work like slaves...'****Level 6**

The noun 'slaves' implies that the animals are being exploited, even though they still believe they are working for the good of the farm.

**Level 7**

While the noun 'slaves' implies that the animals are being exploited, ironically they believe they are working for the good of the farm. Orwell's language shows the reader the reality of the situation.

**Level 8-9**

While the noun 'slaves' implies that the animals are being exploited, ironically they believe they are working for the good of Animal Farm. Orwell's language choice indicates the reality of the situation. The animals are truly under the control of the pigs who are exploiting their labour for their own benefit. The phrase 'work harder...' increases the sense of irony. The comparative adverb 'harder' adds a sense of the animals' suffering. Boxer is working harder, but the tyrannical pigs.

**EVENT: 'Napoleon orders the execution of animals...'****Level 6/7**

The horrific bloodshed of the animals during the execution leaves the animals in a state of shock and now completely unable to question the authority of the pigs due to fear of violence.

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**Level 8/9**

The executions mark a peak of the tyranny of the pigs. Any thoughts of rebellion are crushed by the threat of violence. The bewildered reaction of the animals creates a sense of pathos, as they are aware of how they have been treated. Their innocence and bewilderment and the pigs' blatant defiance 'shall kill any other animal' (p. 17) leaves them utterly helpless.

**EVENT: 'Boxer dies...'****Level 7/9**

The death of Boxer, the most loyal animal on the farm, is a moment of great pathos on *Animal Farm*. In his comfortable retirement, Boxer is sold to the humans when he is too old to benefit the pigs. It is a cruel twist that the pigs will dispose of even the most loyal workers once they outlive their usefulness. This is a thoroughly shocking and thought-provoking message in using the proceeds to buy a crate of whisky.

**After-reading Activities****Characters****Getting Started**

Description	Character
Naïve, earnest and simple-minded, with a strong work ethic. This character lacks the clarity of mind and intelligence to see oppression for what it really is.	Boxer
Bitter, cynical, yet rather passive. This character sees the reality, but his pessimistic attitude means that he fails to challenge the pigs until it is too late. He sees resistance as futile.	Benjamin
Vain, simple-minded and rather foolish. This character likes pretty things and cares little for politics, even if others are suffering.	Mollie
A cruel and brutal dictator, whose regime mirrors that of Stalin following the Russian Revolution, this character manipulates those around him and will stop at nothing to satisfy his needs. His behaviour is remarkably similar to those humans whom he once held in contempt.	Napoleon
A character who seems to genuinely believe in the ideals of the revolution. Intelligent and full of new schemes, he presents optimism, but is bullied, undermined and eventually driven from the farm and made into a scapegoat.	Snowball
This character is a master of propaganda. He seems to be able to convince the other animals that the truth is actually a lie, until they doubt their own minds. He helps Napoleon to rewrite history in order to suit the pigs' own agenda.	Squealer
A kind-hearted and motherly horse, this character tries to protect and comfort the other animals in their times of sorrow. She is loyal and obedient, with unquestioning loyalty to Animal Farm. She cannot articulate her anxieties and so lacks any power to change the world around her.	Clover
A neglectful drunk and an inadequate farmer, this character's actions provide the final catalyst for revolution.	Jones

**Discussion**

These are open-ended tasks asking for personal responses from students.

**Character Analysis****Napoleon**

- **How is Napoleon first presented to the reader and why is this first description so important?** 'pre-eminent among the pigs' (p. 10) – shows his importance, even among the pigs, which Napoleon is the master of. 'His shadow' foreshadows his actions later on. 'a large, rather fierce-looking brute with sharp tusks' (p. 10) – shows Napoleon as a demanding, dominant figure. 'He was the only pig who was not working together for the good of everyone. He was working for his own way.' (p. 10) – shows Napoleon as a selfish, cunning character. 'He was the only pig who was not working together for the good of everyone. He was working for his own way.' (p. 10) – shows Napoleon's future capacity for cruelty.
- **At what point does Napoleon establish his authority and why is he never challenged?** 'Never mind the milk, comrades... That will be attended to.' (p. 18) – following the pigs' demand to have a share of the milk. Napoleon does not share the milk, but dismisses their demand.

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gives him an air of officialdom. The animals are both trusting and gullible and so do course choose any other moment from early in the novel as long as their explanation

- **In Chapter IV, how does Orwell show the reader that Napoleon is ineffective in battle?**  
Napoleon is simply absent from the battle and is not mentioned, showing that he is not involved without him.
- **How does Orwell portray the polarised attitudes of Snowball and Napoleon in Chapter V?**  
Snowball is full of schemes that will make the animals' life better, while Napoleon is more interested in making his own life better. (p. 35)
- **Look at the description of Napoleon in Chapter X: 'majestically upright... with his hand on his hip' (p. 96). How does Orwell convey Napoleon's absolute supremacy here? Why does he carry a whip in his right hand within its own paragraph?**  
Students should look at the adverb 'majestically' and the connotations of royalty to convey supremacy. The line 'He carried a whip' is isolated because it is a shocking revelation of cruelty and punishment, and the animals associate it with the earlier days of Jones. It shows he is more and more human-like and willing to inflict violence as a method of control.
- **Orwell gives great detail about Napoleon's actions throughout the novel, but little about his feelings and motives. Why, and what is the effect on the reader?**  
This is an open-ended question – but students should be aware that Napoleon is not someone we can empathise with and the story is much more poignant because of the empathy we have for the other animals. Napoleon's detachment emphasises his tyranny. The reader is left to infer his motives. The fact that these motives are obvious to us, as readers, but not to the animals who

#### Snowball

- **How is Snowball shown to be an intelligent animal?**  
Open-ended – students could look at Snowball's schemes, which require careful planning.
- **Snowball distinguishes himself in battle. How does this make him a greater threat to Napoleon?**  
Snowball's courage is an admirable quality which could make him a clear threat, as he is more than his rival, Napoleon.
- **How does Orwell show that Snowball is an idealist in Chapter III, and how does this affect the animals?**  
Snowball organises committees and teaches the animals to read and write in Chapter III. He believes that all of the animals should have a say and share in the successes of Animal Farm. The windmill are, again, all about making life better for all the animals, showing his idealism.
- **What is the symbolic significance of Snowball's expulsion from the farm and what impact does it have?**  
Snowball's expulsion symbolises the death of idealism. From this point on, there is no one planning to make life better for the other animals. The pigs will follow Napoleon's lead and only for themselves.
- **'Snowball is full of grand schemes and ideas that never come to fruition. Napoleon is, nonetheless, a more effective one.' To what extent would you agree or disagree?**  
This is an open-ended question which should invite a range of evidence based answers.

#### Old Major

- **In history, who does Old Major represent?**  
Old Major represents Karl Marx – he has a philosophy and vision that inspires the animals, who do not see his vision fulfilled.
- **How does Old Major's speech in Chapter I foreshadow what actually happens?**  
All of the atrocities that Old Major imagines being inflicted by humans are inflicted on his fellow animals!
- **Is Old Major's dream ever achievable?**  
This is an open-ended question – students should show the ability to come up with a range of

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- **Would Animal Farm have been different if Old Major had lived? Does his death matter?**  
This is an open-ended task – but students could consider that Old Major's death for the farm was doomed to failure from the outset.
- **Research famous political speeches from history to the present day. What rhetorical devices does Old Major use in his speech?**  
Students can look at a range of political speeches here – Obama's inauguration speech, Churchill's post-9/11, etc. They should be able to both identify and explain the effects of rhetorical devices.

### Squealer

- **How does Squealer manipulate language to gain power for the pigs?**  
Squealer is able to describe events that never happened in graphic detail, so that the animals believe him. He is able to use this to frame the pigs' actions in the most positive light and the animals do not question what is happening to them. Through Squealer, Orwell shows the ability of language to manipulate.
- **Why is Squealer so pivotal to the maintenance of Napoleon's control of Animal Farm?**  
Squealer allows Napoleon to gain power by using his skill with rhetoric to cover up his actions. Consequently, the animals do not question anything until it is too late.
- **What is meant by the quotation which starts that Squealer 'can turn black into white' in history and politics?**  
Squealer has the ability to convince us that the impossible is true. Students may of course refer to the second part of the question.
- **What are the connotations of Squealer's name?**  
How does Orwell make him appear to be such a thoroughly unpleasant character? Squealer connotes 'squeal', which is an unpleasant, high-pitched sound. It conveys 'sounds' that convince the other animals to acquiesce to Napoleon's dictatorship without question.

