Overview

**Background** Published at the onset of the Cold War, *Animal Farm* is a satire of the Soviet regime’s failure to realize a just socialist nation. In contrast to the twists and turns that characterize political language, Orwell’s writing style is direct and unambiguous. He believed that people should not costume their ideas in an effort to make them more acceptable or palatable. Instead, he admired those who communicated clearly and in a style that appealed to the common sense of the reader.

**Book Summary** Many readers interpret this story as representing Soviet dictator Joseph Stalin’s rise to power and his cruel oppression of the Soviet people. In Orwell’s narrative, barnyard animals revolt against their self-appointed leader. They are successful, and for a time, things are pleasant at Animal Farm. Before long, the pigs that took leadership of the farm start to act just like the humans they overthrew. Animal Farm becomes just as oppressive as the original Manor Farm, and the reader is forced to wonder if power always corrupts.

About the Author

Born on June 25, 1903, as Eric Arthur Blair, George Orwell was sent to an English boarding school when he was only eight years old. Away from his family, Orwell was miserable. He was an outsider at Saint Cyprian, lacking the titles and money that his classmates boasted. Upon graduation, his grades were not high enough to attend a major university. Instead, he became a police officer for the Indian Imperial Police in Burma, only to quit suddenly after returning to England on medical leave. In England, he decided to pursue writing.

Orwell published several novels, but these works had yet to show the conviction that was at the foundation of two of his most popular novels, *Animal Farm* and *1984*. His writing was best when he focused his energies on the social injustices he witnessed and experienced.
Reading the Book

There are several options for reading *Animal Farm*. They include:

- **Whole Class** Assign sections of the book and discussion dates using the planner on *Student Journal, page 1*. After students read a section and respond to the corresponding *Student Journal* pages, have a class discussion. At the end of the book, the class meets for *The Exchange*.

- **Small Groups** Read the book *Introduction* with the group. Group members then read an agreed-upon number of pages, complete the corresponding *Student Journal* pages, and meet to discuss. When they finish the book, they meet again for *The Exchange*. Use the planner on *Student Journal, page 1* to establish meeting times.

- **Independently** Students read the book on their own and then meet as a group for *The Exchange*. Use the planner on *Student Journal, page 1* to establish the meeting time.

- **Guided Reading** Have students read *Student Journal, page 2* and monitor their discussion of the *What If?* scenario. Read aloud the book *Introduction* to give students background on the book. As students read, use the *Before You Move On* questions to guide comprehension. Use the *Look Ahead* to set a focus for reading the next set of pages. At the end of each section, assign the appropriate *Student Journal* pages. Discuss the pages before starting the next section. Establish a date for *The Exchange* and record it on the planner.

Getting Started

Have students read *What If?* on *Student Journal, page 2* and discuss the scenario. Encourage students to describe the similarities and differences between the scenario and their lives and imagine how the situation would affect them.

- Have students write their responses to the three questions below the scenario and compare answers with a partner or the group.

- Have students discuss how the situation might relate to *The Exchange* question and then write a brief summary of their discussion in the *Student Journal*. 
Introduction
Have students read the book Introduction. Check their comprehension with the three follow-up questions on Student Journal, page 3.

Introduction: Key Concepts
Have students study the first Key Concept with the help of the graphic organizer on Student Journal, page 4. After studying the example, they should create similar graphic organizers to focus their understanding of the remaining Key Concepts.
### Chapters I–IV

**PAGE 23**

1. **Conflict** According to Major, why is Man the enemy?
   
   *Man is the enemy because he does not give animals freedom to live off what they produce, and he works them until they are no longer useful.*

2. **Summarize** What is the main message Major gives to the other animals on the farm?
   
   *Animals should rebel against the tyranny of Man and treat all animals as comrades in a unified struggle.*

**PAGE 36**

1. **Cause and Effect** Reread pages 27–29. What events trigger the Rebellion?
   
   *Jones forgets to feed the animals for almost two days. So the animals steal food and get whipped. They decide to fight Jones.*

2. **Inference** Why are the pigs more interested in the Rebellion than other animals?
   
