ANIMAL FARM: 
A UNIT PLAN

Second Edition

Based on the book by George Orwell
Written by Mary B. Collins

Teacher's Pet Publications, Inc.
11504 Hammock Point
Berlin, Maryland 21811

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ORWELL, George (1903-50). As a journalist and writer of autobiographical narratives, George Orwell was outstanding. But he will be remembered primarily for two works of fiction that have become 20th-century classics: 'Animal Farm', published in 1944, and 'Nineteen Eighty-four' (1949).

George Orwell is a pen name. His real name was Eric Arthur Blair, and he was born in 1903 at Montihari in Bengal, India, where his father was a minor British official. His family had social status but little money, a fact that influenced Orwell's later attitude toward the English class system and the empire's treatment of its subject peoples. About 1911 the family returned to England. Blair was sent to school in Sussex, where he was distinguished both by his poverty and his intelligence. He later wrote of his miserable school years in 'Such, Such Were the Joys' (1953). He attended Eton in the years 1917 to 1921 but decided against going on to a university. Instead he went to Burma as a member of the British imperial police.

His own poverty, plus his growing aversion to Britain's imperial policies, led him to resign from the government in 1928 and spend several years as a vagrant among the poor and outcast of Europe. He also spent time among the unemployed miners in the north of England. These experiences were recounted in 'Down and Out in Paris and London' (1933) and 'The Road to Wigan Pier' (1937).

Then Orwell was off to Spain to report on the Civil War. His adventures in Spain were told in 'Homage to Catalonia' (1938), one of his best books.

During World War II Orwell wrote for the British Broadcasting Company and worked as a literary editor for the London Tribune. Publication of 'Animal Farm' in 1944 made him rich at long last, and he could devote himself to writing. He bought a house on the island of Jura, where he wrote 'Nineteen Eighty-four'. By the time it was published, Orwell was already ill from the tuberculosis from which he died on Jan. 21, 1950, in London.
INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Animal Farm* by George Orwell. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the element of persuasion through a media presentation and discussion. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty-five pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

The **group activity** which follows the reading of the novel has students working in small groups to discuss some of the main elements of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas about their topics relating to the novel.
The group activity is followed by a reports and discussion session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

Following the reporting session, two lessons are devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students’ understanding of the novel.

After students complete the discussion questions, there is a vocabulary review lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three writing assignments in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to give students the opportunity to express their personal opinions: students write a composition in which they set forth the seven commandments they think are appropriate for our society. The second assignment is to inform: students write compositions in which they answer one of the Extra Discussion Questions/Writing Assignments. They begin this assignment in the library because answering some of the questions may require a bit of research. The third assignment is to give students a chance to persuade: students pretend they are Snowball and create a complete plan for replacing Napoleon.

There is a large group activity in which students pretend they, as a whole class, are stranded in the mountains for one year. Their assignment is to devise a plan for their own survival for the year. At the end of the time allotted for this assignment by the teacher, students must hand in a document detailing their plans.

In addition, there is a nonfiction reading assignment. Students are required to read a piece of nonfiction related in some way to Animal Farm. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice public speaking.

The review lesson pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The unit test comes in two formats: short answer and multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test which is even more challenging.
There are additional support materials included with this unit. The extra activities packet includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys immediately follow the reproducible student materials. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.
UNIT OBJECTIVES - *Animal Farm*

1. Through reading Orwell's *Animal Farm*, students will gain a better understanding of the structure of a society and the use and abuse of power.

2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.

3. Students will study the theme of man's inhumanity to man.

4. Students will study the art of persuasion.

5. Students will study the roles of rules and individuals in society.

6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.

7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Animal Farm* as they relate to the author's theme development.

8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.

9. The writing assignments in this unit are geared to several purposes:
   a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
      Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
   b. To check the students' reading comprehension
   c. To make students think about the ideas presented by the novel
   d. To encourage logical thinking
   e. To provide an opportunity to practice good grammar and improve students' use of the English language.

11. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.
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### UNIT OUTLINE - *Animal Farm*

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**Key:**  
- P = Preview Study Questions  
- V = Vocabulary Work  
- R = Read
STUDY GUIDE QUESTIONS
SHORT ANSWER STUDY GUIDE QUESTIONS - Animal Farm

Chapters 1 - 3
1. Identify Old Major, Boxer, Clover, Benjamin and Mollie.
2. For what purpose did Major call the meeting of the animals?
3. After they vote and decide rats are comrades, Major summarizes his points for the animals to remember. What are they?
4. What is "Beasts of England"? For what does it stand?
5. Why did the pigs get the job of teaching and organizing?
6. Identify Snowball, Napoleon, Squealer and Moses.
7. What actually brought about the rebellion?
8. What were the Seven Commandments?
9. Who gained leadership of the animals? Why?
10. Describe the animals' flag.
11. What happened to the milk and apples? How did Squealer rationalize that?

Chapters 4 - 6
1. What was the Battle of the Cowshed?
2. What was Snowball's role in the Battle of the Cowshed?
3. Describe the relationship between Napoleon and Snowball.
4. What topic divided the animals? Which pig was for and which was against?
5. How did Napoleon get rid of Snowball and gain full control of the animals?
6. What changes did Napoleon make first?
7. How did Squealer justify Napoleon's take-over to the others?
8. What two maxims did Boxer adopt?
9. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?
10. For what purpose did Napoleon begin trading?
11. Why did the pigs say they had to move into the house?
12. Who did Napoleon blame for the windmill disaster? Why?

Chapters 7 - 8
1. Why did the hens have to give up their eggs?
2. How has Snowball's role been changed by the end of Chapter 6?
3. Why did Napoleon begin executing animals?
4. Whom did Boxer blame for the executions? What was his solution?
5. Why did the animals sing the "Beasts of England" song slowly and mournfully as they were gathered on the knoll?
6. Why was the singing of "Beasts of England" banned?
7. In what ways has Napoleon set himself apart from the other animals?
8. How did Frederick cheat Napoleon?
9. What moved the animals to attack Frederick and his men at the Battle of the Windmill?
10. Why was Comrade Napoleon "dying"?
Animal Farm Study Questions Page 2

Chapters 9 - 10
1. What special treatment did pigs and piglets get?
2. What happened to Boxer?
3. The animals on the farm worked hard. What was their consolation?
4. What was Clover startled to discover?
5. What commandment took the place of the Seven Commandments?
6. What did the other animals see when they looked in to the farmhouse?
ANSWER KEY: SHORT ANSWER STUDY QUESTIONS - Animal Farm

Chapters 1 - 3
1. Identify Old Major, Boxer, Clover, Benjamin and Mollie.
   Old Major was an old pig highly regarded by the other animals. He began the whole idea of the revolution. Boxer was a huge, strong horse, not very smart but of good character. Clover was a motherly, middle-aged mare. Benjamin was a donkey, the oldest animal on the farm. He was skeptical, cynical, and never laughed. Also, he was friends with Boxer. Mollie was a "foolish, pretty white mare" who liked sugar and pretty ribbons.

2. For what purpose did Major call the meeting of the animals?
   He wanted to tell them about his vision of a happier time for animals, a time when the animals can live together and have a much better life without Man.

3. After they vote and decide rats are comrades, Major summarizes his points for the animals to remember. What are they?
   "Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered 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 habits of Man are evil. And above all, no animal must ever tyrannize over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal."

4. What is "Beasts of England"? For what does it stand?
   "Beasts of England" is the song of the revolution. It stands for the hopes and dreams of the animals for having a better life.

5. Why did the pigs get the job of teaching and organizing?
   They were "generally recognized as being the cleverest of animals."

6. Identify Snowball, Napoleon, Squealer and Moses.
   Snowball and Napoleon were two of the more prominent pigs. Napoleon was "not much of a talker but had a reputation for getting his own way." Snowball was "quicker in his speech and more inventive, but was not considered to have the same depth of character." Squealer was a brilliant talker. "Others said of Squealer that he could turn black into white." Moses was a tame raven who told the animals about Sugarcandy Mountain, where life was much better for animals.

7. What actually brought about the rebellion?
   The animals were hungry and broke in to get food. When Jones tried to stop them, they ran him (and others) out.
8. What were 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.

9. Who gained leadership of the animals? Why?
   The pigs gained leadership because they were recognized as the cleverest by the other animals. Someone had to plan out the work, etc. -- something that Old Major had overlooked.

10. Describe the animals' flag.
    The flag was green for the green fields of England. It had a white hoof and horn on it, representing the republic of the animals.