### Boxer

- **Why is Boxer an important character?**  
Boxer is an incredibly loyal character and his way of being treated shows that no one cares for him. For Napoleon, no matter how hard he works, he is only a tool to be discarded when he is no longer useful.
- **'Nothing would have been achieved without Boxer, whose strength seemed equal to any animal's...'** What does this quotation reveal about Boxer and how does it relate to the rest of the story?  
This quotation shows what a pivotal role Boxer has played in establishing Animal Farm. His strength and selflessness. For him to be discarded so cruelly is saddening.
- **Why do you think Boxer remains loyal to Animal Farm?**  
Boxer's stupidity makes him particularly innocent and trusting. He is easily convinced and genuinely believes that the pigs are working for the good of all the animals.
- **Does the ill treatment of Boxer have a deeper, allegorical meaning? How do we see this in the text? What point is Orwell making?**  
Orwell is suggesting that the sick and elderly should be cared for. Like Boxer, they are the backbone of the society they live in and when the time comes, they should be looked after. The point is made in how it treats the weakest and most vulnerable citizens.

### Clover

- **Why is Clover such a sympathetic character?**  
Clover is the most motherly and caring of the animals. She cares deeply for others and is often the one to comfort them.
- **To what extent does Clover's unquestioning obedience and loyalty part of her downfall?**  
She is easily convinced and trusting and does not question the actions of the pigs until it is too late.
- **As one of the most empathic animals, you might expect Clover to challenge the pigs' actions. Why doesn't she?**  
Clover is ignorant about what is happening until it is too late. She fails to recognise the signs of oppression.

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## The Dogs

- **Why are the dogs never given separate identities?**  
The dogs are Napoleon's enforcers, allowing him to maintain absolute control.
- **What role do the dogs have and why are they so vital for Napoleon?**  
They are used to punish dissenters, violently and publicly, so that the other animals
- **Where would you place the dogs in terms of the overall hierarchy on Animal Farm?**  
Students might choose to place the dogs just below the pigs, at the top of the hierarchy.
- **'Although not major characters, the brutal regime of Animal Farm could not exist without them. To what extent do you agree with this statement?' (Giles)**  
An open-ended question – students could comment on how a dictatorship must be maintained through fear and this is what the dogs represent. When the animals have finally rebelled, the dogs mean that they are too afraid to speak out. Manipulation is effective until manipulation does not work, violence does.
- **How do the dogs vote on whether to accept the rabbits and rats as 'comrades' and members of the Animal Farm?**  
The dogs vote against this – showing that, like the pigs, they are only interested in their own interests.

## Character Analysis

This activity is intended for students to be able to come back to and reference during later lessons. They are encouraged to fill it out in as much depth as possible, using quotations to support their answers.

## Level 9 Activity

1. **Like Napoleon, Macbeth is greedy and ambitious. However, what are the major differences between the two?**  
Answers may vary. Students could, however, point out that Macbeth agonises over his decision to commit murder, while Napoleon appears to show no remorse. Furthermore, Napoleon commits the execution without any ceremony, while Macbeth is put to justice by the end of the play, while Napoleon remains in power.
2. **In this speech, Shakespeare reveals Macbeth's inner thoughts and feelings. Overall, how do you think Macbeth feels about his decision to commit murder, while Napoleon seems to show no remorse? How does this add to your understanding of Napoleon's character?**  
Students may point out that Orwell allows us to sympathise with the defenceless animals, while Napoleon is a dictator who does not show remorse. On the other hand, Macbeth is a much more complex character, showing the anti-heroic nature of the play.
3. **Macbeth kills a king who trusts in him: 'here in double trust'. How does this parallel the betrayal of the animals by Napoleon?**  
Napoleon betrays the animals, who have shown absolute loyalty and trust in him. He works so hard for the good of all the animals and yet is betrayed in the worst possible way.
4. **'Violence is the tool most commonly used to acquire and retain power.' With reference to Animal Farm, how far do you agree with this statement?**  
Both Napoleon and Macbeth commit acts of violence. However, Macbeth acquires power through violence, while Napoleon, power is acquired through manipulation, which then escalates to violence.
5. **Macbeth starts off as an honourable man, but deteriorates morally as the play progresses. How does Napoleon compare to Macbeth? Explain your answer.**  
Napoleon, like Macbeth, seems to become more and more corrupt as the plot moves forward. Students could also ascertain whether Napoleon's intentions were ever honourable. Students will have to refer back to the text to support their answers.

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## Character Roles and Extension

Students need to consider the changes in power dynamics throughout the novel. Some, remain at the top of the hierarchy across both diagrams, while other characters will move much lower in the second hierarchy.

### Keywords and phrases

1. Corrupt	Napoleon	2. Loyal
3. Earnest and passionate	Snowball	4. Sly
5. Committed to a task or a cause	Boxer	6. Easily
7. Threat to Napoleon	Snowball	8. Super
9. Unequivocal	Boxer	10. Indo
11. Obstinate	Benjamin	12. Male
13. Obedient	Sheep	14. Indu
15. Oppress	Napoleon	16. Idea
17. Honour	Boxer	18. Used
19. A strategist and a planner	Snowball	20. Subr
21. Can memorise new things, but without any understanding	Sheep	22. Dece
23. Ambitious	Napoleon	24. Trust
25. Ruthless	Napoleon	26. Cyni
27. Obfuscates the truth	Squealer	28. Perc
29. Pessimistic	Benjamin	30. Cant
31. Realist	Benjamin	32. Unin
33. Uses false statistics and pseudo-science	Squealer	34. A vis
35. A scapegoat	Snowball	36. Spre

### Further Still... (and Extension)

Students are asked to choose 3–6 characters to analyse, with the novel's main character

Character	Role on the farm	Role in the novel as a whole
Napoleon	Napoleon takes on a leading role in the running of the farm from the outset: 'Forward, comrades! The hay is waiting.' His use of the imperative 'Forward' indicates that he is firmly establishing his position within the hierarchy on the farm, even if the other animals fail to realise this. He does not, however, appear to involve himself in the physical work, as along with the other pigs he 'directed and supervised the others'. This is an early warning sign that Napoleon will eventually tyrannise the other animals.	Napoleon's role in the novel is that of a leader. At the start, he appears to be a benevolent leader, but the situation rapidly deteriorates as the novel progresses. Significantly, Napoleon, along with Snowball, is the first animal to enter the farmhouse following the revolution, foreshadowing his humanised character towards the end of the novel, when he will take over the farmhouse. He is pivotal to the plot and skilfully manipulates the other animals into silently accepting his reign of fear.
Squealer	Squealer's central role on the farm is as the mouthpiece of Napoleon. He makes announcements to the animals and, as a skilled orator, is able to present the pigs' version of the 'truth' to the other animals.	Squealer changes the commandments so that, effectively, the rules are constantly being rewritten and the animals remain oblivious to what is happening. Squealer is the propagandist who allows Napoleon to exploit the other animals without being challenged.
Moses	Moses' tales of Sugarcandy Mountain generate apathy among the animals, as this encourages them to focus on the existence of the afterlife rather than changing the reality they live in now.	Moses has a relatively minor, but symbolic, role in the novel – representing the extent to which the animals are able to delude themselves and continue to live under an oppressive regime.

