



2015 specification
first exams in 2017

Animal Farm

Weaker Learner Support Pack for GCSE

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Teacher's Introduction

Animal Farm is a good text to use with weaker learners for a number of reasons. First of all, it is quite short (about 100 pages) and the language and writing style are more accessible than some other texts that can be studied at GCSE.

It is a text that links in well with history, and most students will have some knowledge about Hitler and the Second World War even if they haven't much idea about the Russian Revolution. They will quickly understand that Napoleon is greedy and selfish and will stop at nothing to gain power and then retain it, even if it means resorting to manipulation and violence. The text also links in well with media studies, as Squealer manipulates language and uses a range of persuasive techniques in his support of Napoleon and the other pigs.

Animal Farm is currently a set text for AQA, OCR and Edexcel GCSE English Literature so this resource has been prepared with that in mind.

The pack contains a wide range of activities that will engage your students and help them to understand the book and get to grips with character, theme, context and language. You can work through the pack in order, or dip in and out and use the activities that most suit your group of students. The aim is always to help the students to engage with the text and begin to develop the skills that they will need to answer exam questions.

The resource is aimed at all students who are trying to achieve a 4/5 grade at GCSE and so some activities are more challenging than others. However, with a little extra support, they should be accessible to most students.

The edition of *Animal Farm* referred to in the resource was published by Penguin books in 2013. (ISBN 978-0-141-39305-6)

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Teacher's Notes

Introductory Activities

- These are designed to provide a 'way in' to the novel.
- 'What is a Fable?' will help the students to understand what a fable is before they even start. It can be read on two levels. Most students will have read books or watched cartoons that featured talking animals and some may have read versions of some of Aesop's fables at primary school. This activity will help them to understand the form, therefore, start them off with something about why a writer might use this form for an adult book. (Use Slides 2 & 3 of Slide 2 for brief facts about Aesop and Slide 3 answers the question.)
- 'Dictator Abuse of Power' provides an opportunity for research, either to get students thinking about how a dictator manages to get power in the first place or how he has to use ruthless methods to retain his position. This will prepare them for the events of the book.
- 'Background to *Animal Farm*' uses a PowerPoint presentation that gives some background information. You might want to use Slides 4–7 before reading the book and then use Slides 8–10 a little later on. You could also set additional research tasks on Marx, if you feel that this is appropriate for your class.

Key Events Activities

Main Event 1

- **The Meeting in the Barn** – This is a very basic information-retrieval activity. It is designed to familiarise students with some of the characters.
- **All Animals Are Equal** – This includes information-retrieval questions and some discussion questions to get the students thinking about the book.
- **Beasts of England** – This includes information-retrieval questions plus a question to get the students to think about the importance of the song.

Main Event 2

- **How Did The Rebellion Happen?** – Some questions that involve information-retrieval.
- **TV Interview** – This is a writing activity that gets the students thinking about the point-of-view.
- **The Russian Revolution** – A research activity with the findings presented in the newspaper article. Most students will need to be directed towards appropriate websites. Activities should help the students to process the information and avoid a 'copy and paste' research.
- **The Seven Commandments** – This activity will suit the more creative student learners. It will also help them to remember the Seven Commandments so that they can see the subtle changes to them as they progress through the book.
- **The Missing Milk** – This is an activity that encourages students to 'read between the lines' about what is actually happening in the book at this point.

Main Event 3

- **Who?** – Information-retrieval again – but presented in a slightly different way.
- **Snowball's Speech** – This activity links to English Language as it deals with the structure and processes of writing a short speech.
- **The Willingdon Advertiser** – Another writing activity. This time the students write a short article from the human point of view. It is also an opportunity for using IT.

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Main Event 4

- **Napoleon v Snowball** – This question requires both information retrieval and table comparing the two leaders, Napoleon and Snowball.
- **Snowball is Exiled** – Information retrieval plus reflection on the text.
- **In The Hot Seat** – A Speaking and Listening activity that involves the whole class. Students thinking about key characters in the novel. Choose articulate students to answer. Prompt sheets on their characters may help them. When answering the questions, they probably work best in mixed-ability groups. Working up with the questions with characters as well.

Main Event 5

- **What Do You Know?/What Do You Think?** – Information retrieval and reflection.
- **Clover Thinks About What Has Happened** – This activity gives the students a 'head' and see things through her eyes. Not too much imagination is needed. It is needed in the book.
- **Squealer's Log Book** – This activity gives students an opportunity to view events. It requires report-writing skills as he is filling in an entry in a log book. For the chance to think about bias in historical sources.

Main Event 6

- **What Happened Next?** – A very basic gap-fill activity that is particularly suitable for the visual learners.
- **Propaganda Poster** – Another creative activity for the visual learners. It also requires research. It should help students to really think about propaganda and how it affects people – and how Squealer manipulates the other animals.
- **Victory or Defeat?** – This activity involves finding evidence in the text and reflecting on it. Mixed-ability pairs may be a good idea. The writing activity links with English To Argue.

Main Event 7

- **Crack the Code** – A puzzle that gets the students thinking about the things that are going on away.
- **Another Case of Whisky** – Questions that involve 'reading between the lines'.
- **Benjamin Loses His Friend** – An opportunity to 'get inside Benjamin's head' and his feelings after the death of Boxer.

Main Event 8

- **Manor Farm** – An information-retrieval activity.
- **All Animals Are Equal?** – An activity that involves thinking about the whole text.
- **Animal Farm Chat Show** – A Speaking and Listening activity that involves the whole class. Together all the things that have been learnt about the different characters and events. It probably need to be spread over two lessons.
 - *Lesson 1 – Preparation.* Give everyone a role. Students Audience can work on their own. They can be asked from the floor during the Show. Main Characters will need to use the Character Wheels in the Characters section of this resource). If it needs to be someone who has a grasp of the book who enjoys drama. It is better if the teacher takes on this role.
 - *Lesson 2 – The Show*

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Whole Text Activities

Context

- **People and Organisations** – A table-fill activity that recaps the real-life people the book represent.
- **Events** – Students draw arrows to match real-life events with things that happen in the book.
- This section also includes some advice on writing about context in an English essay.

Themes

- **Dishonesty** – A gap-fill activity that analyses a short extract. It introduces the concept of a theme.
- **Leader** – A structured PEE activity. Points are given and the students need to write a paragraph. They then have to attempt to write two PEE paragraphs. Working in mixed-ability groups is encouraged.
- **Control** – Another structured analysis activity. Short quotes from the text are given and students explain why the writer has used certain words and phrases.
- **Themes Table** – The grid shows (in the first column) some of the main themes of the book. The second and third columns have then been filled in with an example and where it can be found. Students need to find another example for each of the themes and fill in the table appropriately. Working in mixed-ability pairs may be a good idea.

Characters

- **Old Major** – A simple matching activity. Statements have to be matched to the correct character.
- **Boxer** – An activity that involves finding points and evidence from a short text to support a statement.
- **Napoleon** – Answering an essay-based question. A number of points are given and students have to draw evidence from the whole text and then construct some paragraphs. This should not be attempted before the whole book has been read.
- **Character Wheels** – These can be used in several different ways. Choose the activity that suits you best.
 - **Individual** – Each student completes a character wheel for each of the main characters in the book as a class/homework activity while the book is being studied. Alternatively, they can be used for revision immediately prior to an exam.
 - **Class** – Each student completes a character wheel for one of the characters. The wheels are grouped together and displayed on the classroom wall.
 - **Group** – Each student completes a character wheel for one of the characters. The wheels are grouped into character groups, e.g. all the 'Napoleons' together, all the 'Snowballs' together. Each group share what they have written and work together to produce a mind map. Each group can then do a presentation about their character to the class. The mind maps can be displayed on the classroom wall.

Character Relationships

A basic template for character cards is provided. You can, if you want, improve on this or make their own sets in groups and add pictures, etc. This activity is especially suitable for mixed-ability learners as, by placing the cards in front of them and moving them around, it helps them to see the relationships between the characters.

Language

- **Adjectives and Adverbs** – This is a simple writing activity to reinforce what adjectives and adverbs are and how they are used.
- **Rhetorical Questions** – Students have to find rhetorical questions in a short text and write an answer to how one of them persuades.
- **Persuasive Techniques** – Students have to identify five examples of different persuasive techniques in a short text and write an answer to how they persuade.
- **Powerful Language** – This language activity focuses on powerful language examples in a short text. Students are guided to analyse the passage closely and consider how it is used. They are then expected to write two short answers using PEE.
- **Sentence Length** – A language activity that focuses on the use of sentences of different lengths in a short text.
- **Repetition** – A language activity that focuses on the use of repetition for effect in a short text.

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Form

A matching activity.

Structure

A writing activity that changes the point of view. This activity helps students to understand differences between first-person and third-person narration. It gives a choice of incidents that build on the work already covered in previous activities (Clover and ...).

Ideas and Messages

Finding evidence from the text to support a book.

Essay Writing Advice

Includes general advice on answering an exam question, writing PEE paragraphs and how to be used in the run-up to the exam.

Additional Resources

- **Quiz** – A multiple-choice quiz that can be used as a starter, plenary or revision (after the book has been read).
- **Revision Mind map of the text** – Covers characters, settings, themes and context to be used in the exam.
- **Mind map of 'Why Should We Study English?'** – To be used as a summative activity after reading the whole book.
- **A Letter from Benjamin** – To be used once the students have read the whole book.



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Quick Guide to the Assessment

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate their views
AO2	Analyse the language, form and structure of texts by a writer to create meaning and effect, and use relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they are written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and control, and use punctuation appropriately.

AQA

The *Animal Farm* question tests all of the AOs.

Edexcel

The *Animal Farm* question tests AO1, AO3 and AO4.

OCR

The *Animal Farm* question tests AO1, AO2 and AO3.

AO1 – This tests what you know about the book. You need to know what happens, who the main characters are like. You also need to know about the main themes of the book. You will be able to write about these things and back up what you say with quotations from the text.

AO2 – You need to be able to write about the way the book is written. You need to know about structure and form, and why you think the writer chose to write it that way. You will need to be able to recognise things like adjectives, verbs, similes and rhetorical devices.

AO3 – For *Animal Farm*, you need to be able to write about the Russian Revolution and the things that happen in the story. You also need to be able to write about the themes of the book, like power and control, leadership and use of propaganda.

AO4 – This tests your ability to write clearly and accurately. You will need to check your work for sense and that you have used correct spelling and punctuation.

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Glossary

Main Areas of Study

Characterisation	the way that a character is presented in the book
Themes	general topics that are considered in the book, e.g. love
Context	background information that helps you to understand
Language	the words and phrases that are used to make the book
Form	the type of writing, e.g. a novella
Structure	the framework of the book
Ideas and Messages	things that the writer believes and he wants to get the

Language Terms

Adjective	a describing word (tells you more about a person, an
Adverb	a describing word (tells you more about how an action them end in -ly)
Dialogue	two or more characters speaking
Monologue	one character speaking
Narrative	the author telling the story
Personal Pronouns	words like I, we, you, etc.
Repetition	saying something more than once
Reported Speech	the author telling us what someone has said (no speech
Rhetorical Question	a question that does not expect an answer. Used to make
Sentence Length	the number of words in a sentence
Simile	a comparison that uses the words 'as' or 'like'
Verb	a doing word

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Teacher's Notes: Introductory

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What is a Fable?