   *As the more intelligent animals, they see the power it could bring them.*

**PAGE 56**

1. **Plot** Why do the animals accept the pigs getting all the milk?
   
   *The pigs convince the animals that they should get the milk because they do all of the brain work and without them Mr. Jones could return.*

2. **Conclusions** Why do the other farmers help Mr. Jones when he tries to reclaim his farm?
   
   *They see how successful the animal revolution is and are afraid that their animals will do the same.*

### Respond to Chapters I–IV (continued)

<table>
<thead>
<tr>
<th>Number</th>
<th>Personal Response</th>
<th>Opinion</th>
<th>Plot</th>
</tr>
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<tr>
<td>1.</td>
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<td>Do you think that the Seven Commandments of Animalism make Manor Farm a more democratic place? Why or why not? Use the word democratic in your response.</td>
<td>The other animals discover that the pigs are keeping the milk and fruit for themselves. What is the significance of this event to the plot?</td>
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**Respond to Chapters I–IV**

1. **Personal Response** Old Major inspires the animals to start a revolution against their cruel master, Mr. Jones. Describe a person who inspires you.

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2. **Opinion** Do you think that the Seven Commandments of Animalism make Manor Farm a more democratic place? Why or why not? Use the word democratic in your response.

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### Character Description Chart

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<tr>
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<th>What This Shows About the Character</th>
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<tr>
<td>Snowball</td>
<td>leads the animals’ revolt; creates plans to build the windmill</td>
<td>Snowball is a strategist and an inventor. He wants to make the farm better. Squealer is a follower. He serves Napoleon and that gives him power.</td>
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<td>Squealer</td>
<td>communicates Napoleon’s rules; tells Napoleon about any suspicious behavior</td>
<td>Napoleon is manipulative and fierce. He is a ruthless dictator.</td>
</tr>
<tr>
<td>Napoleon</td>
<td>makes all the decisions on the farm; gets rid of any animal that objects to him</td>
<td></td>
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*Note: Napoleon is named after a French dictator, so this character name is very appropriate. Based on what you know about Squealer and Snowball, how do their names fit them? His name, Snowball, suggests that he is not a harmful animal. As Squealer’s name indicates, he is a squealer. He snitches on animals. He also delivers all of Napoleon’s lies.*
Chapters V–VII

PAGE 71
1. **Character’s Motive** What makes Mollie go back to working for Man?
   
   *Mollie does not want to give up enjoying small luxuries. She leaves Animal Farm in exchange for attention from Man.*

2. **Inference** Napoleon debates against all of Snowball’s plans for the farm, but has no plans of his own. Why?
   
   *He is biding his time until the dogs are trained, and he can take over.*

PAGE 85
1. **Comparisons** Napoleon breaks some commandments. How does Animal Farm begin to resemble Manor Farm again?
   
   *The animals are forced to work for rations, give food to humans, and engage in trade. They are motivated by fear and obedience. Not everyone is equal.*

2. **Character’s Motive** Why does Boxer work so hard and repeat his slogans?
   
   *The only thing he can control is how much he works. He feels that getting things done will solve problems.*

PAGE 103
1. **Character’s Motive** The animals are unhappy. What does Napoleon gain by turning Snowball into the enemy?
   
   *Napoleon unites the animals by creating a common enemy. This allows him to stop complaints about food shortages, cruelty, and overwork.*

2. **Mood** How does the mood of the story change after the executions?
   
   *The animals are no longer happy and free. They can’t believe what the Rebellion has turned into. They will remain faithful but have lost their spirit.*
Animal Farm

Pages 104–158 Answers for Before You Move On

Chapters VIII–X

...continued...

PAGE 124

1. Character’s Motive  Why does Napoleon rarely appear in public?

It makes him seem more powerful and important. He does not mix with the common masses.

2. Inference  Reread page 105. Why do the animals barely remember life before the Rebellion?

Squealer fills them with so much information and lies that they don’t know what really happened.