11. What happened to the milk and apples? How did Squealer rationalize that?
    The pigs were eating the milk and apples. They were "trying to preserve their health so they could make good decisions as leaders of the animals."

Chapters 4 - 6
1. What was the Battle of the Cowshed?
   Jones and the other farmers came with sticks and guns to retake the farm. Snowball had planned for this event, and the animals ran the people off the farm again.

2. What was Snowball's role in the Battle of the Cowshed?
   Snowball's role was one of leadership. Not only did he plan the battle in advance, he bravely fought with the animals. The animals' perception of Snowball's role in this battle was one of the things that Squealer is able to eventually reverse through propaganda.

3. Describe the relationship between Napoleon and Snowball.
   Napoleon and Snowball do not agree on anything.

4. What topic divided the animals? Which pig was for and which was against?
   The topic of building the windmill divided the animals. Napoleon was against it; Snowball was for it.

5. How did Napoleon get rid of Snowball and gain full control of the animals?
   He had apparently secretly been raising the nine puppies (he had taken from Jessie and Bluebell) as guard dogs for himself. The dogs came into the meeting and ran Snowball off of the farm.
6. What changes did Napoleon make first?
   He ruled that decisions would be made by the pigs (in committees) and that there would be no
   more debates.

7. How did Squealer justify Napoleon's take-over to the others?
   He said that Napoleon had taken on extra responsibility (that he didn't want to but it was
   necessary), that he wouldn't want the animals to make the wrong decisions, and that loyalty and
   obedience were more important than bravery, so Snowball was not as great as the animals had
   thought; Napoleon was better.

8. What two maxims did Boxer adopt?
   "Napoleon is always right."  "I will work harder."

9. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?
   If the animals were busy on a project, they would have less time and energy to think about how
   miserable their lives were and would be therefore less likely to revolt against his authority.

10. For what purpose did Napoleon begin trading?
    He said he wanted to get money to buy the items the animals needed.

11. Why did the pigs say they had to move into the house?
    They needed a quiet place to work.

12. Who did Napoleon blame for the windmill disaster? Why?
    He blamed Snowball. By using Snowball as a scapegoat, Napoleon kept the blame from
    himself.

Chapters 7 - 8
1. Why did the hens have to give up their eggs?
   Napoleon needed assets to sell to get money for food for the animals. Napoleon ordered that the
   hens would receive no food until they agreed to give up their eggs.

2. How has Snowball's role been changed by the end of Chapter 6?
   Napoleon and Squealer have convinced the animals that Snowball had been in with the humans
   against the animals from the start.

3. Why did Napoleon begin executing animals?
   He wanted to stop any rebellion against him by threatening the animals and keeping them in
   fear.

4. Whom did Boxer blame for the executions? What was his solution?
   He said, "It must be due to some fault in ourselves."  His solution was to work harder.
5. Why did the animals sing the "Beasts of England" song slowly and mournfully as they were gathered on the knoll?
   Life on the farm was not as they had hoped it would be when the revolution began.

6. Why was the singing of "Beasts of England" banned?
   Napoleon said that it was no longer needed because the revolution was over, but the real reason was because it reminded the animals of the original ideas of the revolution, which hadn't come true.

7. In what ways has Napoleon set himself apart from the other animals?
   He had titles like Our Leader, Comrade Napoleon, etc. Also he lived in separate quarters, was not seen in public very often, had guards to protect him, and had ceremonies (for his birthday, for example).

8. How did Frederick cheat Napoleon?
   The bank notes with which he paid Napoleon for timber were forged.

9. What moved the animals to attack Frederick and his men at the Battle of the Windmill?
   The men blew up the animals' windmill.

10. Why was Comrade Napoleon "dying"?
   The pigs had found the farmer's whiskey, and Napoleon had apparently had more than enough.

Chapters 9 - 10
1. What special treatment did pigs and piglets get?
   They received a special education, the piglets were discouraged from playing with other animals, pigs had the right-of-way, and they could wear green ribbons on their tails on Sundays.

2. What happened to Boxer?
   Boxer was seriously injured. Napoleon said he would send Boxer to be treated at a hospital; however, he actually sold him to the butcher. When the animals suspected foul play, Squealer told them the truck's lettering was wrong and that unfortunately Boxer died at the hospital. It is also implied that the pigs bought whiskey with the money they received from selling Boxer.