Linked to PowerPoint slides 2 and 3 (Aesop & What is a fable?)

- As a class, read a modern version of one of Aesop's fables, e.g. The Hare and the Tortoise. [zigzagged.uk/8380-aesop](http://www.zigzagged.uk/8380-aesop).
Alternatively, watch an animated version of one of the fables [zigzagged.uk/8380-aesop](http://www.zigzagged.uk/8380-aesop).
- Show PowerPoint slide 2 that gives a few basic facts about Aesop.
- Discuss and share ideas as to what is a fable and produce a spider diagram or mind map.
- Show PowerPoint Slide 3. Reinforce the ideas that have already been shared.
- Give the class some other well-known phrases, e.g. many hands make light work and discuss what they mean. (You could link this to the TV programme *Catchphrase*.)
- They should then use one of these phrases and **EITHER** write a fable as a drama script or produce a fable as an improvised drama. The drama script would be an individual task to write at least two pages. The improvised drama would involve pupils working in groups of four or five members. Ideally, there should be an opportunity for the groups to perform in front of the class.

Dictators – Gaining and Retaining Power

Research activity. This can be done individually or in pairs.

- Provide a list of dictators, e.g. Hitler, Tito, Saddam Hussein.
- Each pupil/pair to research one dictator each, using the internet, books, news etc. The research needs to be summarised in a one page fact sheet. It should contain basic information about the dictator and explain how they gained and retained power. The fact sheets can be displayed in the classroom.

Background to *Animal Farm*

Linked to PowerPoint slides:

- Slide 4 – George Orwell
- Slide 5 – The World in 1943
- Slide 6 – Old Major's Dream – Karl Marx
- Slide 7 – The Russian Revolution
- Slide 8 – Mr Jones – Tsar Nicholas II
- Slide 9 – Napoleon – Stalin
- Slide 10 – Snowball – Trotsky
- Slide 11 – Boxer – Ordinary Workers

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Plot Summary: Clover's Story

Hello! My name is Clover. I am a mare and I live on Manor Farm. For a while now, I have been writing down my story and that is what my story is about.....

Some years ago, not long after I had had my fourth foal, we had a meeting in the barn. A wise pig, told all the animals about a dream that he had had. The dream was of a world where the animals could live in peace and being able to organise their own lives instead of working for the benefit of humans. The farm was run by Mr Jones. He often got drunk and didn't always look after the animals. In June, he got drunk and didn't feed us at all. In the end, we became so desperate that we had to start a rebellion. We began to help ourselves. Well, that was the beginning of the Rebellion. That was the beginning of the Rebellion that we attacked Jones and his men and they ran for their lives.

After that, we had to learn to run the farm for ourselves. In the early days, it was a bit of a struggle but we had much freedom and it was good to be working for ourselves. We re-named the Seven Commandments as the laws we lived by. The Seventh Commandment was 'No animal shall drink alcohol'.

I'm not very clever, so I don't really know when things started to go wrong. The decisions as they were the cleverest of the animals, and after a while they started to go wrong. Napoleon and Snowball were the main leaders but they didn't always agree. Napoleon had plans for building a windmill that would generate electricity for the farm but Snowball didn't like his plans. At a vote, Napoleon intervened. He summoned the dogs he had been training up on the farm. Squealer explained to us later that Snowball was a bad influence but it was too late.

A few weeks later, it was announced that the windmill was to be built after all. It would be a great work and everyone would have to take a cut in rations, but in the end it would be worth it. One November morning when we got up, we found the windmill had been blown down by the gale force winds that had been blowing. Squealer told us that Snowball had come in the night and deliberately destroyed the windmill.

The pigs started to act more and more like Mr Jones and his men. A few months later, they moved into the farmhouse and were even sleeping in the beds! I thought this was forbidden by the Seventh Commandment but when I asked Muriel to read it to me, it said: 'No animal shall sleep in a bed' so I must have made a mistake.

Napoleon became the main leader and organised everything on the farm. It seemed to get harder and we had to work longer hours than ever before. They made us do all the manual work. They spent all their time making the plans for how the farm was to be run. They started to walk with their human neighbours and one day they stood on their hind legs just like them. It was about a month later that Napoleon announced that the farm was to be called Manor Farm again.

It seemed that nothing had really changed for the ordinary animals like us. Napoleon had become our master and life was just as hard as it had been when Mr Jones was in charge.

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Key Events Activities

Main Event 1: The Meeting in the Barn

You need to read Chapter 1, pp. 1-9.

The book opens with an important meeting in the barn at Manor Farm. The animals are led by a very old and wise pig called Old Major. He tells them about a dream he had about a future that encourages the animals to get rid of their owner, Mr Jones, and run the farm for themselves.



Context

In Russia (before the Revolution in 1917), most of the people were little better than slaves of the land, were very poor and had very little control over their lives. The Tsar (king) and nobles lived in luxury and exploited the people who worked for them. Karl Marx believed that in the end, the people would rise up against this injustice and take control.

This is what happened in the Russian Revolution of 1917. The lives of the ordinary people improved as they rebelled against the Tsar and started to run things for themselves. One of the leaders of the Revolution was called Lenin.

These characters represent real-life people:

- **Old Major:** has characteristics of both Karl Marx and Lenin
- **Mr Jones:** the Tsar

Who's Who in Animal Farm

Read Chapter 1, pp. 1-3 and write the characters into this grid:

Mr Jones	Mrs Jones	Old Major	Bluebell
Boxer	Clover	Muriel	Benjamin

Donkeys	
Pigs	
Humans	
Ravens	
Dogs	
Goats	
Horses	

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All Animals are Equal

The answers to the following questions are all in the first paragraph in Chapter 1. All animals are equal.'

What Do You Know?

1) Who is an enemy?

.....

.....

2) Who is d:

.....

.....

3) What do these words mean? (You can use a dictionary to help you)

a) enmity

b) resemble

c) vices

d) tyrannise

4) What does Old Major tell them they MUST NOT do?

❖

❖

❖

❖

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What Do You Think?

Work in pairs/threes.

All animals are equal sounds like a great idea! Discuss what you think the problem might not work practically. Share your thoughts with the rest of the class.



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Beasts of England

'Rebellion! I do not know when that Rebellion will come, it might be in a week or it might be in a year, but as surely as I see this straw beneath my feet, that sooner or later justice will be done.'

Old Major believes that the animals are treated badly by Mr Jones. He takes all the eggs and even the baby animals and sells them to make life easier. In return, the animals get a life like shelter and a little food.

Old Major sings a song that tells the animals what life will be like after the Rebellion.

Read the words of the song 'Beasts of England' (Ch 1, p. 8) and answer these questions.

1. After the Rebellion, what things will no longer be used to force the animals to work?

.....

.....

.....

2. What good things will they have?

.....

.....

.....

3. The animals enjoy hearing the song and it throws them into 'the wildest excitement'. What is the song important to them?

.....

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Main Event 2: The Rebellion

You need to read Chapter 2, pp. 12-18.

The animals had listened carefully to Old Major's speech. It gave them all hope for the future. The most intelligent animals (the pigs) began to prepare for a time when the animals would be free from human rule. They developed a system of ideas called Animalism and tried to teach the other animals. The animals were not as clever as the pigs so they struggled to understand many of the ideas.

The Rebellion happened only a few days later and it was not planned. One day the animals were so hungry that they broke into the store-shed and began to eat the food. Mr Jones was very angry and his men started to whip the animals. They responded by driving them out of the farm.

Context

The Rebellion in *Animal Farm* is a representation of the Russian Revolution which was in fact two revolutions. In February, The Tsar was forced to abdicate (give up his power) and a new Government was formed. In October, power was seized by Lenin and a group of Bolsheviks. Two of the people who supported Lenin were Trotsky and Stalin.

These characters represent real-life people or organisations:

- **Mr Jones:** the Tsar
- **Mrs Jones:** the Tsar's wife
- **Snowball:** Trotsky
- **Napoleon:** Stalin
- **Squealer:** the organisation that distributed propaganda (biased information)
- **Boxer and Clover:** ordinary working people
- **Mollie:** middle-class people
- **Moses:** Russian Orthodox Church

How Did the Rebellion Happen?

All the information you need is in Chapter 2. You need to read the following sections of Chapter 2, pp. 12-14: 'Now as it turned out, the Rebellion was achieved much earlier than anyone had expected...and the Manor Farm was theirs.'

- 1) Why was Mr Jones a bad master?

.....

.....

- 2) What five things were wrong about the farm?

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3) When did the Rebellion happen?

.....

.....

4) Why did the Rebellion happen?

.....

.....

5) What happened in the Rebellion? Put these events in the correct order:

- Mr Jones and his men lashed out at the animals with whips.
- The animals slammed the five-barred gate behind them.
- Mr Jones went to the Red Lion and got drunk.
- Mr Jones and his men ran away.
- The men went off rabbiting, without feeding the animals.
- Moses left the farm, following Mrs Jones.
- The animals helped themselves to food.
- Mrs Jones saw what had happened and escaped another way.
- The animals attacked Mr Jones and his men.
- One of the cows broke into the store and ate the apples.

TV Interview

Imagine that Mr and Mrs Jones are being interviewed for a breakfast TV programme the day the animals rebelled at Manor Farm. Finish the transcript of this interview.

INTERVIEWER: Mr and Mrs Jones are here this morning to tell us about the story of your farm yesterday. The animals suddenly turned on them and took over. Mr Jones, can you tell me when you first noticed that something was wrong?

MR JONES: I was just having a bit of a snooze on the sofa when I was woken up by a great commotion going on...

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Focus on Context: The Russian Revolution

Research

Using books and the Internet, find out what happened. You need to find out:

- ✓ How it started
- ✓ Who was involved
- ✓ The main events
- ✓ Why it happened

There are a number of good Internet sites. Search for 'Russian Revolution' by what you started:

- 🖱 www.bbc.co.uk/schools/leapsize/mwh/russia/leninandbolshevikrevolution.shtml
- 🖱 www.1914-1918.com/topics/russian-revolution

Write

Using the information, you can now choose to write one of the following:

- A letter. Imagine that you are living in Petrograd (St Petersburg) at the time everything has settled down again, you write a letter to a friend/relative who is telling them about it.
- A newspaper report. Imagine that you are a Foreign Correspondent for a British newspaper (or *Daily Express*) and you have been sent to Petrograd to write about the Revolution.

The Seven Commandments (p. 17)

The pigs produced a new set of laws for the animals and painted them on the end of the main hall.

The Seven Commandments

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

Produce a Poster

Design a poster to illustrate the Seven Commandments. You may want to produce one for each of the Seven Commandments – or you could work in groups and each person in the group could produce one of the Commandments on their poster.

The Missing Milk

Read the end of Chapter 2 from 'But at this moment the three cows, who had seen the milkman...' (pp. 17–18).

- 1) What do you think happened to the milk?

.....

.....

- 2) Which of the Seven Commandments has already been broken, do you think?

.....