PAGE 141

1. Character’s Motive  Why does Benjamin read the side of the van when he refused to read for the animals before?

He is now affected by Napoleon because Napoleon hurt someone he was devoted to.

2. Inference  Reread pages 129–130. Why do the pigs insist on more ceremonies and songs in the animals’ daily routine? Ceremonies and songs offset the hardships of the farm and motivate the animals to continue working.

PAGE 158

1. Irony  Reread page 146. What is the irony of the outcome of Animal Farm?

The animals are proud that they are the only farm run by animals and not Man, but the animals on Animal Farm are treated worse by the pigs than they were by Man.

2. Paraphrase  Reread page 150. What does “All animals are equal but some animals are more equal than others” really mean?

The statement implies that all animals are not equal; some are better than others, or at least they think they are.

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PAGE 146

Reread page 146. What is the irony of the outcome of Animal Farm?

The animals are proud that they are the only farm run by animals and not Man, but the animals on Animal Farm are treated worse by the pigs than they were by Man.

PAGE 150

What If?

Explain why the animal’s qualities would make them a good friend.

Reread page 105. Why do the animals barely remember life before the Rebellion?

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Exchange Discussion

THE QUESTION

Does power always corrupt?

• Was everyone in this book corrupted by power? Explain. No. The characters in the book with power are the humans, Napoleon, and Snowball. The humans and Napoleon are corrupted by power because they use their power to gain things for themselves. Snowball is not corrupted by power because he acts for the good of the group.

• Tell about a time when you had to decide if you should keep quiet or revolt against something you felt was wrong.

• The animals all react differently to Napoleon and his dictatorship. Which animal do you feel best represents what you would do under these injustices? Explain your reasons.

Evaluate the Discussion

Use the reproducible master from page 8 of this Teacher's Guide to evaluate The Exchange discussion. The form may also be used by students for group assessment.

Discussion Rubric

Evaluate the Discussion

<table>
<thead>
<tr>
<th>Excellent</th>
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<th>Fair</th>
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<tbody>
<tr>
<td>□ Everyone participated.</td>
<td>□ Most people participated.</td>
<td>□ Only a few people participated.</td>
</tr>
<tr>
<td>□ Everyone spoke clearly.</td>
<td>□ Most people spoke clearly.</td>
<td>□ Some people did not speak clearly.</td>
</tr>
<tr>
<td>□ Everyone listened carefully.</td>
<td>□ Most people listened carefully.</td>
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<tr>
<td>□ We stayed on the topic throughout the discussion.</td>
<td>□ We stayed on the topic most of the time.</td>
<td>□ We did not stay on the topic all the time.</td>
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<tr>
<td>□ We responded to each other’s thoughts and ideas often.</td>
<td>□ We commented on each other’s thoughts and ideas sometimes.</td>
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<td>□ Most people used examples from the book to support their points.</td>
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<td>□ Most people gave detailed answers using their experiences and even other texts.</td>
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**Notes:**

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**Assessment**

Assess students’ understanding of *Animal Farm* by administering the multiple-choice test and essay questions. (Teacher’s Guide, pages 10–12)

**How you administer the Assessment depends on your objective.** You may choose to use the test as:

- an open-book test to allow students to continue practicing reading strategies and/or become familiar with a typical standardized test format
- a closed-book test to check students’ comprehension of the book and their abilities in various reading skills
- a take-home test to allow students to practice reading strategies as well as test-taking skills

Suggested point values are as follows:

**Assessment Part I:** 5 points per question for a total of 50 points.

**Assessment Part II:** 40 points possible (see Scoring Guide, page 13)

---

**Assessment Part I**

1. Which of these is the best plot summary?
   - A. The animals successfully revolt. They realize that living by their own rules is better than working under Mr. Jones.
   - B. When the animals have an opportunity to rule their own farm, they can become equally corrupt as human beings when one animal takes over.
   - C. After the animals gain control of the farm, the pigs start acting like human beings. Boxer works really hard. Mollie goes back to work for Man.
   - D. When bumptious animals obtain power to govern their own farm, they build a windmill. When it is destroyed they blame Man.