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Character	Role on the farm	Role in the novel as a whole
The Sheep	The sheep are easily manipulated by the pigs due to their stupidity and unquestioning obedience. Their role on the farm is simply to serve the interest of the pigs and to suppress any stirrings of rebellion.	The sheep are used in order to prevent the other animals from listening to Snowball's speech – thereby serving Napoleon's interests. They also drown out any stirrings of protest when the pigs decide to ban the song 'Beasts of England'.
Benjamin	Benjamin serves a minor role on the farm, due to his inability to act. Unlike the other animals, he is intelligent enough to see what the pigs are doing and cynical enough to recognise that the pigs are simply serving themselves. However, his failure to act means that he has little influence. He is a loyal companion to Boxer.	Benjamin is a strong fighter at the Battle of the Cowshed, despite being the 'oldest animal' (p. 2) on <i>Animal Farm</i> . He realises what is happening to Boxer when he is carted away to his death, but unfortunately by then it is too late.
Boxer	Boxer has an extremely important role on the farm. At the beginning, his enormous strength and great loyalty prove to be an invaluable combination for the pigs. He plays a pivotal role in the success of both the harvest and the revolution.	Boxer sacrifices his own personal happiness in order to ensure the success of life on the farm. He helps to ensure that the animals succeed during the Battle of the Cowshed, but this is also combined with his gentle nature. It is shown by his regret and dismay when he realises he has killed the stable lad.
Mr Jones	Jones is a drunken, neglectful farmer who fails to make some of the necessary changes to recapture Animal Farm following the revolution but is unsuccessful. He is corrupt and ineffectual – but actually showed more kindness in some respects than the pigs. Jones used to mix the milk up with the mash for the hens, but the pigs deny them even that. However, we do also see evidence of his cruelty, for example in Major's opening speech.	Jones is portrayed as a neglectful and irresponsible farmer. Consequently, he gives the animals a justifiable reason for rebellion and this means that, at least at the outset, the readers see the rebellion as a positive action. As events in the novel progress and the situation rapidly deteriorates, we soon realise that the pigs are in fact worse than Jones.
The Dogs	The dogs' role is simply to terrify the animals with the continual threat of violence. They play a key role in many of the most violent moments.	The dogs are loyal and obedient supporters of Napoleon who suppress and crush any attempts at rebellion on the farm.
Clover	Clover's role on the farm is that of the mother. She takes a motherly and nurturing role over the other animals and she is the one they turn to in times of despair. However, Clover is helpless to do anything but watch as the animals' suffering increases and, worse, she is unable to articulate her despair.	Clover cares tenderly for the other animals and therefore increases the pathos at points in the novel when their suffering is most acute.

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# Relationships

## Exploring Relationships

The following is an example answer:

- **Which of the relationships in *Animal Farm* do you think is the most important?**  
The overarching relationship between humans and animals is integral to the novel. The relationship between humans and animals is integral to the novel, but gradually becomes a business partnership as Napoleon and his pigs become more and more human – an opposite effect to losing humanity, though on a sense of inescapable fate for the non-pig animals or the farm, and raises the question of whether the results will be the same in the end.

## Fear

Questions have been given to prompt students and help them develop their ideas. They are short, embedded questions, instead it would be better to pick one and write an extended response, with supporting evidence and quotations to support their responses.

## Context

### Getting Started

Students can answer in a number of ways – open-ended task.

Event in the Novel	Historical/Social Context
Major gives a politically charged speech, full of rhetoric. He convinces the animals that they are being exploited for no personal reward. He envisions a future in which all animals are equal.	<i>The principles of Marxism (the ideas of Karl Marx) suggest that the capitalists gain from the labours of the workers. He suggested a revolution against capitalism and share the rewards of an equal society.</i>
The animals, frustrated by Farmer Jones' continual neglect, rise up against him and take charge of Manor Farm. They rename it 'Animal Farm'.	<i>In 1917, the Russian Revolution took place, which set off a chain of events which led to the formation of the Communist Party. The Communist Party wanted to create a more equal society.</i>
Snowball attempts to teach the animals to read, with varying degrees of success. Some animals, such as Mollie, care little for education.	<i>Although the Communist Party was not successful, it was evident that those with the most education were the most successful. Education was a tool by which greater education could easily be exploited.</i>
The Battle of the Cowshed takes place. Jones and his men try to retake the farm, but are defeated by the animals in a tremendous display of courage and determination.	<i>Russia is divided by a civil war. Supporters of Lenin's rule, but ultimately Lenin wins. The Communist Party wanted to create a more unified country.</i>
Snowball is expelled from Animal Farm and is used as a scapegoat every time something goes wrong.	<i>The rivalry between Joseph Stalin and Leonid Brezhnev led to Stalin being thrown out of the Communist Party. Stalin was no longer spoken of within the party, as if he'd never existed.</i>
Squealer spreads propaganda about Napoleon, convincing the animals that he is a great leader.	<i>Despite the brutality of his oppressive rule, Stalin actually worsened for his people, Stalin manipulated the public into believing he was a great leader.</i>
The hens are told that their eggs must be sold off. Desperate, they try to fight against this order by smashing the eggs to pieces. Napoleon starves the hens until they are forced to obey him.	<i>Stalin introduces an unpopular policy of collectivization, everything the peasants produced had to be sold to the state. The peasants tried to resist, even destroying their own crops, leading to famine in Russia and those peasants who survived were starved.</i>
Napoleon tries to broker a business deal with Frederick for the sale of timber. Frederick deceives Napoleon by paying him in fake money, and later leads a group of men to attack the farm.	<i>In 1939, Hitler tries to form an alliance with Stalin. Stalin agrees that Germany cannot be trusted. Although the Germans do not attack Russia, the two countries are irrevocably damaged.</i>
The farmers and pigs are increasingly suspicious of each other by the end of the novel, knowing that the pigs have transformed into a new enemy. However, there are hints of rising tension between the two.	<i>The great powers of Russia, Britain and the United States, this doesn't last for long, as they are soon involved in World War II.</i>

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## Going Further...

Students might consider:

Event in the novel	Historical/social/cultural context
Major gives a politically charged speech, full of rhetoric. He convinces the animals that they are being exploited for no personal reward. He envisions a future in which all animals are equal.	The principles of Marxism (the ideas created by Karl Marx) suggest that the capitalists gain wealth at the expense of the workers. He suggested a future where the workers would own the means of production and share the rewards of their hard work.
The animals, frustrated by Farmer Jones' continual neglect, rise up against him and take charge of Manor Farm. They rename it Animal Farm.	In 1917, the Russian Revolution took place, a series of events which led to Lenin's Communist Party wanting to create a new society.
Snowball attempts to teach the animals to read, with varying degrees of success. Pigs, such as Mollie, are particularly keen on education.	Although the Communist Party was meant to be a more egalitarian society, it was evident that those with the most education were the ones who were most exploited. Education was a tool by which greater power could be exploited.
The Battle of the Cowshed takes place. Jones and his men try to regain control of the farm, but are defeated by the animals in a tremendous display of courage and determination.	Russia is divided by a civil war. Supporters of the old regime try to regain power, but ultimately Lenin wins the fight. The new Russia is more unified and equal.
Snowball is expelled from Animal Farm and is used as a scapegoat every time something goes wrong.	The rivalry between Joseph Stalin and Leonid Brezhnev, being thrown out of the Communist Party, was an opportunity to acquire ultimate power as the party was no longer spoken of within the party, and even as if he'd never existed.
Squealer spreads propaganda about Napoleon, convincing the animals that he is a great leader.	Despite the brutality of his oppressive regime, Stalin actually worsened his people, Stalin was able to manipulate the public into believing him to be a great leader.
The hens are told that their eggs must be sold off. Desperate, they try to fight against this order by smashing the eggs to pieces. Napoleon starves the hens until they are forced to obey him.	Stalin introduces an unpopular policy known as collectivisation, where everything the peasants produced had to be turned in to the state. He tried to resist, even destroying their own crops, leading to famine in 1932-33, those peasants who did not obey were killed.
Napoleon tries to broker a business deal with Frederick for the sale of timber. Frederick deceives Napoleon by paying him in fake money, and then leads a group of his men to attack the farm.	The Great Powers of Russia, Britain and the United States, doesn't last for long, as they are suspicious of each other and soon begins.
The farmers are now indistinguishable from each other. The pigs are the only ones of the novel, showing that the pigs have become the enemy. However, there are hints of rising tension between the two.	In 1939, Stalin tries to form an alliance with Germany. He learns that Germany cannot be trusted when they attack the Soviet Union. Although the Germans do not succeed, the relationship between the two countries is irrevocably damaged.