.....

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Main Event 3: The Battle of The Cowshed

You need to read Chapter 4, pp. 29-32.

After the Rebellion, life improved for all the animals. They were inexperienced at work and worked hard. The pigs came up with clever ideas to make things easier and every animal had a job to do. There was more to eat and Sunday was a day off. There was also reading and writing. Although some animals found this more difficult than others. However, the pigs had special privileges like reserving the milk and apples for themselves.

The animals knew that Mr Jones would try to take control of the farm again so they attempted this. When he attacked Animal Farm he was helped by two other farmers, Mr Pilkington and Mr Frederick. The animals launched a clever attack on the human beings as they were unable to defend themselves.

Context

After the First World War ended, the Russians set about building a Communist state where wealth would be shared out more equally. There was some success and things did start to improve but the government reserved some of the wealth for themselves.

Leaders in the West (like the UK and USA) felt threatened by this new type of government and would spread throughout the world. Although there was no military battle between the two sides, there was a 'war of words' as they tried to discredit the Communists and limit their influence. However, Russia continued to grow more powerful.

These characters represent real-life people or organisations:

- **Mr Jones:** the Tsar
- **Mr Frederick:** Hitler
- **Mr Pilkington:** The UK Conservative governments
- **Snowball:** Trotsky
- **Boxer:** ordinary working people
- **Mollie:** middle-class people

Who?

You need to read Chapter 4 to find the answers to these questions.

Match the question to the correct answer. That sounds easy, but you will have to be careful as they have been mixed up!

1. Who was spending most of his time at the Red Lion?
2. Who owned Foxwood?
3. Who owned Pinchfield?
4. Who warned the animals that Mr Jones and the other farmers were about to attack?
5. Who organised the defence of the farm?
6. Who pecked at the men's legs?
7. Who 'lashed them with his tail and hoofs'?
8. Who did the most work?
9. Who stole the stable lad and knocked him out?
10. Who was found hiding in her stall?

a. RM KNPNIIOTGL	b. ALNSWOLB	c. HTE EEESG	d. XBROE
f. RM DKIRFREEC	g. RM ENOSJ	h. EHT GESNPOI	i. LEIOM

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Snowball's Speech

'At the graveside (of the sheep), Snowball made a little speech, emphasising the need for Animal Farm if need be.' (p. 32)

Write Snowball's speech. It will need three paragraphs:

- Celebrating the victory
- Showing respect for the sheep who had died
- Encouraging the animals to continue to work hard on the farm and be ready

The speech should have a purpose. Try to use some PERSUASIVE TECHNIQUE: rhetorical questions, personal pronouns (e.g. 'you', 'we') and repetition.

The Willingdon Advertiser

You are a journalist who works for the local paper in the town near Manor Farm. You have been asked you to write up the story of the Battle of the Cowshed. The animals refuse to let you. Information has been gathered from Mr Jones and the men who were with him. Write your article or make up one of your own:

ANIMAL AMBUSH

The Battle of Manor Farm

ANIMAL FLEE

Farmers Flee

Now, you need to write the article. If you have access to a computer, you can produce a newspaper article. Your article should include the following:

- At least one picture with caption
- Sub-headings
- Quotes from some of the people involved e.g. Mr Jones, the stable lad who escaped, etc.

Your article should be informative but use some dramatic and sensational language to make it exciting. It should describe some of the things that happened. It is likely to be biased. Write from the point of view rather than the animal point of view. Remember that everything you write



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Main Event 4: Napoleon Takes Control

You need to read Chapter 5, pp. 34-41.

The pigs spent a lot of time planning. They were the cleverest of the animals so the However, all decisions had to be voted on and they were only put into practice if the

Unfortunately, Napoleon and Snowball argued about everything. They were very seemed to want to be the main leader. Snowball was full of plans for improvement. He came up with an idea of building a windmill that would generate electricity so in their stalls in the winter and also be able to run machines that would do so

When it looked like Snowball was going to win the vote about the windmill, he summoned the dogs that he had been training privately and they chased Snowball. He then set about establishing full control. Backed by the dogs and supported by Squealer's meetings and declared that Snowball was a traitor. All decisions would now be made by the pigs and he would be the main leader.

Context

After Lenin's death, there was a struggle to become the main leader in Russia. Trotsky was committed to a programme that would modernise Russia. He wanted to continue to introduce electricity across the country and develop industry. Stalin was very ruthless and wanted to take power. He was more devious than Trotsky and was able to gain support from the army. Trotsky was expelled from the Communist Party and the following year he was ended up in Mexico but was eventually assassinated in 1940 on the orders of Stalin. Stalin became the main leader in Russia and used the help of the secret police, the NKVD, to

These characters represent real-life people or organisations:

- **Napoleon:** Stalin
- **Snowball:** Trotsky
- **The dogs:** the secret police
- **Squealer:** the organisation that distributed propaganda (biased information)
- **Boxer:** ordinary working people

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Napoleon v Snowball

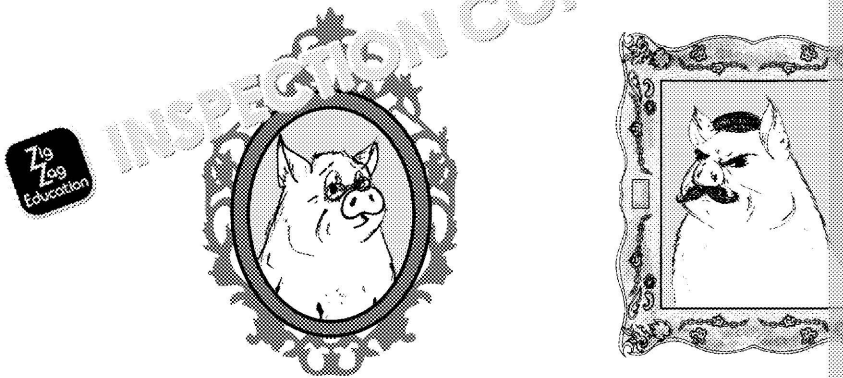
Read Ch 5, pp. 34-37. 'In January there came bitterly hard weather.....

Use the information you discover to fill in the table below. You should try to show two pigs.

Napoleon	
Good at getting support from the nt's . . . als outside of the meetings	Very good at making

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Snowball Is Exiled

Read Ch 5, pp. 38-40. 'At last the day came when Snowball's plans were more debates.'

1) Why did Snowball think the windmill was a good idea?

.....

.....

2) Why do you think the other animals decided to get rid of Snowball at this time?

.....

.....

3) How did he get rid of Snowball?

.....

.....

4) How was the farm going to be run in the future?

.....

.....

In The Hot Seat – The Pig

- Three students need to take on the roles of Snowball, Napoleon and Squealer
- They can prepare for these roles while the rest of the class work in pairs/groups to ask the questions about the events so far in the book and how they feel about them
- After about 10 minutes' preparation time, 'Snowball', 'Napoleon' and 'Squealer' will be asked questions by the rest of the class. They are now all in the hot seat and have to do their best to answer to them.

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Main Event 5: The Execution of the 'Traitors'

You need to read Chapter 7, pp. 61-65

After Napoleon took control, many things changed. He decided that the windmill animals had to work long hours. He also decided that they would start to trade with humans. He employed a solicitor, Mr Whymper, to act as a go-between. Napoleon distanced himself from the ordinary animals and he and the other pigs moved into the farmhouse.

Life became harder and harder for the ordinary animals. It was a bitterly cold winter and there was no food. Everything that went wrong on the farm was blamed on Snowball. Squealer had been an undercover agent for Jones right from the beginning and that he had only pretended to support the Rebellion. Scared and frightened, the animals did not know what to believe but continued to support Napoleon. There was a brief rebellion by the hens when they were going to be sold so that extra food could be bought, but that was brutally dealt with.

Then one day, all the animals were ordered to assemble in the yard. Napoleon was accompanied by the fierce dogs. In response to Napoleon's signal, the dogs grabbed Snowball. Snowball disagreed with Napoleon. They were forced to confess to being traitors and supporters of Jones and then ripped to pieces by the dogs. Then other animals were forced to confess and confess to being traitors.

When it was all over, the remaining animals huddled together, too shocked to speak. They were singing 'Beasts of England' very slowly and sadly but then Squealer approached them and said that 'Beasts of England' had been abolished and they must not sing it anymore. It was to be replaced by 'Animal Farm'.

Context

After Trotsky was exiled, Stalin changed his mind and developed a programme of collectivisation as fast as possible. This made life more difficult for the ordinary Russian people but any opposition to Stalin was dealt with ruthlessly. People who opposed Stalin's labour camps in Siberia where it was very cold and conditions were harsh. The atmosphere was very fearful and many innocent people were imprisoned, tortured and killed.

These characters represent real-life people or organisations:

- **Napoleon:** Stalin
- **The dogs:** the secret police
- **Snowball:** Trotsky
- **Squealer:** the organisation that distributed propaganda (biased information)
- **Boxer and Clover:** ordinary working people

What Do You Know?

You will need to read Ch 7, pp. 61-62. 'Four days later in the late afternoon'

- 1) What medals was Napoleon wearing?

.....

.....

- 2) Who did the dogs seize and bring forward?

.....

.....

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3) What happened when the dogs attacked Boxer?

.....

.....

4) What happened to the four pigs?

.....

.....

5) What happened to the other animals who confessed to 'crimes'?

.....

.....

What Do You Think?

6) Why do you think that the animals confessed?

.....

.....

.....

.....

.....

7) What do you think Napoleon was trying to achieve by holding these 'trials'?

.....

.....

.....

.....

.....

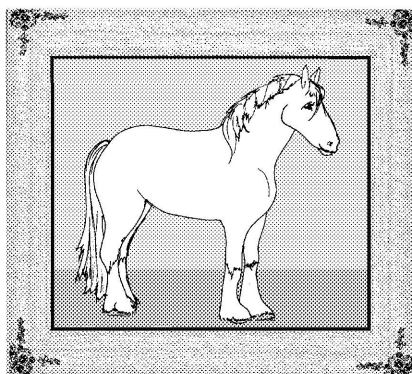
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Clover Thinks About What Has Happened

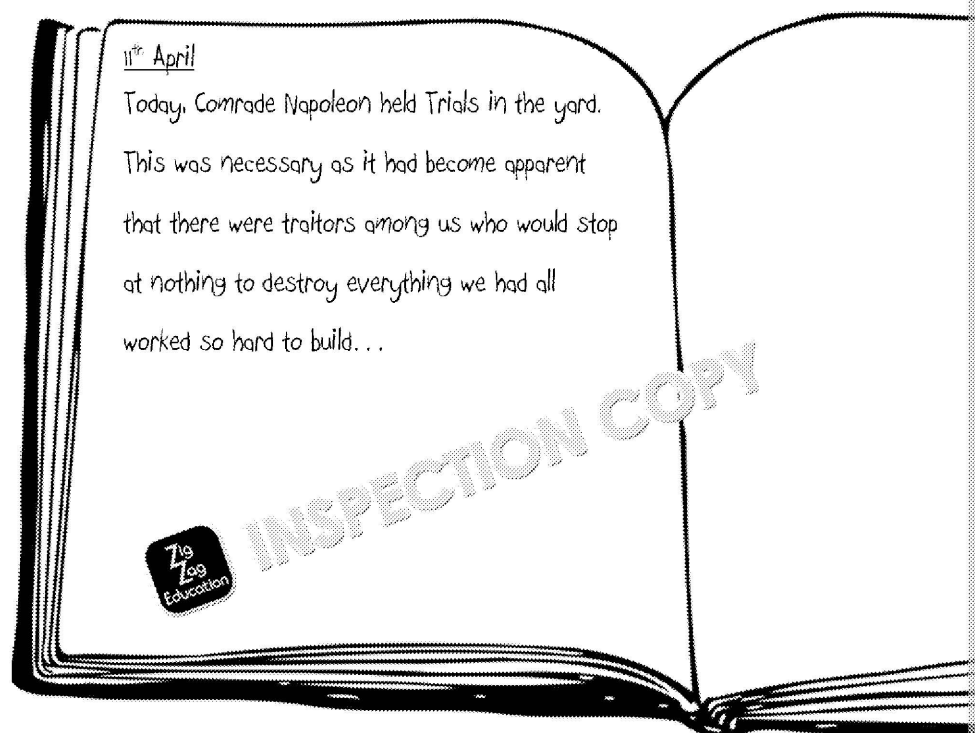
Read Ch 7, pp. 63-64. 'The animals huddled about Clover not speaking... last of them.'