2. The animals of Manor Farm started a windmill to improve the farm. Does this statement support the author’s idea that animals and men are unequal?
   - A. Human equality with animals is mentioned.
   - B. Equality is not discussed.
   - C. Animals are not equal to men.
   - D. No opinion stated.

3. Napoleon does not give the animals enough food and slaughters anyone who violates the commandments that would balance the power among different animals.
   - A. Equations
   - B. Resolutions
   - C. Rebellions
   - D. Interpretation is inadequate

4. When Napoleon executes the animals, the author creates a mood of:
   - A. Anger
   - B. Excitement
   - C. Happiness
   - D. Disappointment

5. What can the reader conclude about Mollie?
   - A. Mollie behaves in ways that are not suitable for animals.
   - B. Mollie behaves in ways that are suitable for animals.
   - C. Mollie behaves in ways that are not suitable for humans.
   - D. Mollie behaves in ways that are suitable for humans.

6. After Napoleon executes the animals, the author creates a mood of:
   - A. Anger
   - B. Excitement
   - C. Happiness
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**Assessment Part II**

**Guidelines for Short Essay**

Have students write a short essay in response to one of the writing prompts below. Use the Scoring Guide to assist in your evaluation of their essays.

**A. Old Major states that Man is the enemy and encourages a revolution. What did Old Major fail to foresee? How was his vision of Animal Farm different from Napoleon’s?**

Responses should address how power, whether in the hands of humans or animals, can corrupt. Old Major’s vision failed because he could not foresee that animals, when placed in a position of whole-power, could become just as corrupt and even worse than people. Students may write that given what they know now, they would advise the animals to create commandments that would balance the power among different animals.

**B. How does Napoleon gain and keep control of Animal Farm? How do the animals react to his leadership? What could the animals have done to stop Napoleon?**

Responses should address how Napoleon gained control by using the dogs to instill fear in the animals and on Snowball out of Animal Farm. He kept control by using the dogs, Squealer, and all the horses to spread his lies and interrupt when there was uneasiness in the animals. The animals realized that Man would never let them be a free people. They could have questioned Napoleon’s rules and planted seeds to revolt against him.

**Scoring Guide**

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**Assessment Part I, continued**

7. The animals are struggling with the disappointment that life has not become better under Napoleon. Which sentence from the book suggests this?
   - A. The animals were not badly off although that summer was, in spite of the hard work of the whole farm.
   - B. As for the others, their life, so far as they knew, was as it had always been.
   - C. Once again the animals were conscious of a vague uneasiness.
   - D. But if there was want to be borne, they were partly offset by the fact that life nowadays had a greater dignity than it had had before.

8. On page 115, why does Squealer use the word readjustment instead of reduction when talking about the animals’ food ration?
   - A. Squealer does not want to admit that there is a food shortage.
   - B. Squealer believes that the animals do not need as much food as they demand.
   - C. Squealer does not know how to read so he uses the wrong word when talking about the ration.
   - D. Napoleon has given Squealer specific instructions about what words to use.

9. In what way does Snowball feel connected to the windmill?
   - A. Snowball feels that the animals are capable of building the windmill.
   - B. Snowball feels that he is capable of building the windmill.
   - C. Snowball feels that the animals are capable of building the windmill.
   - D. Snowball feels that he is capable of building the windmill.

---

**Assessment Part II**

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Assessment Part I

Circle the best answer.

1. Which of these is the best plot summary?
   A  When the animals successfully revolt, they realize that living by their own rules is better than working under Mr. Jones.
   B  When the animals have an opportunity to rule their own farm, they realize that they can become equally corrupt as human beings when one animal takes over.
   C  After the animals gain control of the farm, the pigs start acting like humans. Boxer works really hard. Mollie goes back to work for Man.
   D  When barnyard animals obtain power to govern their own farm, they build a windmill. When it is destroyed they blame Man.