## Essay-style Paragraphs

- **Which points in the novel show us the inequalities and divisions between the animals?**  
Students can choose from a range of moments, such as the division of the milk and apples during the battles; the slaughter of the animals during the executions; the way the pigs and the pigs moving into the farmhouse.
- **How does Orwell show us that power corrupts?**  
This is an open-ended question which encourages students to reflect upon the details of the novel. The pigs gain more and more power.
- **Since the story of *Animal Farm* is an allegory, a representation of the ways in which power is used in history, why do you think Orwell chose to tell his story using animals?**  
Using animals to express ideas about humans is an established literary tradition and can be seen in *Gulliver's Travels*. Farm animals are kept by the farmer to serve a purpose – to work or to be eaten. When they are discarded. The pigs, as naturally more intelligent animals, are the only ones who are not discarded. The pigs, as naturally more intelligent animals, are the only ones who are not discarded. The pigs, as naturally more intelligent animals, are the only ones who are not discarded. The pigs, as naturally more intelligent animals, are the only ones who are not discarded.
- **Are humans intrinsically selfish?**  
This is an open-ended question, with many possible answers. Students should be encouraged to present arguments with reason and evidence.

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## Extension

Students can answer in a number of ways – open-ended task.

## Analysing Context

Students can answer in a number of ways – open-ended task.

## Evaluating Context

The table below shows you how to turn generalised context comments into precisely evaluated and focused. The first example has been completed for you.

Quotation	Context Comment	Precisely Evaluated
'The others said Squealer that he could turn black into white.' (p. 11)	This quotation shows how propaganda is used to change the way the animals see things. This is like the Russian regime, where propaganda would also have been used.	Writing in 1945, Orwell was influenced by the Russian Revolution and War II and more specifically by the Russian Revolution. The character of Squealer is able to transform 'black into white' through propaganda. Through Squealer, Orwell is clearly showing how politicians use propaganda to deceive the public.
'He claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died.' (p. 12)	Moses' ideas about Sugarcandy Mountain could symbolise religious beliefs about heaven.	Orwell skilfully satirises the influence of religion, described as 'the opium of the people'. The animals long for the way that the populace accepted the hands of the leaders during the idea of an afterlife.
'Napoleon produced no schemes of his own, but said quietly that Snowball's would come to nothing.' (p. 35)	The relationship between Napoleon and Snowball represents Stalin and his rivalry with Trotsky.	Stalin and Trotsky were ideological opponents, symbolised in the conflict between Napoleon and Snowball. Trotsky was a visionary, who saw the need for a revolution. Lenin. Trotsky was outmanoeuvred and killed.
'They were all slain on the spot.' (p. 62)	This shows the brutality of Stalin's regime.	Orwell shows how violence, and the control of the state, paralleled the millions of deaths under Stalin's regime.
'Napoleon was... always referred to in formal style as "our Leader, Comrade Napoleon".' (p. 62)	This quotation shows how Napoleon was referred to as a dictator, like his allegorical counterpart, Josef Stalin.	Orwell uses the insidious rise of a dictatorship to be manipulated by dangerous ideology. It is itself, contradictory to the concept of a revolution. The hypocrisy of both Stalin and Napoleon is highlighted.
'The creature 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.' (p. 102)	This shows that the revolution has achieved nothing. Orwell is showing how power can corrupt.	Orwell's novel is a stark warning of the consequences of a revolution if we ignore the consequences. He shows how easily twisted. The pigs have taken over themselves. Humans and animals are even worse than Jones.

## Level 9 Activity

Students can answer in a number of ways – open-ended task.

## Language

## Getting Started

Students can answer in a number of ways – open-ended task.

## Extension

- **How does Orwell use complex sentences?**  
Orwell uses a complex sentence in the following example: 'You young porkers who are sitting in front of me, every one of you will scream your lives out within a year.' The subordinate clause emphasises the violent horror of 'scream your lives out'. Students can find other examples with similar effect.
- **Which sentences begin with a subordinate clause?**  
'For myself I do not grumble, for I am one of the lucky ones.'  
'You young porkers who are sitting in front of me, every one of you will scream your lives out.'  
'You, Boxer, the very day that those great muscles of yours lose their power, Jones will cut your throat and boil you down for the foxhounds.'  
'As for the dogs, when they grow old and toothless Jones ties a brick round their necks.'

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- **What is the effect of delaying the main clause?**

The subordinate clause allows Old Major to address each animal individually, before things that will happen to each of them. It makes Old Major's address more personal to the animals. The violence is positioned at the end of the sentence, leaving the reader with a sense of anticipation.

### Taking It Further

An example answer has been provided for this activity.

### Extension

Students can answer in a number of ways for the open-ended task.

### Analysing Language

#### Basic:

1. Students should comment on how the sense of pathos is increased through the simple fact description increases our shock and emphasises the ruthless nature of the pigs because he has outlived his usefulness.
2. A range of answers is possible here – but students may choose to focus on Squealer addressing other animals through his eloquent speech. Students may link this to modern politics.
3. A range of answers possible – students may comment on 'gored, kicked, bitten, trampled' – animals are willing to fight to the death to protect Animal Farm – showing their loyalty.
4. Students may comment on the use of repetition, triplets, hyperbole and rhetorical questions supported with relevant examples.
5. Any five words with explanations rewarded.
6. Students should comment on how the animals have been exploited by humans. The misery and exploitation.

#### Advanced

1. A range of responses possible. Whips = power and exploitation. Spurs/harnesses = control.
2. The irony here arises from the fact that, unlike the other animals, the pigs do not actually assume a position of superiority.
3. A range of responses possible – students should be rewarded for relevant examples.
4. As 3 – reward relevant examples, clearly explained.
5. A number of responses possible. Students could comment on the adaptation of 'No without comrades' (the pigs).
6. Reward relevant examples, clearly explained.
7. A range of responses possible. Students should be able to infer Orwell's underlying message about education.
8. Equal and more equal are directly at odds with one another! Equality means parity, equality at all. This is another example of how the pigs have corrupted language.

### Extension

The extension task is open-ended and should invite some fruitful discussion.

### Close Reading

#### Extract-based question – 'How does Orwell use language to make this extract so shocking?

Open-ended task. Students should comment on why 'He carried a whip in his trotter' is shocking. They should consider what the whip represents in terms of dominance and control over the animals and the opportunity for word-level analysis here.

### Extension

The extension task is open-ended and should invite some fruitful discussion. Students may comment on the animals' development throughout the novel, or Snowball's influence on the animals to reach their goals, or how power relates to corruption.

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## Structure

### Getting Started

Students should research each of the terms and consider how it applies to the text; for example, the conditions of the farm under Mr Jones and under Napoleon, or the chronology of events throughout the novel.

### Significant Events

- |  |                    |
|--|--------------------|
| 1. Major makes a stirring speech...                    | 6. In an event the |
| 2. Snowball distinguishes himself...                   | 7. Napoleon gave   |
| 3. The animals set about building a windmill.          | 8. Following the   |
| 4. The animals work strenuously.                       | 9. The pigs invite |
| 5. Napoleon decides to change trade with the humans... |                    |

### Structure Gap

Fill in the gaps to show your understanding of Orwell's use of structure in *Animal Farm*. This is a useful reference point for revision. Please note, cloze activities are usually fairly simple.

*Animal Farm* has a **cyclical** structure which mirrors the overall themes of Orwell's political novel. It progresses chronologically at first, with the deceptive **simplicity** of a fairy story, but this suggests that the rebellion was doomed to fail from the outset. The rebellion originates from the principles, as **established** by Major in his opening speech. However, as the situation develops, the farm has returned to how it was in Jones' time. There are hints, even in Chapter II, that the pigs will be far worse than Jones'. The hens observe that Jones would 'sometimes mix' the greedy that even this small gesture is ignored. By the end of the novel, the pigs appear to have achieved their goal and Orwell makes the reader acutely aware that the rebellion has achieved **nothing**. This is the filling of the **void** that was left following the rebellion. Although this story superficially centres on a farm level, Orwell is satirising human nature here. He not only exposes the greed of the oppressors but also the **stupidity** of those who fail to challenge their tyrants. On some level, it is possible that the rebellion will never be achieved as there will always be those who look to a leader for **guidance**.

Another significant **structural** feature of the novel is the opening speech, which then forms the basis of the story. This provides a **crucial gauge** by which the pigs' actions can be **measured**. This gives the animals a concrete and **irrevocable** record in writing. The largely **illiterate** animals are **manipulated** by the more intelligent pigs, even to the extent of **literally** rewriting history. The pigs shall kill any other animal 'without cause'. Unlike the reader, the animals cannot refer back to the **Commandments** but we have an irrevocable record of the pigs' betrayal. The animals, as oppressors, are completely that they will deny their own memories. Perhaps they even have to acknowledge the truth would involve them having to confront their own **inability** to do so.