Draw thought bubbles and write in them to show Clover's thoughts and feelings about what has happened. You should include quotations or key words from the text to back up your ideas.



Squealer's Log Book

Imagine that Squealer keeps an official log book for Animal Farm in which all the important events are recorded. Write up his entry for the day of the Trials. It could begin something like this:



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Main Event 6: The Battle of the Windmill

You need to read Chapter 8, pp. 73-77.

In spite of many difficulties, the animals finished building the windmill. At the same time, Mr Pilkington (the owner of the farm) had been negotiating to sell a stack of timber to either Mr Pilkington or Mr Frederick and was paid in cash. It was just enough money to buy the materials for the windmill.

However, three days later it was discovered that the notes were all forgeries and the next morning, Mr Frederick attacked Animal Farm. His men had guns and the animals defended the farm buildings.

As the animals fought, Mr Frederick's men surrounded the windmill and blew it up completely. Furious, the animals rushed out of the farm buildings and fought a bitter battle but the animals won.

Some animals were killed and many others were injured but Napoleon declared it a victory and celebrations for two days afterwards.

Context

In the months leading up to the Second World War, Stalin had talks with both Germany and the USA to get agreements that would benefit Russia. In the end, he signed a pact with Hitler. In 1941, Hitler went back on this agreement and invaded Russia. At first, Germany won some Russian territory but then things began to change and Hitler was defeated at the end of the war. Many lives were lost on both sides.

These characters represent real-life people or organisations:

- **Napoleon:** Stalin
- **Mr Frederick:** Hitler
- **Mr Pilkington:** The British and USA governments
- **Squealer:** An organisation that distributed propaganda (biased information)
- **Boxer:** Ordinary working people

What Happened Next?

You will need to read pp. 73-77. The very next morning the attack came.

Fill the gaps using the words that you have been given.

Fifteen men attacked Animal Farm under the leadership of (1) _____. (2) _____ and the animals were driven back. The animals (3) _____ and watched helplessly, as the men surrounded the (4) _____. The men (5) _____ and packed blasting powder into it. There was a (6) _____ (7) _____ cleared the animals' minds that the windmill had been (8) _____ angry and (9) _____ that they launched another attack and the men were driven (10) _____. Because some of the animals had died and nearly everyone was (11) _____ in spite of this, Squealer (12) _____ that they had won a victory.

loud	guns	wounded	base	Mr
announced	smoke	destroyed	won	

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Design a propaganda poster

During the Second World War, posters were produced by the government to support the war effort. Research these posters on the Internet to get ideas (search for *Second World War propaganda posters*) and then design one of your own that Squealer might have produced for Animal Farm. The poster could encourage the animals to work harder, warn them about Snowball, etc. There are many different possibilities!

Victory or Defeat?

After the Battle of the Windmill, there were two days of celebrations. Squealer declared that it was a great victory but Boxer was not so sure. Find quotations from the text that support the points made below and then fill in the tables with the evidence that you have found.

VICTORY	
Mr Frederick and his men ran away	
The animals had kept hold of the windmill	

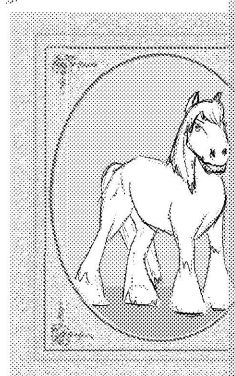
DEFEAT	
Animals were killed and wounded	
The windmill had been destroyed	

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Do you agree with Squealer or Boxer?

Write a short speech arguing your point of view. Remember to use PERSUASIVE rhetorical questions, repetition, using personal pronouns like 'you' and 'we', alliteration, hyperbole (exaggeration), etc.



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Main Event 7: The Betrayal of Boxer

You need to read Chapter 9, pp. 86-91.

Boxer began to get old. It took a long time for a split hoof to heal and he began to limp. However, he refused to rest and continued to push himself even harder. One day, after a long and it was with some difficulty that he got back to his stall. He spent the next two days in bed and Benjamin looked after him. The pigs said they were making arrangements for him.

The van came for Boxer when all the animals were at work. They rushed to say good-bye to him, but he was so frantic. He could read what was written on the side of the van and knew that Boxer was being taken for meat. Horrified, the animals tried to alert Boxer but it was too late and the van was gone. It was announced that he had died in hospital.

Squealer reassured the animals about Boxer's death. He explained that the vet had said that Boxer had time to change the writing on the side. Most of the animals believed him.

The pigs held a memorial banquet in Boxer's honour and had a case of whisky delivered.

Context

This chapter does not refer to a specific incident but is about the general way the animals in Russia were treated. Even loyal, hard-working people were treated very badly. Napoleon was increasing his power and making his own life more comfortable.

These characters represent real-life people or organisations:

- **Napoleon:** Stalin
- **Squealer:** the organisation that distributed propaganda (biased information)
- **Boxer, Clover and Benjamin:** ordinary working people

CRACK THE CODE

Read pp. 86-91. The chapter begins: 'Late one evening, in the summer...' and ends: 'Boxer was dead.'

A	B	C	D	E	F	G	H	I
2	5	10	15	8	4	25	18	24
N	O	P	Q	R	S	T	U	V
9	12	3	11	16	20	1	19	26

Use the table above to solve these codes (they are all things that are said by different characters in the chapter).

1) 24 / 23 24 14 14 / 23 12 16 21 / 18 2 16 15 8 16

.....

2) 1 18 8 22 16 8 / 1 2 21 24 9 25 / 5 17 13 16 / 2 23 2 22

.....

3) 25 8 1 1 / 11 19 24 10 21 14 22 / 1 18 8 22 / 2 16 8 / 1 2 21 24 9 25 / 2 15 8 2 1

.....

.....

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4) 24 1 / 23 2 20 / 1 18 8 / 17 12 20 1 / 2 4 4 8 10 1 24 9 25 / 20 24 25 18 1 / 24

.....

.....

Who said them?

1. 2.
3. 4.

Another e of Whisky

Read Ch 9, pp. 89-91

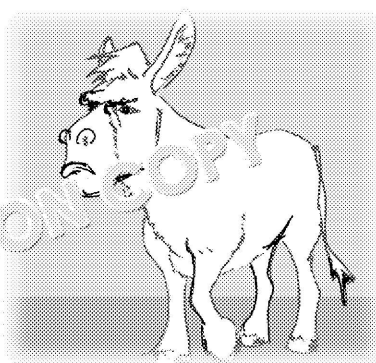
- 1) Do you believe Squealer?
☐ YES
☐ NO
- 2) What do you think happened to Boxer?

- 3) What did the pigs buy?
☐ Television ☐ Clothes
☐ Whisky ☐ Books
- 4) Where do you think the pigs got the money to buy this?



Benjamin Loses His Friend

Benjamin is very upset about the death of Boxer. Draw thought bubbles and write feelings in them. You should include quotations or key words from the text to back up your feelings.



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Main Event 8: The Pigs Become Like Men

You need to read Chapter 10, pp. 96-102.

Years passed and the farm became more prosperous. The windmill was complete which brought in a good profit, rather than generating electricity. The pigs and dogs seemed to be living comfortable lives but the other animals still worked long hours. A few animals were still alive who remembered the days before the Rebellion.

One day, Clover raised the alarm. Squealer was walking around the yard on his hind legs. The other pigs who were used to walking on their hind legs. Finally, Napoleon emerged. The animals were terrified to see that he was carrying a whip in his trotter.

A week later, the pigs held a special event. They invited a number of local farmers to the pigs for a meal in the farmhouse. It was concluded with speeches and Napoleon was to return to its original name of Manor Farm.

Context

Stalin and the small group of people around him continued to live comfortably. The people of Russia struggled to survive in extreme poverty. Conditions were very similar to the Revolution. In 1943, Stalin met with Churchill (UK) and Roosevelt (USA) at Yalta to discuss how to create a lasting peace after the War. On the surface, relations were friendly but there were undercurrents of suspicion and mistrust.

These characters represent real-life people or organisations:

- **Napoleon:** Stalin
- **Squealer:** the organisation that circulated propaganda (biased information)
- **Clover and Benjamin:** ordinary working people
- **Mr Pilkington:** the UK and USA governments

Manor Farm

Napoleon announced that Animal Farm was going to revert to its original name of Manor Farm. That very little had changed since the days of Mr Jones.

Read pp. 96-end and find all the ways that the pigs have started behaving like men.

- | | |
|------------------------|-----------|
| 1) walking on two legs | 7) |
| 2) carrying whips | 8) |
| 3) | 9) |
| 4) | 10) |
| 5) | 11) |
| 6) | 12) |

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All Animals Are Equal?

The Seven Commandments have now been replaced by one single commandment

ALL ANIMALS ARE EQUAL BUT
SOME ANIMALS ARE MORE
EQUAL THAN OTHERS

Clover and Napoleon were both in the barn and heard Old Major's speech in Chapter 1

- 1) What has Clover's life been like since then?

.....

.....

.....

.....

.....

.....

- 2) What has Napoleon's life been like since then?

.....

.....

.....

.....

.....

.....

- 3) Why do you think their lives have been so different?

.....

.....

.....

.....

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.....

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The Animal Farm Chat Show

This is an activity for the whole class. Everyone has a role. You are reflecting on how the characters have come back to life! You need:

- Chat Show Host
- Main Characters, e.g. Napoleon, Boxer, etc.
- Studio Audience

Preparation:

- **Studio Audience** need to write questions to ask the characters, e.g. (to Clover) How do you feel about Napoleon? (to Mr Jones) How do you wish the Rebellion had never happened? (to the pigs) Is it OK for them to drink alcohol, use whips and why?
- **Main Characters** need to know what their character is like and what happened in the story.
- **Chat Show Host** (can be the teacher) needs to be familiar with the whole book to ask questions and encourage a discussion between the characters.