3. The animals on the farm worked hard. What was their consolation?
   Their consolation was that they were not working for Man; they were working for themselves.

4. What was Clover startled to discover?
   She saw a pig walking on its hind legs.

5. What commandment took the place of the Seven Commandments?
   "All animals are equal, but some animals are more equal than others."
6. What did the other animals see when they looked in to the farmhouse?
They saw the pigs in alliance with the humans. Then a fight broke out between the pigs and the humans over a card game. The animals couldn't tell the pigs from the humans.
MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS - Animal Farm

Chapters 1-3

1. Identify by matching
   ___ Old Major     A. Foolish, pretty white mare; liked sugar & ribbons
   ___ Boxer         B. Donkey; oldest animal on the farm
   ___ Clover        C. Raven who spoke of Sugarcandy Mountain
   ___ Benjamin      D. Huge, strong horse; not very smart, but of good character
   ___ Mollie        E. More vivacious pig than Napoleon
   ___ Snowball      F. He began the whole idea of the revolution.
   ___ Squealer      G. Motherly, middle-aged mare
   ___ Moses         H. Not much of a talker; but got getting his own way
   ___ Napoleon      I. A brilliant talker

2. For what purpose did Major call the meeting of the animals?
   a. To tell them about his vision
   b. To make the animals feel guilty
   c. To complain that the animals weren't working hard enough
   d. B & C

3. After they vote and decide rats are comrades, Major summarizes his points for the animals to remember. What are they?
   a. Whatever goes upon two legs is an enemy.
   b. All the habits of Man are evil.
   c. All animals are equal
   d. All of the above

4. What is "Beasts of England"?
   a. Jones's name for his farm animals
   b. A book written by Old Major
   c. The song of the revolution
   d. The animals' name for Man

5. Why did the pigs get the job of teaching and organizing?
   a. They were generally recognized as being the cleverest of animals.
   b. No one else wanted the job.
   c. They were the only animals with enough time to do it.
   d. Jones appointed them.
Animal Farm Multiple Choice Quiz Questions Page 2

6. What actually brought about the rebellion?
   a. Jones went away, and when he got back, the animals revolted
   b. The animals were hungry and broke in to get food
   c. Jones sent Old Major to the butcher
   d. The animals were well-rested and thought they could win

7. Which of these was not one of the Seven Commandments?
   a. No animal shall wear clothes.
   b. No animal shall sleep in a bed.
   c. No animal shall actually kill a man.
   d. All animals are equal.

8. Describe the animals' flag.
   a. It was green with white skull & cross bones.
   b. It was white with a red barn.
   c. It was green with a white pig footprint.
   d. It was green with a white hoof and horn.

9. What happened to the milk and apples?
   a. The pigs were eating them.
   b. The horses were eating them.
   c. Farmer Jones took them.
   d. No one ever knew what happened to them.
Animal Farm Multiple Choice Quiz Questions Page 3

Chapters 4 - 6
1. What was the Battle of the Cowshed?
   a. Snowball made the cows join the rebellion.
   b. Snowball and Napoleon fought for leadership of the animals.
   c. Jones and the other farmers came with sticks and guns to retake the farm.
   d. The animals fought among themselves about the windmill.

2. Describe the relationship between Napoleon and Snowball.
   a. They do not agree on anything.
   b. They are best friends.
   c. They agree on everything.
   d. They are father and son.

3. What topic divided the animals?
   a. What to do with Jones's house
   b. Building the windmill
   c. The Battle of the Cowshed
   d. Assignment of duties

4. How did Napoleon get rid of Snowball and gain full control of the animals?
   a. Napoleon killed Snowball.
   b. Snowball was killed at the Battle of the Cowshed.
   c. Napoleon had the largest farm animals threaten Snowball.
   d. Napoleon's guard dogs ran Snowball off the farm.