Orwell also uses repetition throughout the novel in order to show how the new regime is a mirror image of Animalism and also to draw parallels with Jones' **corrupt** leadership. While Jones is a **tyrant**, Napoleon mirrors his behaviour. Just as Jones depended on his gun, so Napoleon terrifies with his dominance and control. The structure of the novel highlights Orwell's bleak view of human nature and history. Under Stalin's leadership, the Russian **proletariat** suffered as much as they did the animals.

### Parallels

Mr Jones... drew himself a last glass of beer from the barrel in the scullery.	The pigs had acquired the
Boxer... Jones will sell you to the knacker.	They are taking Boxer to the
No animal must ever kill any other animal. All animals are equal.	...there was a pile of corpses and the air was heavy with the smell
Some of the animals talked of the duty of killing Mr Jones, whom they referred to as 'Master', or making retaliatory remarks such as 'Mr Jones feeds us. If he were a pig, he should starve to death.'	He was always referred to as Comrade Napoleon'.
Four legs good, two legs bad.	Four legs good, two legs bad.
Moses... claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died.	Moses the raven suddenly died after several years. He was quite old and talked in the same strain as
A little way down the pasture there was a knoll that commanded a view of most of the farm.	The animals huddled about the knoll and they were lying gave them
He seized the gun which always stood in a corner of his bedroom...	He carried a whip in his tro

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Question 3 is open-ended. Students should discuss what they know about parallels and apply their ideas to *Animal Farm*.

#### Major's Speech and Extension

Key event in plot	Relevant extract from Major's speech	How it relates to the text
Following the rebellion, there is a new dawn. The animals wake at dawn as usual... A little early dawn, but the pasture there was a knoll and it afforded a view of most of the farm... 'It was theirs...'	'This single animal, one of us would uphold a dozen tyrants, twenty cows, hundreds of sheep – and all of them living in a comfort and dignity that are now almost beyond our imagining.' (p. 4)	The new dawn is symbolising the hope for the future. They see an idealistic vision so the pronoun 'theirs' in the speech seems to belong to the animals. Major's reference to 'unity and belonging' is a key theme.
The pigs keep the milk and apples for themselves instead of sharing them equally among the other animals: 'So it was agreed without further argument that the milk... should be reserved for the pigs alone.' (p. 26)	'Man is the only creature that consumes without producing... what has happened to that milk which should have been breeding up sturdy calves?' (p. 4)	The irony here is that the pigs are producing, just like the other animals. It is an indicator that life is beginning to deteriorate. The fact that the pigs are the only ones who can read the words, 'it was decided that the milk should be reserved for the pigs alone' that the pigs are the only ones who can read the words, 'it was decided that the milk should be reserved for the pigs alone'.
Following the discovery of a crate of whisky, Napoleon parades around in a bowler hat that has once belonged to Jones.	'No animal must... wear clothes, or drink alcohol, or smoke tobacco.' (p. 7)	As Major's speech can measure the corruption of Napoleon's is a clear sign that Napoleon is pursuing their own interests rather than the interests of the animals that Napoleon is supposed to be representing.
Benjamin reads the wording on the wall for Clover, who asked him if the Seven Commandments are the same as they used to be. There is just one commandment written there which says: 'ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS'. (p. 97)	'And among us, let there be no perfect equality, perfect comradeship in the struggle.' (p. 6)	The perfect 'unity' as the pigs have created for themselves as leaders.
Boxer never abandons his dream of a peaceful retirement as the ultimate reward for all his efforts and loyalty. Instead the pigs have him taken away to the knacker to be killed.	'You, Boxer, the very day that those great muscles of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds.' (p. 5)	The irony here is that Jones in his speech betrayed in this way. Boxer's absolute loyalty and adds to our understanding of the corruption of the pigs.
Squealer explains that the pigs must 'sleep in the beds of the farmhouse' (p50). He cleverly asserts that the original rule was against <i>sheets</i> and not beds. (Note: Once again, the pigs can behave as they wish without breaking any commandments. The commandments seem to be fluid, changing to suit their purposes.)	'No animal must ever live in a house, or sleep in a bed' (p. 7)	The pigs directly contradict the ideals which form the basis of the revolution. There has been a total failure of equality.
The 'unalterable laws' set out by Major in his speech will be totally corrupted by the pigs. By the end of the novel, they emerge walking on 'two legs' and the sheep will be taught instead to chant 'four legs good, two legs better...' (p. 7)	'Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or on wings, is a friend.' (p. 7)	Once again, Orwell completely altered the meaning of the laws. They become more like the laws of the animals they were rebelling against.
The animals 'toiled and sweated' (p. 10) in their first harvest, which to their surprise was a huge success, with the animals working together for the benefit of everyone.	'All animals are equal.' (p. 97)	The animals initially achieved unity. At the end of the novel, they have achieved Major's vision of a better life for all.

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<i>Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings?</i>	Chapter I, p. 5	Major's rhetorical question here is part of a stirring as seeds of rebellion are planted within the minds of the catalyst for rebellion and also forms the basis of Animalism only becomes apparent when the reader realises that it has been superseded by the tyranny of the pigs.
<i>With one accord, though nothing of the kind had been planned beforehand, they flung themselves upon their tormentors.</i>	Chapter II, p. 13	By placing the rebellion so close to Major's stirring speech, at this stage, there is unity between the animals and the 'tormentors' will become the pigs, highlighting that they are for nothing.
<i>It was agreed that no further argument that the milk and the windfall apples... should be reserved for the pigs alone.</i>	Chapter III, p. 26	This moment is indicative of a growing inequality between the pigs. It occurs fairly soon after the rebellion – at the end of which the pigs are able to manipulate the other animals. Clearly, the subordinate clause at the start of the sentence 'argument' is in the passive voice, leaving the reader to wonder if they agree to this, or whether it was imposed upon them, a warning sign, indicating what is to come later on in the novel.
<i>Now when Squealer described the scene so graphically, it seemed to the animals that they did remember it. At any rate they remembered that at the critical moment of the battle Snowball had turned to flee.</i>	Chapter VII, p. 60	This moment marks another sinister stage in the pigs' manipulation. Squealer's rhetoric is so convincing that the animals believe they remember it. With no written record, or education, the animals' entire agenda of the pigs.
<i>Frightened though they were, some of the animals might possibly have protested, but at this moment the sheep set to work on their usual business, and their legs good, two of them were good...</i>	Chapter VIII, p. 65	The pigs have progressively become more overt in their manipulation. They have trained the sheep to think in order to drown out their own 'represent the mind' of the sheep who unquestioningly allow injustice to take place. Orwell does not condemn the sheep as too uneducated and ignorant to question the pigs. The subordinate clause begins with 'Frightened', which shows how terrified of the pigs, but despite their fears some protest had it not been for the sheep. However, they are manipulated and make the reader question whether the animals are truly free. This is probably the last moment in the novel where the animals are not under the tyranny of the pigs and, once this moment passes, they will deteriorate still further. There is a semantic field of fear and this fear intensifies throughout the novel.

Q – Pupils should comment on the numerous opportunities for the animals to challenge the manipulation of the pigs creates a sense of irony.

### Form

Getting Started

<b>Fable</b>	A short story which usually has a moral, using animals as characters.
<b>Fairy tale</b>	A story involving magical or imaginary beings. Traditionally has a happy ending.
<b>Satire</b>	Using humour to expose flaws or stupidity.
<b>Allegory</b>	A story with a deeper, hidden meaning.
<b>Fiction</b>	A story that is imaginary.

### Deeper Thinking

- How is *Animal Farm* an allegorical novel?**  
*Animal Farm* is a story which is ostensibly about a group of animals, but they represent the Russian Revolution and the novel allegorically explores the way in which power can corrupt.
- How is *Animal Farm* a satire?**  
*Animal Farm* is a satire as it uses animals to highlight the flaws of human behaviour.
- On an allegorical level, what does Major's speech represent?**  
Major's speech represents the belief of Karl Marx which inspired the Communist movement.