The Show:

- **Chairs** need to be put at the front of the class for the Host and to form a 'studio' for the audience.
- **Host** introduces the guests (can be interviewed in groups). **Studio Audience** asks questions and gives answers, e.g. clapping, cheering, etc. **Host** asks extra questions and encourages discussion between the characters. There may be some lively disagreements!

CHAT SHOW RUNNING ORDER

1. Host introduces the show
2. First group of guests is interviewed, e.g. Mr and Mrs Jones
3. Second group of guests is interviewed, e.g. Old Major, Napoleon, Squealer and Pigs
4. Third group of guests is interviewed, e.g. Boxer, Benjamin and Clover
5. Fourth group of guests is interviewed, e.g. Mr Frederick, Mr Pilkington and Mr. Smith

For all groups, questions are asked by the Studio Audience. The Host asks extra questions and encourages discussion between the characters.

6. Host closes the show

ASKING QUESTIONS

Each Studio Audience pair should aim to think of one question to ask each of the characters. The question could be asked to more than one character e.g.

- Mr and Mrs Jones – How did you feel when you had to leave the farm?
- Napoleon and Squealer – Why do you think it is OK for pigs to drink alcohol?
- Benjamin and Clover – How did you feel when Boxer was taken away in the van?
- Mr Frederick and Mr Pilkington – What do you think about the animals running the farm?

Other questions would be for each character e.g.

- Old Major – Do you regret the speech you made to the animals?
- Boxer – How do you realise that Napoleon had betrayed you?

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Whole Text Activities

Context

(1) People and Organisations

The main characters in the book are representations of real-life people who were involved in the Russian Revolution. Fill in the gaps in this table. Answers can be found on the first pages of sections in this resource.

Real life people and organisations	Character
Trotsky	
USA and UK Governments	
The Tsar	
Hitler	
Middle-class people	
Russian Orthodox Church	

(2) Events

Draw arrows to match real-life events with things that happen in the book:

The Rebellion	People who were against the Tsar
Four pigs plus other animals executed	The Russian Revolution
Snowball is chased off the farm	The Battle of the Marston
Battle of the Windmill	Trotsky
Pigs invited to join the farmers for a meal	The Russian Civil War

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How do you write about context in the

AQA/Edexcel - There is a choice of questions that focus on characters and themes.

How does Orwell use the character of Napoleon to explore ideas about power?

To introduce context you could write about how Napoleon is a representation of about events in the book that represent actual events. An example of this is when

This is a representation of actual trials that were held in Russia so that Stalin could

You could explain that Napoleon uses 'the dogs' to control the other animals in the the secret police to control the ordinary Russian people.

OCR - The question will include an extract from *Animal Farm* and an extract from assessed in the first part of the question where you have to compare the two

(a) Complete how the effects of threats and violence are presented in these two execution of the 'traitors'.

To introduce context you could write about the same things that are mentioned. However, you are expected to **compare** this with the ways that the effects are presented in the unseen extract.

Themes

(1) Dishonesty

Read from p. 81: 'Meanwhile life was hard... as Squealer did not fail to point

How does the writer present the theme of dishonesty in this extract?

Complete the answer by filling the gaps with the words provided.

rations	spokesman	trust	conviction
dishonesty	turnips	spokesman	statistics

In this extract, Squealer tries to (1) _____ the other animals that it used to be in the time of Mr Jones. He does this by taking advantage of the twisting facts and (2) _____. He tells them that 'a too-rigid equality would have been contrary to the principles of Animalism' and 'that they had (4) _____ than they had had in Jones's day'. Even though they are animals believe Squealer because they (6) _____ him and because the (7) _____ what conditions were like in the time of Mr Jones. It shows the (8) _____ of the pigs through the words and actions of (9) _____ and it is used to justify the ordinary animals being short the (10) _____ have plenty to eat.

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(2) Leadership

Read extract from pp. 39-40: 'Napoleon with the dogs... Any chance of dis...

Explain how the writer uses language in the extract to present leadership. Use evidence to support your answer.

In this extract, the writer focuses on the leadership of Napoleon.

He does not believe in discussion.	He remains a decision-maker.	He expects everyone to obey his orders.	He does not allow anyone to disagree with him.
------------------------------------	------------------------------	---	--

These are all true statements about Napoleon's style of leadership. Find words and phrases to support each of them.

- 1)
.....
.....
.....
- 2)
.....
.....
.....
- 3)
.....
.....
.....
- 4)
.....
.....
.....
- 5)
.....
.....
.....

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e.g. Napoleon is a leader who will not allow discussion and this is made clear in the text 'there would be no more debates'. The writer uses simple, direct language because Napoleon is speaking to the other animals. This is because Napoleon expects them to accept what he says.


1)



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2)



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(3) Control

Read from p. 56: 'One Sunday morning, Squealer announced... once a week

Explain how the writer uses language in the extract to present control. Use evidence to support your answer.

Example:

Squealer announced that the hens, who had just capitulated, again, must surrender

'Announced' and 'must' are strong verbs - they show that Squealer expects the choice.

In the same way, make notes on the following words and phrases from the extract

1) *They had been warned earlier that this sacrifice might be necessary.*

.....

.....

2) *The hens made a determined effort to thwart Napoleon's wishes.*

.....

.....

3) *Napoleon acted swiftly and ruthlessly.*

.....

.....

4) *He ordered the hens' rations to be stopped, and decreed that any animal giving a hen should be punished by death.*

.....

.....

5) *For five days the hens held out, then they capitulated and went back to their*

.....

.....

Choose one of these examples and write a PEE (Point, Evidence, Explain) paragraph made.

.....

.....




.....

.....

.....

(4) Themes Table

Complete the themes table by finding another example and provide it for each of the themes that are listed.

THEMES TABLE	Chapter	Example	
Leadership 	Chapter 7 The Trials	Napoleon is a dictator with absolute power. He controls the other animals through fear.	
Ignorance/Knowledge	Chapter 2 Reading and Writing	The pigs teach themselves to read and write. Most of the other animals struggle to learn the alphabet.	
Trust/Dishonesty	Chapter 3 Milk and Apples	The pigs are dishonest. The other animals trust them.	
Manipulation / Changing the Language / Changing the Seven Commandments 	Chapter 6 The pigs start sleeping in beds	The pigs change the fourth Commandment – No animal shall sleep in a bed <i>with sheets</i> .	
Terror Tactics / Fear	Chapter 5 Napoleon gets rid of Snowball	He uses the dogs to chase Snowball off the farm. This frightens the other animals so they don't protest.	
Dreams / Hopes for the Future 	Chapter 1 Old Major's Dream	He encourages the animals to believe in a future where they get rid of Man and run the farm themselves.	

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Characters

(1) Old Major

Old Major only features in Chapter 1 as he dies three days after giving his important message to the farm. He is 12 years old which is quite old for a pig. The other animals look up to him and he tells them about his dreams for the future of the farm.

A. He is still a good-looking pig.	B. He gives the animals a message.	C. He is a respected leader.	D. He believes that the animals are the source of their problems.
---------------------------------------	---------------------------------------	---------------------------------	--

All of these are true statements about Old Major. Match them to the evidence.

- 1) 'Only get rid of Man and the produce of our labour would be our own. Almost rich and free.'

.....

- 2) Old Major was so highly regarded on the farm that everyone was quite ready to hear what he had to say.

.....

- 3) 'Let us put it to the vote. I propose this question to the meeting: Are rats common enemies of ours?'

.....

- 4) He was still a majestic-looking pig, with a wise and benevolent appearance.

.....

- 5) 'And remember also that in fighting against Man, we must not come to resemble him. We must not conquer him, do not adopt his vices.'

.....



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(2) Boxer

Read p. 20: 'All through that summer the work of the farm went like clockwork. It was Boxer's personal motto.'

From this extract, what do you discover about the character of Boxer? Use evidence to support your answer.

Find three things about Boxer and list them below.

1) *He was very strong*

2)

3)

4)

Now, quote the **evidence** for each of those things:

1) *'Boxer with his tremendous muscles always pulled them through' (p. 20)*

2)

.....

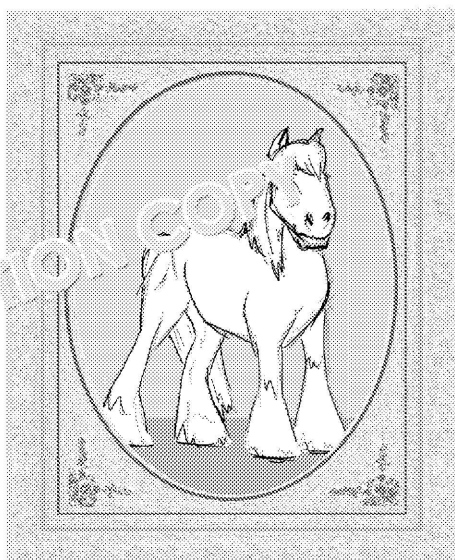
3)

.....

4)

.....

.....



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(3) Napoleon

What are your thoughts and feelings about Napoleon and the part he plays in the novel? Write down your ideas with details from the novel.

To answer an essay-based question, you will need to use evidence from different parts of the novel. Examples are below:

- Napoleon is introduced (Ch 2/p. 10)
- He takes control (Ch 5/pp. 38–39)
- He makes Snowball a scapegoat (Ch 6/pp. 52)
- He distances himself from the other animals (Ch 7/pp. 55–56)
- He executes the animals (Ch 7/pp. 61/62)
- He declares Mr Pilkington (Ch 8/p. 72)
- He is double-crossed by Mr Frederick (Ch 8/p. 73)
- He drinks whisky and gets a hangover (Ch 8/p. 78)
- He betrays Boxer (Ch 9/pp. 88–91)
- He walks on two legs (Ch 10/pp. 96–97)

Choose three of the examples above and write a PEE paragraph for each of them.

Example

When the writer introduces Napoleon, we get some hints about his character. He is a 'big, black, shaggy-haired dog' who is 'a talker but with a reputation for getting his own way.' This prepares us for some of the things he does in the novel. He seizes control and treats his opponents badly.

1)

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.....

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2)

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3)

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Completing a Character Wheel

Old Major	Napoleon	Snowball	Squealer	Mr Jones	
Clover	Mr Whymper	Mollie	Moses	Muriel	

Put the character's name at the top of the sheet. Fill each of the sections with what you think the character might put the following:

Character Traits	Not very intelligent.
Background	Has lived on the farm a long time. Everyone respects him.
What They Say	'I will work harder'. 'Napoleon is always right.'
What They Do	Always does what he is told. Works much harder than everyone else.
Appearance	Very large cart-horse. White stripe down his nose.
Relationships	Benjamin is a close friend. Is also very friendly with Clover.