5. What changes did Napoleon make first?
   a. He ruled that decisions would be made by the pigs in committees.
   b. There would be no more debates.
   c. The animals would work in shifts.
   d. A & B

6. How did Squealer justify Napoleon's take-over to the others?
   a. He said that Napoleon had taken on extra responsibility.
   b. He said that he wouldn't want the animals to make the wrong decisions.
   c. He said that Snowball was not as great as the animals had thought.
   d. All of the above
Animal Farm Multiple Choice Quiz Questions Page 4

7. What maxims did Boxer adopt?
   a. "Napoleon is always right."
   b. "I will work harder."
   c. "It doesn't matter."
   d. A & B

8. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?
   a. He decided it would be useful after all.
   b. Busy animals don't have time to think and revolt.
   c. He wanted to smooth over their disagreement.
   d. all of the above

9. For what purpose did Napoleon begin trading?
   a. The animals wanted him to do it.
   b. He wanted to see what it was like.
   c. He wanted to get money to buy the items the animals needed.
   d. A & B

10. Why did the pigs say they had to move into the house?
    a. They needed a quiet place to work.
    b. They needed a clean place to work.
    c. They needed access to Jones's farm records.
    d. B & C

11. Who did Napoleon blame for the windmill disaster?
    a. Squealer
    b. Boxer
    c. Snowball
    d. Benjamin
Animal Farm Multiple Choice Quiz Questions Page 5

Chapters 7 - 8

1. Why did the hens have to give up their eggs?
   a. There were too many chickens on the farm.
   b. The eggs were attracting foxes and other animals dangerous to the farm.
   c. Napoleon needed assets to sell to get money for food for the animals.
   d. All of the above

2. Why did Napoleon begin executing animals?
   a. He went crazy.
   b. He wanted to stop any rebellion against him by keeping the animals in fear.
   c. He wanted to stop the spreading of disease; the ones he executed had rabies.
   d. The ones he executed were too old to be productive. They were too expensive to keep.

3. Whom did Boxer blame for the executions?
   a. Snowball
   b. All the farm animals
   c. Napoleon
   d. A & C

4. Why did the animals sing the "Beasts of England" song slowly and mournfully as they were gathered on the knoll?
   a. They were singing it over the graves of their slain comrades.
   b. They were wishing that Jones would come back.
   c. Life on the farm was not as they had hoped it would be when the revolution began.
   d. A & C

5. Why was the singing of "Beasts of England" banned?
   a. The revolution was over.
   b. It reminded the animals of the original ideas of the revolution.
   c. Boxer didn't think it was appropriate anymore.
   d. A & B

6. In what ways has Napoleon set himself apart from the other animals?
   a. He had titles like Our Leader, Comrade Napoleon, etc.
   b. He lived in separate quarters.
   c. He had guards to protect him.
   d. All of the above
Animal Farm Multiple Choice Quiz Questions Page 6

7. How did Frederick cheat Napoleon?
   a. Gave him grain mixed with filler
   b. Gave him forged bank notes
   c. Sent only half what he promised
   d. Took twice as much as what he paid for

8. What moved the animals to attack Frederick and his men at the Battle of the Windmill?
   a. The men blew up the animals' windmill.
   b. The men took too much timber.
   c. The men made fun of their animal farm.
   d. The men killed Napoleon.

9. Why was Comrade Napoleon "dying"?
   a. He had eaten far too much; his stomach was bursting.
   b. He had had too much whiskey to drink.
   c. He was wounded by Frederick.
   d. He was just pretending so the animals would feel sorry for him.
Animal Farm Multiple Choice Quiz Questions Page 7

Chapters 9 - 10
1. What special treatment did pigs and piglets get?
   a. They received a special education.
   b. Pigs had the right-of-way.
   c. Pigs could wear green ribbons on their tails on Sundays.
   d. All of the above

2. What happened to Boxer?
   a. Napoleon sold him to the butcher.
   b. He died of old age.
   c. He was sent to be treated at a hospital.
   d. Napoleon personally executed him.

3. The animals on the farm worked hard. What was their consolation?
   a. They were making lots of money.
   b. They could take long vacations when they wanted.
   c. They could also have long play periods.
   d. They were working for themselves; not Man.

4. What was Clover startled to discover?
   a. A pig drinking whiskey
   b. A Man by the windmill
   c. Snowball blowing up the windmill
   d. A pig walking on its hind legs

5. What commandment took the place of the Seven Commandments?
   a. "Hard work yields just rewards."
   b. "Comrades are one for all and all for one."
   c. "All animals are equal, but some animals are more equal than others."
   d. "Do unto others as you would have them do unto you."