4. **What do the executions of the animals represent?**  
The executions of the animals symbolise rebellion among the general public. Joseph suspected of plotting against him.
5. **How does Orwell successfully convey both human and animal characteristics with this extract?**  
Open-ended question – students should support their ideas with relevant textual evidence.
6. **Why did Orwell choose to subtitle his novel: 'A Fairy Story'?**  
The form of the novel mirrors that of the traditional fairy story – with talking animals and a happy ending – but the world is too real.
7. **Is true equality a fairy tale – an impossible dream? Can it ever really be achieved?**  
Open-ended question.

#### Level 9 Activity

- **At the end of his journey, Gulliver believes that humans are superior to all other animals. What does this teach us about the world we live in?**  
Humans believe that they are superior to animals and yet we have an unequal and corrupt society. The world of humanity is corrupt and arrogant.
- **How are horses depicted in *Animal Farm*? Are they similar or different from the other animals?**  
The word 'beckoning' implies that these horses are in charge and are leaders, whereas the pigs, as Clover and Boxer, are depicted as loyal and obedient.
- **What clues does Jonathan Swift give us in this extract to show that the horses are not really happy?**  
The horses appear to have created a highly civilised society which is 'furnished', 'neat' and 'comfortable'.
- **Who are the most intelligent animals in *Animal Farm*?**  
The pigs. Consequently they have established power and control on the farm.
- **On an allegorical level, what does this extract represent?**  
This extract is an allegory for the arrogance of humans in believing that they have created a perfect society. In actuality, the world is plagued by war, corruption and violence. These noble horses expose the hypocrisy of a society that claims to be a perfect, peaceful utopia.
- **As a fable, what is the moral of this extract?**  
The moral of the extract is to not become too arrogant and to look to learn from others.
- **What is the overall moral or message of *Animal Farm*?**  
The message is that power corrupts and that we must not blindly follow authority.

#### Mini Essay

This is an open-ended task. Students should be able to demonstrate the ability to construct a coherent argument.

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## Exploring Allegory

Example responses are given below.

Character	Key quotations	Deeper, allegorical
Napoleon	<p>'a large, rather fierce looking Berkshire boar.' (p. 10)</p> <p>'Never mind the milk, Comrades!' (p. 18)</p> <p>'Napoleon produced no speech of his own.' (p. 35)</p> <p>'...the dogs following...' (p. 39)</p> <p>'a pile of corpses lying before Napoleon's feet...' (p. 62)</p> <p>'our Leader' (p. 67)</p>	<p>Students will be aware of the allegorical Napoleon; however, their answers should show how Napoleon's role as a dictator who repression have occurred, and continue to occur, all over the world. Orwell is indicating that we must always be aware of manipulation, propaganda.</p>
Snowball	<p>'The flag was green, Snowball explained, to represent the green fields of England, while the hoof and horn signified the future Republic of the Animals...' (p. 21)</p> <p>'Within a few weeks, Snowball's plans for the windmill were fully worked out.' (p. 36)</p> <p>'He was running as only a pig can run, with the dogs close on his heels.' (p. 39)</p>	<p>Snowball is an idealist, but also a pragmatic educator, seeking to guide the other animals, particularly associated with Snowball. He wishes for the other animals to understand Snowball as a foil for Napoleon, perhaps to show the ideal in nature.</p> <p>However, Snowball fails to recognise the situation too late, showing an element of naivety. Snowball and Napoleon has direct parallels, Snowball being more passionate and courageous. However, it can be simplistic to reduce Snowball to a foil for Napoleon. Orwell uses allegory to show the world.</p>
Clover	<p>'Clover was a stout, middle-aged...' (p. 2)</p> <p>'...she had spoken her thoughts.' (p. 64)</p> <p>'As Clover looked down the hillside, her eyes filled with tears.' (p. 64)</p>	<p>Clover represents the proletariat. She is unable to write words to express her feelings, though she has a good understanding of when something is wrong with the women of the revolution.</p> <p>For Orwell, Clover also symbolises the inability to write down or even articulate her thoughts against the tyranny of the pigs.</p>

## Themes

### Getting Started

Students should work with partners to develop their ideas. When discussing what they think, they should use evidence from the text, and knowledge of the author and context, to inform their ideas.

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Quotation	How it links to a theme
'And what has happened to that milk which should have been breeding up sturdy calves?' Chapter I, pp. 4–5	This links to the theme of power and corruption. Napoleon becomes a scapegoat who causes the mistreatment of the animals and the loss of their milk.
This links to the theme of corruption, power and exploitation. The humans have exploited the animals by taking away their milk for their own greed. Ironically, we will see that the pigs do exactly the same to the animals.	'Napoleon himself was not a bad creature, but a very cunning one.' Chapter VIII, p. 67
'They were galled, kicked, bitten, trampled on.' Chapter IV, p. 31	This links to the theme of power and corruption. The hierarchy on the farm is established, with the pigs at the top and the other animals at the bottom.
This links to the theme of violence. The animals are prepared to use violence in order to protect their farm from Jones and his men. However, this violence will be used against the animals in later chapters, such as when Napoleon orders the executions. The list of violent verbs indicates how hard and how bravely the animals fought, increasing the pathos later on.	'If you have your lower animals, you must have your lower classes.' Chapter X, p. 101
'Snowball has done this thing!' Chapter VI, p. 52	This links to the theme of power and corruption. Napoleon exploits those in power to make the link between the animals and the humans.

### Developing Ideas

- Which characters convey the theme of power in the novel?**  
Napoleon, Squealer, the dogs... there are a number of possible answers. Students should discuss their answers.
- To what extent does education feature as an important theme in the novel?**  
Open-ended question. Students should comment on how a lack of education means animals are easily manipulated.
- Look closely at the description of the building of the windmill in Chapter VI. What does it convey?**  
The windmill represents the destruction of the animals' hopes and dreams. Following the windmill, animals are simply expected to rebuild it – symbolising the extent to which they are manipulated to make life better for the animals, but all their work comes to nothing – linking to the theme of power and corruption.
- How does Orwell convey the themes of violence and death to the reader?**  
A number of possibilities – but students should look at the executions and Orwell's use of language. Students may comment on the threat represented by the dogs. The most able may comment on the violence sometimes created through fear and manipulation rather than through physical action.
- How does Orwell present the theme of corruption? Give specific examples to support your answer.**  
Again, a number of possible answers – students may comment on Squealer as a propagandist, Napoleon's trade dealings, or the way in which Animal Farm itself is corrupted.

### Advanced and Extension Questions

These are all open-ended. Students should reference the novel, using judiciously Orwell's language.

### Identifying Themes

Students should be able to identify the themes expressed in this extract. They should begin to explore the themes expressed in this extract, such as violence, fear, corruption and inequality.

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## Analysing Themes #1

Theme	Characters associated with theme	Key events linked to theme	Analysis of
Power	Napoleon Squealer Jones The dogs The pigs	The rebellion: the animals, led by the pigs, usurp Jones and his regime. The animals win the Battle of the Cowshed. The conflict emerges between Napoleon and Snowball over the plans for the windmill. Napoleon uses his power to expel Snowball from the farm. Some of the animals are slain, while the others cower in terror. The hens are forced to give up their eggs. The pigs grow richer and fatter while the others suffer.	Power is given to the pigs to acquire power and tyranny over the other animals. As to whether this is for the better or for the worse, it is left to the reader to decide. At the outset, the animals have a desire to create a better world, but as the pigs take power, they modify the original principles of the revolution. The flag: 'the animals' represents the idealism of the revolution, but the shocking whiteness of the flag represents the shocking reality of the revolution. The pigs' brutality and the power corruption are evident.
Education	Snowball The pigs	Snowball teaching the animals to read and write.	As the most intelligent of the animals, Snowball has all the animals. Orwell shows that education is essential to prevent the animals from falling into apathy, ignorance, and fear. Reading the book prevents him from being manipulated.
Violence	The dogs Napoleon	The execution of the animals who were hanged at the Battle of the Windmill. The Battle of the Cowshed The death of Boxer	Orwell shows that violence is necessary to obtain and maintain power. While violence is necessary for the initial revolution, the initial revolution deteriorates into a brutal dictatorship. The execution of the animals is a key event in the novel.