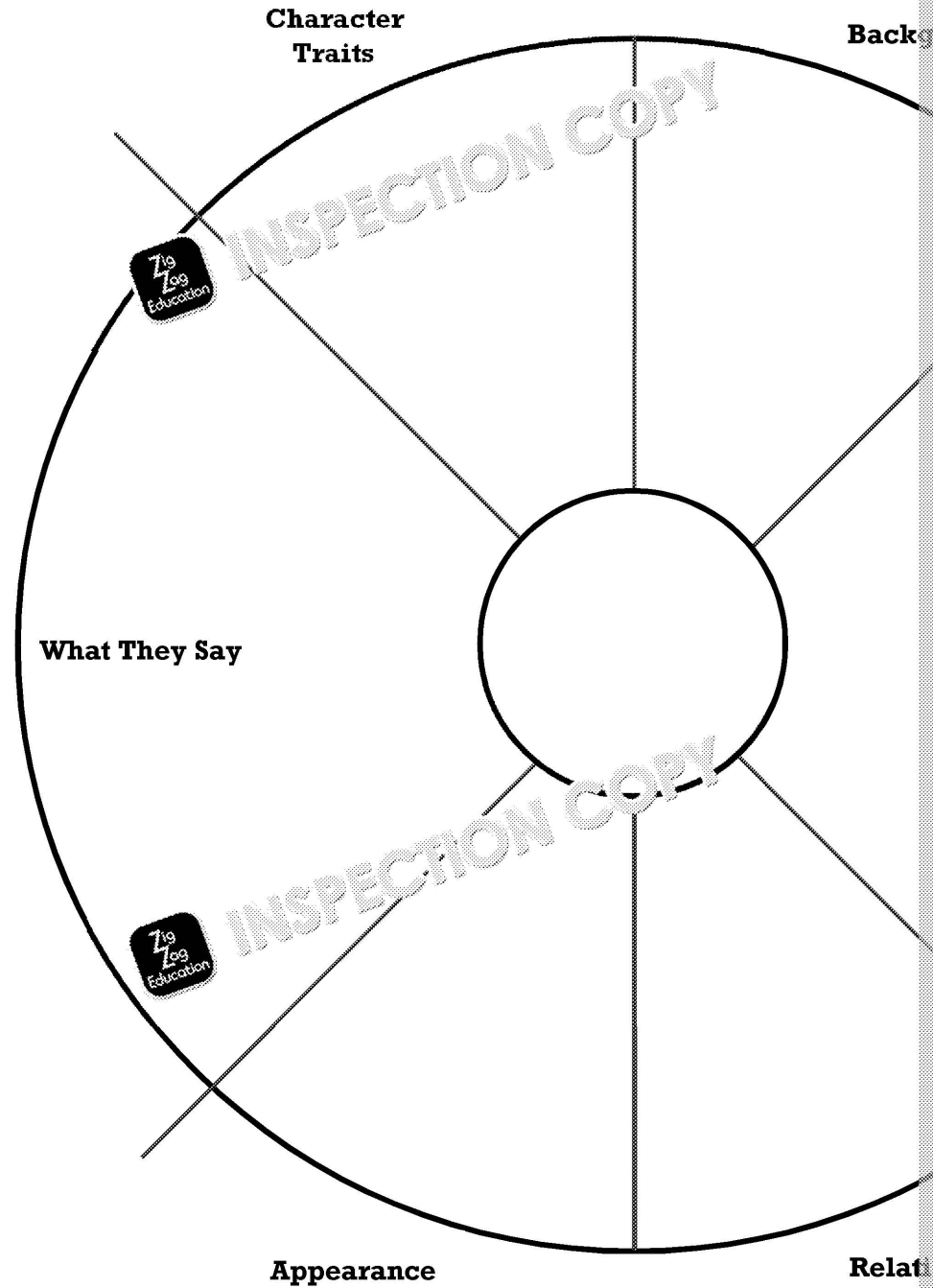
In the 'Extra Notes' section, you can put quotes from the text or anything that does not fit into the other sections. For Boxer, you might want to put a note about what happens to him in Chapter 9.

You can draw a picture of the character in the centre of the wheel.

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Character Wheel:



Extra Notes

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Zig Zag Education

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Character Relationships

Group Activity

Work in pairs/small groups. You will need a set of character cards.

- 1) Put the Napoleon card in the centre of the table. Arrange the other cards around it. The cards should be face up.
- 2) One person chooses a character from the circle. They have to explain what the character has with Napoleon and whether that relationship changes as the book progresses.
- 3) The next person chooses a different character from the circle and this continues until all cards have been used.

Example:

Boxer – At the beginning of the book, Napoleon and Boxer are not particularly friendly. Boxer is part of the group of animals on the farm. As the book progresses, Napoleon becomes the leader and Boxer thinks that Napoleon is always right and so always follows his orders. Towards the end of the book, Napoleon betrays Boxer and sells him for meat when he becomes too old and ill to work.

Template for Character Cards

Napoleon	Snowball
Boxer	Benjamin
Mr. Henry	Mr Pilkington

Language

(1) Adjectives and Adverbs

- Orwell uses adjectives when he is describing characters, e.g. Clover was a **stoic** **enormous** beast.
- He uses adverbs when he is describing the actions of characters, e.g. walking **contentedly**.

Choose a person or an animal from the text to describe. Think about:

- ✓ What they look like
- ✓ What they do and how they do it

Now write a paragraph describing the person/animal. You need to use at least five adverbs.

(2) Rhetorical Questions

Read Ch 1, pp. 4-5: 'Man is the only creature that consumes without productions and a stall?'

Old Major is trying to persuade the animals to agree with him so he uses a number of rhetorical questions. These include **RHETORICAL QUESTIONS**. A rhetorical question is usually used to make them think. It does not require an answer. In this extract, there are five rhetorical questions.

(a) Find the five rhetorical questions. The first one is done for you.

- 1) How many thousands of gallons of milk have you given during this last year?
- 2)
- 3)
- 4)
- 5)

(b) Choose one of them and explain why you think it would persuade the animals.

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(3) Persuasive Techniques

Read Ch 3, pp. 25-26: 'The mystery of where the milk went to... for the

Squealer is sent to explain to the other animals why the pigs need to have all the milk. He gives them a really good reason (they are just being selfish and greedy) so he uses persuasive techniques to persuade the other animals to agree. The other animals are generally very naive and trusting so they are easily persuaded.

Some of the techniques he uses are:

- Rhetorical questions
- Using the opinion of others (e.g. 'all the animals agree...')
- Personal pronouns (I, you, we, your)
- Fear
- Repetition

1) Find ONE example of each of these techniques.

-
-
-
-
-

2) Write a sentence for each example explaining HOW it persuades. The first one is done for you.

a) RHETORICAL QUESTIONS

'You do not imagine, I hope, that the pigs are doing this in a spirit of mischief?'
Squealer uses this rhetorical question to make the other animals feel guilty.

b) EXPLOITATION

.....

c) PERSONAL PRONOUNS

.....

d) FEAR

.....

e) REPETITION

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(4) Powerful Language

Read Ch 5, pp. 38-39: 'At this there was a terrible baying sound outside Mr Jones.'

How does the writer make the dogs in this extract seem frightening?

You need to look at the language in detail. In particular, you need to identify the powerful adjectives (describing words) that are used. There is also a simile (compare or 'like').

- 1) Find all the strong verbs, powerful adjectives and the simile, e.g. bounding, huge.
- 2) Next, you need to pick two of these language points and write a paragraph for Evidence (Explanation) to show how the language makes the dogs seem frightening. To introduce what you want to say, the Evidence should be a direct quote or quote. Explanation should say what effect those words have on the reader. The example below shows how to do this.

Example:

- (Point) In this extract, Orwell uses adjectives to show the size of the dogs.
- (Evidence) They are described as 'enormous dogs' and 'huge dogs' even though they are not full grown.
- (Explanation) These powerful adjectives emphasise just how large the dogs are, which makes them very threatening to the other animals. The fact that they are not full adult size makes them even more frightening, as they are going to grow bigger and will become even more threatening.

a)

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b)

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(5) Sentence Length

Read Ch 10, pp. 96-97: 'It was just after the sheep had returned... back

In this extract, the writer uses sentences of different lengths to create different effects. Short sentences are usually used to make something sound dramatic or to build suspense. Longer sentences are usually used to describe or explain things.

- 1) Find all the short sentences that stand on their own as separate paragraphs. Write down what you think the writer has done this.
- 2) Find the other short sentences in the extract.
- 3) Look carefully at the longer sentences that are left.

Now pick three sentences. There should be one example from (1), one example from (2) and one from (3). You need to quote the sentence and then explain the EFFECT of that sentence.

- 1) Quote
Effect

- 2) Quote
Effect

- 3) Quote
Effect

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(6) Repetition

Read Ch 10, pp. 97-98: 'After that it did not seem strange... used to wear

In this extract, the writer uses repetition to emphasise certain words.

- 1) Find the phrase that is repeated three times. Write it here:

.....

.....

- 2) When someone repeats something it makes it stand out and helps us to remember. Which phrase does the writer repeat to stand out?

Complete this PEE paragraph:

In this passage the writer uses repetition to make a group of words stand out. The words that repeat is...

.....

He does this because

.....

.....

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CLUE: Think about how the pigs have gradually changed the Seven Commandments

THE SEVEN COMMANDMENTS

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

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- George Orwell writes the story using 3 different methods:

- Match the methods to the following examples:

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Structure

- **Beginning** – The book opens with Old Major's Dream.
- **Middle** – The main part of the book shows how that Dream becomes a reality and becomes corrupted so things do not work out the way that Old Major thought.
- **End** – The pigs have become like Mr Jones so nothing has really changed.

Point of View

First Person Narrative: a story told by one character at a time. The character is called 'I' and the story is told from his/her point of view.

Third Person Narrative: a story told from the author's point of view. The characters are called 'she' and 'they'.

Animal Farm is a **third person narrative** but Orwell does reveal to us some of the thoughts of the ordinary animals, like Clover. The events of the book are mainly seen through the eyes of the pigs (not the pigs or the humans) but they usually do not understand what is really happening and are manipulated.

Write It Yourself

Changing the point of view can help us to understand the book better as it makes us see events from different characters and how they would feel about some of the events in the novel.

Choose one of the following parts of the book and re-write it as a **first person narrative**.

- The expulsion of Snowball in Chapter 5 (from the point of view of Napoleon)
- The execution of the 'traitors' in Chapter 9 (from the point of view of Clover)
- The pigs drinking whisky for the first time in Chapter 8 (from the point of view of the other animals)
- The death of Boxer in Chapter 9 (from the point of view of Benjamin)

You will have to get inside the character's head and see things through their eyes. Write about:

- ✓ What happened
- ✓ Their thoughts and feelings about what happened

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Ideas and Messages

George Orwell wrote *Animal Farm* in 1943 because he was concerned about the USSR. He believed that we should try to create a fairer and more equal society but he did not think that Russia was. He thought that people were being deceived by Stalin and so the book is written in a simple style so that everyone would be able to understand.

Many things have changed in the world since 1943 but *Animal Farm* is still an important book because it shows how dictatorships can happen and the weaknesses of that form of government. It also shows that things can begin well with high ideals but can become corrupt if the wrong people are in charge.

Activity



Read the words in the box. They are an extract from Old Major's speech in Chapter 1.

Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. Remember also that in fighting against Man, we must not come to resemble him. If we conquer him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money or engage in trade. All the animals are equal. In all, no animal must ever tyrannise over his own kind. Weak or strong, clever or stupid, all animals are equal. No animal must ever kill any other animal. All animals are equal. (p. 7)

Now that you have finished reading the book, you will realise that as time passed, the animals began to ignore what Old Major had told them. Find examples from the book that show this.

- 1) No animal must ever live in a house

.....

.....

- 2) No animal must drink alcohol

.....

.....

- 3) No animal must touch money or engage in trade

.....

.....

- 4) No animal must ever tyrannise over his own kind

.....

.....

- 5) No animal must ever kill any other animal

.....

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Essay Writing Advice

Answering an Exam Question

General Advice

- Read the questions carefully. If there is a choice, choose the question for which you think you can give the best answer.
- Highlight or underline key words in the question.
- If there are extracts from texts marked on the paper, read them carefully and think about how they relate to the question.
- If there are bullet points, use them to help you structure your answer.
- Spend a few minutes planning and organising your ideas.
- Make sure that everything you write relates to the question you are being asked.
- Make sure that you use quotes or refer directly to examples from the text (PEE).
- Make sure that you have covered all the AOs (e.g. don't forget context!).

Writing PEE Paragraphs

Point – You introduce what you want to say in a general way

Evidence – You use a direct quote from the text or refer to a specific part of the text

Explanation – You expand this point and write about it in more detail

EXAMPLE

Boxer is a significant character in the novel because he represents the ordinary worker who does his best for everyone in the community. (Point) One of his personal mottos is 'I will work harder'. (Evidence) He recognises that he is much stronger physically than any of the other animals, and this shows that he is dedicated to using his strength for the benefit of the farm. (Explanation)

Writing PEE paragraphs will help you to analyse the text in an organised and structured way.

- Always check that each point relates directly to the question
- Find a relevant quote or text reference to support your point
- Explain the point in more detail and make it clear how the quote or text relates to the question

- Always check your work carefully at the end (AQA/Edexcel – there are marks for presentation).

Planning the Essay

Example

How does Orwell use the character of Squealer to explore ideas about propaganda in *Animal Farm*?

- what Squealer is like
- how he persuades the other animals to support Napoleon and the other pigs
- how he changes the Seven Commandments

In this example, there are bullet points that help you structure your answer. All you need to do is write about each point. The bullet points give you some ideas about what to write. You can write two paragraphs for each point plus an introduction and conclusion.

There is more than one way of answering this question. This is just a suggested structure. You can write your own plan and follow it.

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Plan

Paragraph 1 (Introduction)

Write a couple of sentences explaining who Squealer is (e.g. one of the pigs, a spokesman for Napoleon, etc.).

.....

.....

Paragraph 2

Write about Squealer's physical appearance (e.g. 'round cheeks', 'twinkling eyes') and how he seems innocent and trustworthy.

.....

.....

Paragraph 3

Write about how Squealer is a good talker (e.g. he is very persuasive and can 'turn the tables').

.....

.....

Paragraph 4

Write about the incident of the milk and the apples and how he uses persuasive language to convince the other animals.

.....

.....

Paragraph 5

Write about how Squealer persuades the other animals that Snowball is a traitor and that the windmill was his idea.

.....

.....

Paragraph 6

Write about how Squealer changes the Seven Commandments on the side of the barn.

.....

.....

Paragraph 7

Write about how, at the end of the book, only one commandment is left and that it is 'All Animals Are Equal But Some Animals Are More Equal Than Others'.

.....

.....

Paragraph 8 (Conclusion)

Summarise your ideas making sure that you are directly answering the main question.

.....

.....

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Additional Resources

Whole Text Quiz

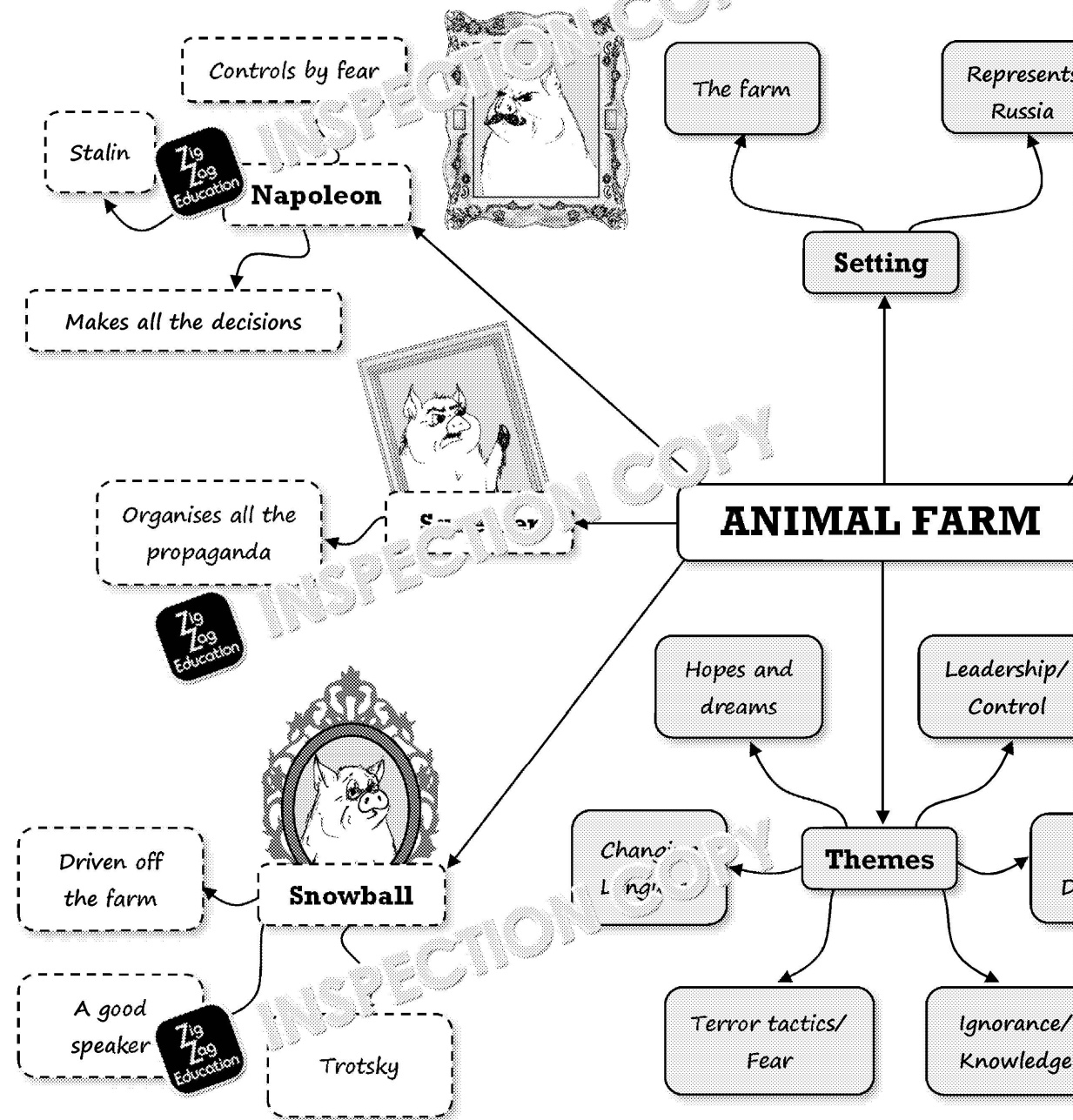
1. Who tells all the animals about his dream at the beginning of the book?
a) Old Major
b) Napoleon
c) Snowball
d) Benjamin
2. Who is the best at making speeches?
a) Boxer
b) Snowball
c) Napoleon
d) Clover
3. What is reserved only for the pigs?
a) Mushrooms
b) Biscuits
c) Milk and apples
d) Carrots and potatoes
4. What is the title of the song of the Rebellion?
a) Animal Revolution
b) Beasts of Animal Farm
c) We Are In This Together
d) Beasts of England
5. What do the sheep like chanting?
a) I must work harder
b) The grass is greener on the other side of the fence
c) Napoleon is always right
d) Four legs good, two legs bad
6. Who secretly changes the words of the Seven Commandments on the side of the barn?
a) Benjamin
b) Clover
c) Squealer
d) Moses
7. Who was appointed by Napoleon?
a) Mr Frederick
b) Mr Pilkington
c) Mr Frederick
d) Mr Jones
8. How did Napoleon become the main leader?
a) He was chosen by Old Major
b) By an election
c) By forcing Snowball
d) Because he was the best
9. What did Frederick and his men blow up?
a) The windmill
b) The store-shed
c) The barn
d) The farmhouse
10. Who was Benjamin's closest friend?
a) Mollie
b) Boxer
c) Squealer
d) Muriel

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Revision mind map of the text



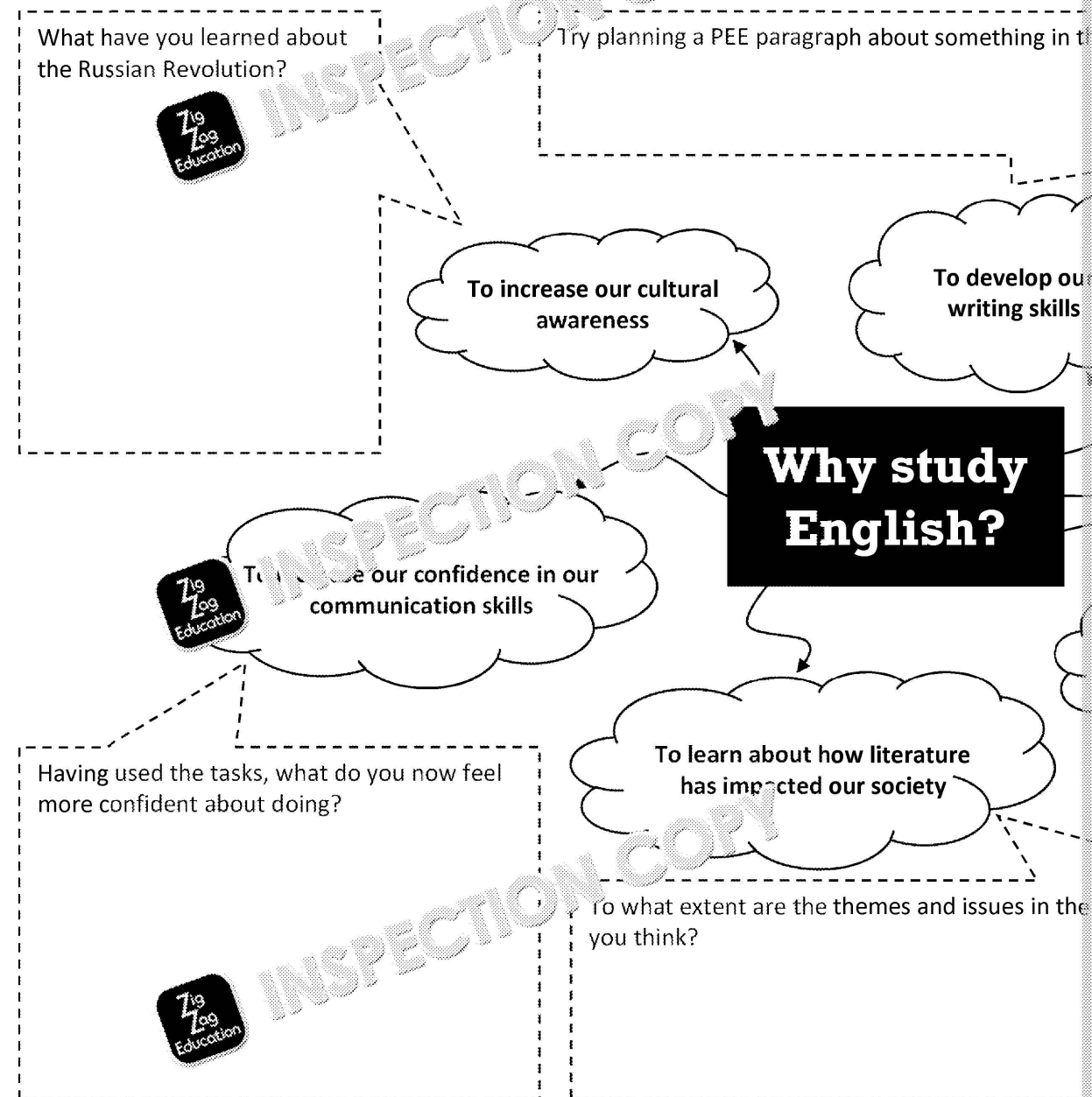
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Mind map of 'Why Should We Study English?'