6. What did the other animals see when they looked into the farmhouse?
   a. Men giving orders to servant pigs
   b. Pigs and Men together eating animal meat
   c. Men and animals together, undistinguishable one from another
   d. Nothing; it was empty; the pigs had left

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## ANSWER KEY - MULTIPLE CHOICE STUDY/QUIZ QUESTIONS

*Animal Farm*

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<td>11. C</td>
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2. A  
3. D  
4. C  
5. A  
6. B  
7. C  
8. D  
9. A
PREREADING VOCABULARY WORKSHEETS
Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. He seldom talked, and when he did, it was usually to make some **cynical** remark—for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies.

2. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the **tyranny** of human beings?

3. And remember, comrades, your resolution must never **falter**.

4. **Pre-eminent** among the pigs were two young boars named Snowball and Napoleon, whom Mr. Jones was breeding up for sale.

5. Snowball was a more **vivacious** pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.

6. At the beginning they met with much stupidity and **apathy**.

7. He did his work in the same slow **obstinate** way as he had done it in Jones's time, never shirking and never volunteering for extra work either.

8. He was **indefatigable** at this.
Animal Farm Vocabulary Worksheet Chapters 1-3 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

___ 1. cynical       A. lively; spirited
___ 2. tyranny       B. waver in confidence; hesitate; fail
___ 3. falter        C. bitterly mocking
___ 4. pre-eminent   D. outstanding
___ 5. vivacious     E. stubbornly inflexible
___ 6. apathy        F. lack of interest or emotion
___ 7. obstinate     G. untiring; tireless
___ 8. indefatigable H. absolute power, esp. when used unjustly or cruelly
Vocabulary - Animal Farm
Chapters 4-6
Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. Its owner was a Mr. Frederick, a tough, shrewd man, perpetually involved in lawsuits and with a name for driving a hard bargain.

2. And yet the song was irrepressible.

3. And so within five minutes of their invasion they were in ignominious retreat by the same way as they had come, with a flock of geese hissing after them and pecking at their calves all the way.

4. An impromptu celebration of the victory was held immediately.

5. There was also "Animal Hero, Second Class," which was conferred posthumously on the dead sheep.

6. It was noticed that they were especially liable to break into "Four legs good, two legs bad" at crucial moments in Snowball's speeches.

7. But of all their controversies, none was so bitter as the one that took place over the windmill.

8. On every pretext she would run away from work and go to the drinking pool, where she would stand foolishly gazing at her own reflection in the water.
**Animal Farm** Vocabulary Worksheet Chapters 4-6 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

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<tbody>
<tr>
<td>9.</td>
<td>shrewd</td>
<td>A. excuse</td>
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<tr>
<td>10.</td>
<td>perpetually</td>
<td>B. critical; of supreme importance</td>
</tr>
<tr>
<td>11.</td>
<td>irrepressible</td>
<td>C. disputes</td>
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<tr>
<td>12.</td>
<td>ignominious</td>
<td>D. astute; clever</td>
</tr>
<tr>
<td>13.</td>
<td>impromptu</td>
<td>E. disgraceful; shameful</td>
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<td>14.</td>
<td>posthumously</td>
<td>F. impossible to control or restrain</td>
</tr>
<tr>
<td>15.</td>
<td>pretext</td>
<td>G. not rehearsed; at the spur of the moment</td>
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<tr>
<td>16.</td>
<td>crucial</td>
<td>H. continually</td>
</tr>
<tr>
<td>17.</td>
<td>controversies</td>
<td>I. after one's death</td>
</tr>
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Vocabulary - *Animal Farm*

**Chapters 7-8**
Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. **Emboldened** by the collapse of the windmill, the human beings were inventing fresh lies about Animal Farm.

2. For five days the hens held out, then they **capitulated** and went back to their nesting boxes.

3. "For we have reason to think that some of Snowball's secret agents are **lurking** among us at this moment!"

4. Napoleon appeared to change **countenance**, and sharply ordered Boxer to let the dog go . . . .

5. Presently the **tumult** died down.

6. When he did appear, he was attended not only by his **retinue** of dogs but by a black cockerel who marched in front of him and acted as a kind of trumpeter . . . .

7. As the summer wore on, and the windmill neared completion, the rumors of an **impending** treacherous attack grew stronger and stronger.