## Analysing Themes #2

Power	Power is the most dominant theme in <i>Animal Farm</i> , as the novel is essentially about animals seizing control and releasing Manor Farm from the tyranny of Mr Jones. This time it is the pigs who seek to dominate and control the other animals. In this theme, we can see that Orwell is showing us that power struggles are inevitable. The natural human desire to gain power over those who are weaker than us. Is Orwell's intrinsic desire for power a barrier to peace in the world? After all, how can we have peace if instead of working together, some of us are merely trying to achieve our own goals? Power is considered a modern morality tale.
Ambition	Ambition can be seen in the various struggles for power that take place on Animal Farm. Napoleon's ambition to become a dictator and espouse the very human values of the rebellion and the novel he is indistinguishable from a human. Ambition is seen as a seductive, corrupting force.
Corruption	The link between corruption and power is clear. The pigs' desire for power leads to the corruption of the revolution. The pigs are corrupting the revolution, which leads them to stray from the original principles of the revolution and justice. By the end of the novel, the farm bears no resemblance to the ideal of the revolution. The pigs obtain power through cunning and deceit, and they use the ignorance of the other animals against them.
Exploitation	Napoleon exploits the animals, who are ignorant of his true intentions. He uses the animals' labor for a harvest that they will never see the rewards from. Interest in the revolution is extremely gradually, showing how easily the animals can be manipulated so that they are not aware of what is happening to them until it is too late for them to stop it.
Deception	The pigs are able to deceive the other animals through their skilful and manipulative use of language. They are able to 'turn black into white' through his clever use of propaganda.

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Rebellion	The rebellion is vital to the novel, as it is to be the catalyst for all of the events. Orwell presents the rebellion as a positive action for the animals, as the reader can see that they have been neglected by Jones. The Battle of the Cowshed sees the animals having fought so hard for. When the rebellion fails, we can sympathise with the animals.
Greed	An early example of greed is the pigs' monopolisation of the milk and apples. This is a negative sign of things to come. Ultimately, it is the greed of the most powerful animals that the ideals of equality and sharing the fruits of your labour will never be attained.
Violence	There are many violent episodes in the novel; however, Orwell draws a distinction between a just cause, such as in the Battle of the Cowshed, and the animal-on-animal violence. The first time the animals inflict violence upon each other is when the dogs attack Snowball and drive him off the farm. The most disturbingly violent moment in the novel is the execution of the animals brutally murdered for imagined transgressions.

#### Extension

There are extension tasks throughout the resource for how students should approach and write their responses.

### Setting

#### Getting Started

This is an open-ended task. Students might benefit from discussing in pairs or groups to develop their understanding of literal and symbolic meanings of each setting.

#### Deeper Thinking

- **Why do you think Orwell does not specify a particular time period?**  
It is important here that students recognise that *Animal Farm* is not merely a political allegory of the Russian Revolution, but is a much more universal text about exploitation and abuse of power across any time period.
- 1. **Where is the novel set when the action begins?**  
Manor Farm, a fictional English farm.
- 2. **Why do you think Orwell sets the novel in an English farm rather than a Russian one?**  
Orwell, writing in English for a predominantly English readership, wishes to show that the story is relevant to them. Although the setting is not specific to any particular culture, time or place, it is still recognisable.
- 3. **Critical Thinking: Analyse the significance of the quotation: 'Mr. Jones, of the Manor Farm, was too drunk to remember to shut the popholes.'**  
There is an irony in the formal address 'Mr Jones', which signifies Jones' status and authority. His lackadaisical attitude: 'too drunk to remember...' puts the hens at ease. This establishes that Jones is a poor farmer and this ensures that we sympathise with the animals.
- 4. **How does Orwell depict the farm as a utopia in the early stages of the revolution?**  
Students can reference many idyllic and lyrical descriptions of the farm in all its beauty.
- 5. **At what transitional point does the setting change from a utopia to a dystopia?**  
Students may have different interpretations in response to this question and may identify different points at which the farm becomes a dystopia. This could provide a fruitful basis for whole-class discussion.
- 6. **What would have happened if the animals had lost the Battle of the Cowshed?**  
This is an open-ended question which invites an exploration and creative approach to the text. This could be used as the basis for some creative writing.

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## Mapping

Students to produce an accurately drawn and colour-coded map which shows their understanding of the novel.

Read the following extracts from the novel. Find them in your copy of the novel and highlight how setting is used in each example. The answers below are a brief summary of what is in their answers.

1. 'As for the others, their life, so far as they knew, was not always been. They slept on straw, they drank from the pool, they laboured in the fields; in winter time in summer by the flies.' (p. 94)

Students should comment on Orwell's use of subordinate clauses here, which creates a sense of resignation. That the animals are ignorant and easily exploited. Their lives are not always bad, but their lives are about to become much worse.

2. 'Bright will shine the fields of England,  
Purer shall its waters be,  
Sweeter yet shall blow its breezes  
On the day that sets us free.' (p. 8)

Here we see the ideals of the rebellion established in song. The images of beautiful patriotism and pride. The animals are a united force at this point, as the plural pronoun 'us' shows that the animals desire to live in peace and equality, free from tyranny. This is an underscore to show how far the rebellion will become corrupted from its original ideals.

3. 'His men were idle and dishonest, the fields were full of weeds, the buildings were neglected, and the animals were underfed.'

June came and the hay was almost ready for cutting. On Midsummer's Eve, when Mr Jones had gone into Willington and got so drunk at the Red Lion that he did not come back till morning, the animals milked the cows in the early morning and then had a good session of rabbiting, without any hindrance. When Mr Jones got back he immediately went to sleep on the drawing-room sofa, and the animals were still unfed.' (pp. 12-13)

Orwell uses the setting here to show the grim reality of the animals' lives prior to the rebellion. The animals are casual in their neglect of the farm, showing that they view the animals as inferior: 'without bothering to notice the ignorant and stupid reading managers, who have power but use it unwisely. The world is a cruel world, and the world is a cruel world. However, when the world is cruel, unlike Napoleon. Napoleon will be a much harsher ruler than Jones.'

## Going Further

Open-ended task. Students will produce a wide range of responses.

## Extract Analysis

There are examples throughout the resource on how to approach analysing extracts. Extracts are provided for students to study the extract closely and pick out as many details as they can.

## Ideas

### Getting Started and Going Further

Students can find a number of quotations to support each point. The answers are open-ended and should be supported with evidence.

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Chapter I, p. 7	Orwell promotes the ideals of equality and fraternity. This is not a selfish society based on the idea of the survival of the fittest, but one in which everyone is supported and valued.	The use of contrast – 'simple' – recognises abilities and aptitudes. In a perfect society, it is inevitable. An equal society.
Chapter VI, p. 47	This is a moment in which we witness the demise of democracy. The meetings were an opportunity for every animal to voice their views. Now the pigs attempt to challenge this decision with the verb 'timidly' showing their fear. The pigs are used to threaten violence and force dissent.	Orwell demonstrates how the pigs maintain hierarchy and control occur when every animal is present.
Chapter VII, p. 65	The symbolic significance of the song was to establish the ideals of Animal Farm. The song is now no longer needed because the farm is not so different from what it once was.	The irony of 'comrades' and, yes, the pigs abolish the song, dreams and ensure rebellion originally.
Chapter VIII, p. 76	The windmill represents industry and an improved life for the animals based on increased productivity. However the pigs have exploited Boxer and the other animals, making them labour intensely in order to increase their own gains. The destruction of the windmill here and the devastation of the animals is heart-wrenching.	The alliterative phrase 'saddening' is used to show the loss of the windmill. The animals collectively worked hard to build it, but later on, when the pigs use it to their advantage, they are disappointed.
Chapter IX, p. 81	The simple declarative 'Meanwhile life was hard' shows the tragic irony that, despite the rebellion, life has not improved for the animals. The adverb 'even' demonstrates that, in actuality, the animals are worse off than ever before.	The declarative 'Meanwhile' shows the animals' passive acceptance of their situation. One fails to challenge the status quo, late to do anything.
Chapter X, p. 102	Orwell's presentation of the quarrel between the pigs and the humans shows how the pigs are now evenly matched to the humans and are viewed as human themselves.	This quotation also shows how the pigs have deceived one another and are founded upon trickery.