2. The animals of Manor Farm started a ______ in order to gain control of the farm.
   A  revolution
   B  club
   C  dictatorship
   D  team

3. Napoleon does not give the animals enough food and slaughters anyone who violates the rules. These are examples of ______.
   A  humanity
   B  injustices
   C  revolutions
   D  rebellions

4. What can the reader conclude about Mollie?
   A  Mollie leaves Animal Farm because she does not get along with the other animals.
   B  Mollie leaves Animal Farm because she feels she is overworked.
   C  Mollie chooses a different master who provides her with small luxuries that make her happy.
   D  Mollie chooses to leave Animal Farm because she does not value freedom.

5. Why does Benjamin decide against voting for either Snowball’s windmill or Napoleon’s manger?
   A  He thinks that no matter who is in charge and what changes are made, life will not improve.
   B  He does not think that the animals are capable of building the windmill.
   C  He does not think the animals will survive long without their old master, Mr. Jones.
   D  He cannot determine which will help the animals more, the windmill or a full manger.

6. After Napoleon executes the animals, the author creates a mood of—
   A  anger
   B  excitement
   C  happiness
   D  disappointment
7. The animals are struggling with the disappointment that life has not become better under Napoleon. Which sentence from the book suggests this?

A  The animals were not badly off throughout that summer, in spite of the hardness of their work.

B  As for the others, their life, so far as they knew, was as it had always been.

C  Once again the animals were conscious of a vague uneasiness.

D  But if there were hardships to be borne, they were partly offset by the fact that life nowadays had a greater dignity than it had had before.

8. On page 115, why does Squealer use the word readjustment instead of reduction when talking about the animals' food ration?

A  Squealer does not want to admit that there is a food shortage.

B  Squealer believes that the animals do not need as much food as they demand.

C  Squealer does not know how to read so he uses the wrong word when talking about the ration.

D  Napoleon has given Squealer specific instructions about what words to use.

9. In what way does Snowball feel connected to the windmill?

A  Snowball feels that it is his opportunity to contribute something important to Animal Farm.

B  Snowball is certain that building the windmill will allow the other animals to see him as their leader.

C  Snowball feels that a windmill should be on every farm.

D  Snowball cannot wait to build the windmill because he knows that Napoleon is against it.

10. Near the end of the story, the animals cannot tell the difference between the pigs and men. This helps the reader understand—

A  that conditions on Animal Farm will probably get better

B  that Man will be in charge of Animal Farm again

C  that animals and men both have become corrupted by power

D  that animals and men can never be equals
Assessment Part II

Choose one question to answer. Write 3–4 paragraphs. Use 3 examples from the text to support your answer. Continue your essay on a separate sheet of paper if necessary.

A. Old Major states that Man is the enemy and encourages a revolution. What did Old Major fail to foresee? How was his vision of Animal Farm different from Napoleon’s? Knowing what you do now, how would you advise the animals on the farm?

B. How does Napoleon gain and keep control of Animal Farm? How do the animals react to his leadership? What could the animals have done to stop Napoleon?
Guidelines for Short Essay

Have students write a short essay in response to one of the writing prompts below. Use the Scoring Guide to assist in your evaluation of their essays.

A. Old Major states that Man is the enemy and encourages a revolution. What did Old Major fail to foresee? How was his vision of Animal Farm different from Napoleon’s? Knowing what you do now, how would you advise the animals on the farm?

Responses should address how power, whether in the hands of humans or animals, can corrupt. Old Major’s vision failed because he could not foresee that animals, when placed in a position of absolute power, could become just as corrupt and evil as people. Students may write that given what they know now, they would advise the animals to create commandments that would balance the power among different animals.

B. How does Napoleon gain and keep control of Animal Farm? How do the animals react to his leadership? What could the animals have done to stop Napoleon?

Responses should address how Napoleon gained control by using the dogs to instill fear in the animals and run Snowball out of Animal Farm. He kept control by using the dogs, Squealer, and the sheep to spread his lies and interrupt when there was uneasiness about a decision. The animals let their fear and ignorance control them. They could have questioned Napoleon’s rules and joined together to revolt against him.

Scoring Guide

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