Complete the speech bubbles with examples of how you have achieved the aim, providing examples with



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A Letter From Benjamin

Dear Reader,

I'm a donkey and have lived for a very long time. I have seen many things in my life from the beginning. The other animals were very happy after the Rebellion as they were for the better for all of us, but I always knew things would go wrong.

I think it probably started with the milk. The pigs kept it for themselves and stole the harvest. The pigs were clever but they couldn't fool me! I knew what they were doing. They used Squealer to convince the other animals, but all the time they were just lying. Most of the animals couldn't read very well so Squealer was able to change the Seven Commandments and the other animals realising what was happening.

Life started to get harder and harder for all the ordinary animals, but the pigs didn't notice. The life at the farmhouse. Nothing had really changed. It was just the same as when Mr Jones was there.

But there is one thing I will never forget. Boxer was my friend. He wasn't very clever but he was a good leader and I hadn't the heart to tell him the truth. Napoleon betrayed him and he was slaughtered when he became too old and ill to work. Oh yes, they told us he was gone, but I never believed their lies.

And now many years have passed and there are only a few of us left who remember the Rebellion. The other day, Snowball asked me to read her the Seven Commandments and I found that one is left, and that one has changed. It now says: 'All animals are equal but some are more equal than others'. I think Snowball has finally realised that things aren't ever going to get better and he has retired. Napoleon has deceived and betrayed us all.

Yours faithfully,
Benjamin

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Answers

Main Event 1

Who's Who in Animal Farm?

Donkeys	Benjamin
Pigs	Old Major
Humans	Mr Jones, Mrs Jones
Ravens	Moses
Dogs	Bluebell, Jessie, Pincher
Goats	Muriel
Horses	Boxer, Clover, Mollie.

All Animals Are Equal

1. Anything that goes upon two legs
2. Anything that goes upon four legs or has wings
3. (a) a feeling of hostility towards others
(b) look or seem like
(c) immoral behaviour
(d) treat someone cruelly
4. Live in a house, sleep in a bed, wear clothes, drink alcohol, smoke tobacco, to tyrannise over other animals, kill any other animal.

Beasts of England

1. Nose-rings, harnesses, bits, spurs, whips
2. Wheat, barley, oats, hay, clover, mangel-wurzels
3. It brings them together and gives them hope of a better future

Main Event 2

How Did the Rebellion Happen?

1. Drank too much and was lazy.
2. Men were idle and dishonest, fields were full of weeds, buildings wanted roof, animals were underfed.
3. Midsummer's Eve (in June).
4. Because the animals had not been fed.
5. c, e, j, g, a, i, d, b, h, f.

The Missing Milk

1. The pigs have kept it for themselves.
2. All animals are equal.

Main Event 3

The Battle of the Cowshed

- | | |
|----------------------|------------------|
| 1) g – Mr Jones | 6) c – the geese |
| 2) a – Mr Pilkington | 7) j – Benjamin |
| 3) f – Mr Frederick | 8) e – a sheep |
| 4) h – the pigeons | 9) d – Boxer |
| 5) b – Snowball | 10) i – Mollie |

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Main Event 4

Napoleon v Snowball

Napoleon	Produced no schemes of his own, was against the windmill, was against argued food production was the most important thing, thought they themselves.
Snowball	Studied farming magazines and was full of ideas and schemes, in fact detailed plans on the shed floor, maintained that the windmill was the thought they should send out the pigeons to encourage rebellions

Snowball is Exiled

1. Electric ... to make their lives easier with automated machinery, light, heat and
2. He was ... to lose the vote.
3. The dogs chased him off the farm.
4. Sunday meetings would end. Decisions would be made by a committee of pigs

Main Event 5

The Execution of the 'Traitors'

1. Animal Hero, First Class and Animal Hero, Second Class
2. Four pigs
3. Boxer pinned them to the ground. Napoleon ordered him to let them go.
4. They were killed
5. They were killed as well.
6. Out of fear/felt they had no choice
7. To frighten all the other animals so much that no one would challenge his position

Main Event 6

What Happens Next?

- | | |
|-----------------|---------------|
| 1) Mr Frederick | 7) smoke |
| 2) guns | 8) destroyed |
| 3) hid | 9) upset |
| 4) windmill | 10) won |
| 5) base | 11) wounded |
| 6) loud | 12) announced |

Victory or Defeat?

- Mr Frederick and his men ran away – 'The next moment the cowardly enemy
- The animals had kept hold of the land – 'Have we not driven the enemy off our Farm?'
- Animals were killed and wounded – 'A cow, three sheep and two geese were wounded.'
- The windmill had been destroyed – 'a huge cloud of black smoke was hanging

Main Event 7

Crack The Code

1. I will work harder (Boxer)
2. They're taking you away (Benjamin)
3. Get out of here! They are taking you to your death (Clover)
4. It was the most affecting sight I have ever seen (Squealer)

Another Case of Whisky

- | | |
|--------------------------------------|-------------------------|
| 1. No | 3. Whisky |
| 2. He was sold and then slaughtered. | 4. It came from selling |

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Main Event 8

Manor Farm

Bought a wireless set, had a telephone put in, started subscribing to magazines and smoking a pipe, wearing clothes, living in the house, sitting on chairs, socialising and drinking beer.

Context

Context 1

People and Organisation

Snowball, ordinary people, the organisation that distributed propaganda, police, Mr Jones, Mr Frederick, Mollie, ordinary working people, Tsar's wife, Moscow, working people.

Context 2

Events

- The Rebellion – The Russian Revolution
- Snowball is chased off the farm – Trotsky is exiled from Russia
- Four pigs plus other animals executed – People who oppose Stalin are executed
- Battle of the Windmill – Battle of Stalingrad
- Pigs invite local farmers for a meal – The Tehran Conference

Themes

Themes 1

- | | |
|---------------|---------------|
| 1) convince | 6) trust |
| 2) statistics | 7) member |
| 3) rations | 8) dishonesty |
| 4) turnips | 9) spokesman |
| 5) hungry | 10) dogs |

Themes 2

1. He does not believe in discussion – 'there would be no more debates'
2. He is the main decision-maker – 'presided over by himself'
3. He expects everyone to obey his orders – 'He announced'
4. He does not allow anyone to disagree with him – 'the sheep broke out into a mutiny'
5. He rules by fear – 'the dogs sitting round Napoleon let out deep, menacing growls'

Themes 3

1. 'sacrifice' – uses emotive language to manipulate the animals into believing that
2. 'determined' 'thwart' – strong words show how defiant the hens are
3. 'swiftly' 'ruthlessly' – the adverbs show Napoleon's lack of mercy
4. 'decreed' 'a grain of corn' – shows power and lack of mercy
5. 'capitulated' – strong verb shows how they are completely defeated

Themes 4 (Possible answers – there are others)

- Leadership/Control – Ch 5: Snowball is expelled, Napoleon gets rid of his main rival and becomes the main leader.
- Ignorance/Knowledge – Ch 5: Boxer gains knowledge from books and so becomes more intelligent.
- Trust/Dishonesty – Ch 5: Betrayal of Boxer. The animals trust that Boxer will help them, but he is sent to the slaughterhouse.
- Manipulation of Language/Changing Seven Commandments – Ch 10: Only one commandment remains, all animals are equal but some are more equal than others.
- Terror Tactics/Fear – Ch 7: Hens forced to give up their eggs. Napoleon withholds food to stop the other animals from helping them.
- Dreams/Hopes For the Future – Ch 9: Boxer becomes ill and looks forward to a better future.

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Characters

Characters 1 – Old Major

He is still a good-looking pig – 4

He gives them wise advice – 5

He is a respected leader – 2

He believes that Man is the source of all their problems – 1

He believes in democracy – 3

Characters 2 – Boxer

- hard worker – ‘seemed to pull three horses than one’
- looked up to by everyone – was the admiration of everybody’
- got up to work – ‘put in some volunteer labour...before the regular day’s work’
- never gave up – ‘His answer to every problem, every setback, was “I will work harder”’

Language

Language 2

‘And what has happened to that milk which should have been breeding up sturdy piglets?’

‘How many eggs have you laid in this last year, and how many of those eggs ever hatched?’

‘Clover, where are those four foals you bore, who should have been the support and strength of the farm?’

‘In return ... what have you ever had except your bare rations and a stall?’

Old Major is trying to make the animals question the way that things have always been and to believe that they have a right to a better way of life.

Language 3 (Possible answers – there are others)

- Rhetorical Question – ‘You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege?’
- Expert Opinion – ‘This has been proved by Science, Comrades!’
- Personal Pronouns – ‘It is for *us* that we drink that milk and eat those apples!’
- Fear – ‘Jones would come back!’
- Repetition – ‘Yes, but he will come back!’

Language 4

- Strong verbs – bounding, dashed – suggest speed
- Powerful adjectives – terrible, enormous, brass-studded, snapping, huge, – suggest aggressive behaviour
- Simile – ‘as fierce-looking as wolves’ – suggests aggressive behaviour, capable of violence

Language 6

‘It did not seem strange’

Emphasises how much things have changed as it should have been unacceptable to them.

Form

1. Monologue
2. Reported Speech
3. Narrative
4. Dialogue

Ideas and Messages

1. Ch 6 (p. 41) The pigs move into the farmhouse.
2. Ch 8 (p. 51) The pigs find a case of whisky and drink it.
3. Ch 6 (p. 46) Napoleon announces that Animal Farm will begin to trade with the humans.
4. Ch 7 (p. 56) Napoleon forces the hens to give up their eggs.
5. Ch 7 (p. 62) The dogs kill a number of animals who ‘confess’ to crimes.

Quiz (1) a (2) b (3) c (4) d (5) d (6) c (7) a (8) c (9) a (10) b

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