## Ideas and Context

Many of Orwell's key ideas are linked to political, historical or philosophical beliefs.

- For each keyword, write a definition, using your own research to help you.
- Next, write a paragraph on how each idea is portrayed in the novel. Use small quotations to support your points.

Keyword	Definition	How is this idea portrayed in the novel?
Capitalism	Capitalism is an economic and political system based on private owners being in control of industry in order to make a profit.	This idea can be seen in <i>Animal Farm</i> when the pigs exploit the animals in order to make a profit – for example, the pigs make the animals work longer hours. Orwell criticises capitalism in the novel by showing how the pigs, who exploit the animals to make a profit, are the only ones who benefit from the exploitation of the animals.
Meritocracy	A meritocratic society is one where people become successful by their own merits.	To some extent we can see animals in <i>Animal Farm</i> becoming successful by their own merits. For example, Squealer is highly successful as a propagandist. However, Boxer is never really rewarded for his hard work. He is much more organised and efficient than Napoleon, but not through merit, but through cunning, deception and manipulation.
Hierarchy	This refers to a society where members are ranked according to their status and authority.	While the original premise of <i>Animal Farm</i> was that the pigs are in charge, with Napoleon 'the pig' at the top of the hierarchy. The hierarchy can be seen in many ways, such as the pigs' increasing human-like behaviour as they gain more power and authority.
Oppression	Oppression refers to unjust or cruel treatment by those in charge, inflicted upon those with less power.	Orwell uses his authority to exploit and oppress the animals by unjustly depriving them of food, and by depriving them of their vote. He takes away their produce – such as the milk and apples – and threatens them and even resorts to murder.
Marxism	Marxism is a type of political system named after its creator, Karl Marx, in which there are no social classes.	While the original ideals of <i>Animal Farm</i> are based on the animals being equal and sharing the harvest, Marxism is portrayed by Orwell as an ideal that is never fully achieved.
Equality	Equality refers to a state in which everyone is equal, with the same chances and opportunities.	While, again, the premise of the rebellion is that all animals are to be treated equally, this does not happen. As the pigs become more and more powerful and the inequality becomes more pronounced, the difference between idealism and reality becomes clear.

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## Ideas – Evaluation Tasks

### Getting Started

These are all open-ended discussions which should elicit a range of thoughtful and reasoned responses.

### Going Further...

The following are example responses:







- What does the quotation from Voltaire 'I detest what you say; I will defend to the death your right to say' mean? Refer to the novel to support your answer.**  
The quotation is a fundamental defence of the concept of freedom of speech. In a society where everyone should be able to express their thoughts and opinions freely, the right to free speech does not exist.
- To what extent is propaganda the enemy of freedom? Refer to the novel to support your answer.**  
Propaganda is a tool used by the ruling class to manipulate the facts that the public have available to them are distorted by propaganda rather than unbiased truth. Students can choose from many moments in the novel. Squealer's deliberate misinformation when Boxer is taken to his death. It means the challenge what is happening to them.
- Why do you think that Orwell suggests that 'absolute liberty' can never be possible? Refer to the novel to support your answer.**  
Individual freedoms are always balanced against the freedoms of others. In a society where everyone will oppress others in order to obtain a greater degree of freedom for themselves. If a society is in a state of perfect harmony, and even then, some compromises are required.
- Read from 'He announced that by a special decree of Comrade Napoleon...' to 'Comrade Napoleon has a purpose' in Chapter VII. How are the animals' freedoms being suppressed here? Refer to the novel to support your answer.**  
The song symbolised the unity of the animals and it represented the utopian ideal they hoped to achieve. The song gave them hope and solace in the darkest of times. It is particularly significant as the animals are hardest, this song is taken away from them. Napoleon has now ensured that the original ideals of the rebellion. Freedoms have been removed here because this is presented as a fait accompli.
- How are propaganda and censorship used to control the animals in the novel? Refer to the novel to support your answer.**  
Students have a number of examples to choose from here. Censorship can be seen in the way Squealer and his attempts to justify Napoleon's actions. Propaganda can be seen in the way the animals are branded a traitor and the animals as 'Animal Hero: First Class' are first downgraded, then the animals are first downgraded, then the animals are first downgraded.

### Extension

These are all open-ended and research-based topics.

### Interpretations

Considering Interpretations

Image	Interpretation
	The cross represents religion. The role of religion in the novel is epitomised through the animals, lulled by the prospect of eternal life on Sugarcandy Mountain, are less likely to rebel.
	The whip here represents power and control. It also signifies violence and the threat of punishment. Napoleon carries a whip in his trotter when he parades in front of the other animals, showing he is becoming more human-like. Orwell uses the image of the whip to show how violent a dictatorship is.
	The image here represents rural England, the place where the animals hoped to achieve a better life. The later irony in the novel partly arises from the discrepancy between the beauty of the landscape and the animals' lives.
	This image represents the fairy tale. <i>Animal Farm</i> is subtitled – 'A Fairy Story.' While the animals may see the revolution as a traditional fairy tale in which animated beasts are coming to life, the reality is a disturbing utopia, with the animals being used to represent the workers in a capitalist system.
	This is a deliberately ambiguous image, designed to elicit creative responses and interpretations. It could represent the destruction of the windmill and the destruction of the animals' hopes and dreams.
	The fist is an image of violence, the method used by Napoleon to maintain control.

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## Deeper Thinking

The following are example responses.

### 1. What is a satire?

The use of humour, exaggeration and irony to ridicule or expose foibles and weakness.

### 2. To what extent is *Animal Farm* a satirical novel?

Orwell uses satire throughout to mock the ludicrous behaviour of the pigs. Sometimes such as when the pigs discover alcohol for the first time. *Animal Farm* satirises the Church of England although it does so through the beast-fable structure. The animals' foibles are recorded.

### 3. What role does religion play in the novel? To what extent does Orwell appear to criticise organised religion?

Religion is portrayed through the character of Moses and his preaching about Sugar. While Snowball and Napoleon might seem a foolish and naïve concept to us, it is based on a particular view of Karl Marx that religion is the opium of the people.

### 4. 'Although the text is based around the lives of animals, Orwell's concerns are fundamental to humanity.'

Students can express their own evidence, based views here, but should agree with the beast-fable structure to convey fundamental truths about humanity.

### 5. How does Orwell portray the ideas of Karl Marx in the novel? Look closely at Marxist research into Marxist ideology.

Old Major is the character most closely allied with Karl Marx, and his speech forms the basis of the novel. Both Marx and Old Major spoke up in defence of a populace that they believed were oppressed. Karl Marx died before he saw his ideas put into practice. Marxist ideology can also be seen in the character of Moses, the raven, who represents organised religion and Karl Marx's view that religion is the opium of the people.

### 6. In your view, how did Orwell want his novel to be interpreted, and why?

Open-ended question which can be interpreted in different ways. Students should provide evidence for their views and to provide reasoned, developed answers.

## Extension

Students should primarily consider audience response in their answers. How would they have been more explicit in his criticism? Would he have been helpful or condescending? How would the publishing responded, and would it have been different from a modern-day audience?

## Analysing Critical Reviews

Open-ended task. Some questions have been given to prompt student ideas and discussion.

## Linking Interpretations

Open-ended task. Some questions have been given to prompt student ideas and discussion.

## Responding to Critical Reviews

Students should form their own personal responses as to whether they agree or disagree with the reviews. They should use evidence from the text to support their arguments.

## Interpreting Quotations

An example answer has been given for this activity.

## Utopia vs Dystopia

a) Students should research each term before beginning the worksheet.

Utopia	Dystopia
<ul style="list-style-type: none"> <li>Portrays an ideal world</li> <li>Often set in the future</li> <li>A community in which everyone is equal</li> <li>All goods and resources shared equally among citizens</li> </ul>	<ul style="list-style-type: none"> <li>A nightmare society</li> <li>Often set in the future</li> <li>May include natural disasters</li> <li>A group in power are exploiting the rest of the society for their own gain</li> </ul>

b) Students should consider the possible utopian and dystopian readings of each event. The fact that the animals are taught to read is a utopian ideal, where everyone has access to education and wealth or ability, while the general illiterate state of the animals could be considered dystopian.

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