8. In addition, four pigeons were sent to Foxwood with a **conciliatory** message, which it was hoped might re-establish good relations with Pilkington.
Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

18. emboldened  A. those accompanying a person of rank
19. capitulated  B. about to take place
20. countenance  C. encouraged; made brave
21. lurking       D. showing good-will; peace-making
22. tumult        E. gave up all resistance
23. retinue       F. commotion
24. conciliatory  G. facial expression
25. impending     H. exist concealed or unsuspected
Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. . . . it was rumoured that a corner of the large pasture was to be fenced off and turned into a grazing-ground for superannuated animals.

2. There was only one candidate, Napoleon, who was elected unanimously.

3. "Up there, comrades," he would say solemnly, pointing to the sky with his large beak--"up there, just on the other side of that dark cloud that you can see--there it lies, Sugarcandy Mountain . . . ."

4. They all declared contemptuously that his stories about Sugarcandy Mountain were lies . . . .

5. He did not care what happened so long as a good store of stone was accumulated before he went on pension.

6. Jones too was dead--he had died in an inebriates' home in another part of the country.

7. They accepted everything that they were told about the Rebellion and the principles of Animalism, especially from Clover, for whom they had an almost filial respect; but it was doubtful whether they understood very much of it.

8. The source of the trouble appeared to be that Napoleon and Mr. Pilkington had each played an ace of spades simultaneously.
Animal Farm Vocabulary Worksheet Chapters 9-10 Continued

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

___ 26. superannuated
___ 27. unanimously
___ 28. solemnly
___ 29. contemptuously
___ 30. pension
___ 31. inebriates
___ 32. filial
___ 33. simultaneously

A. scornfully
B. befitting a son or daughter
C. sum of money paid as a retirement benefit
D. drunkards
E. retired because of age or infirmity
F. in complete agreement
G. happening at the same time
H. seriously, deeply earnest
# ANSWER KEY - VOCABULARY

*Animal Farm*

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<td>17. C</td>
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DAILY LESSONS
LESSON ONE

Objectives

1. To introduce the Animal Farm unit
2. To distribute books and other related materials
3. To introduce the element of persuasion

NOTE: For this lesson, you will need to find funny advertisements, either videotaped commercials or advertisements printed in magazines.

Activity #1

At the beginning of this class period, show students the advertisements you have chosen and prepared for this class period. Be sure you have made arrangements with your media center to have the appropriate equipment on hand: VCR and TV for videotaped commercials or an opaque projector for magazine ads.

TRANSITION: "What do all of these advertisements have in common? [Leave time for student responses.] They are trying to persuade you, their audience, to purchase their products. How do they do that? [Go back and look again at each ad, trying to get students to give ideas about how the ads work.]

One of the main elements of the book we are about to read is the element of persuasion. Keep that in mind as we read the book.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

**Study Guides** Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

**Vocabulary** Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.
Reading Assignment Sheet  You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center  The Extra Activities Packet portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheet  Explain to students that they each are to read at least one non-fiction piece from the in-class library at some time during the unit. Students will fill out a nonfiction assignment sheet after completing the reading to help you evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

Books  Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.
NONFICTION ASSIGNMENT SHEET  
(To be completed after reading the required nonfiction article)

Name ___________________________  Date ____________

Title of Nonfiction Read ________________________________

Written By ______________________  Publication Date __________

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary
   1. With which vocabulary words in the piece did you encounter some degree of difficulty?

   2. How did you resolve your lack of understanding with these words?

III. Interpretation: What was the main point the author wanted you to get from reading his work?

IV. Criticism
   1. With which points of the piece did you agree or find easy to accept? Why?

   2. With which points of the piece did you disagree or find difficult to believe? Why?

V. Personal Response: What do you think about this piece? OR How does this piece influence your ideas?
LESSON TWO

Objectives
1. To do the prereading work for chapters 1-3
2. To read chapters 1-3
3. To give students practice reading orally
4. To evaluate students’ oral reading

Activity #1
Have students complete the prereading work for chapters 1-3 of *Animal Farm*. They should review the study questions and do the required vocabulary work.

Activity #2
Have students read chapters 1-3 of *Animal Farm* orally in class. You probably know the best way to get readers with your class; pick students at random, ask for volunteers, or use whatever method works best for your group. If you have not yet completed an oral reading evaluation for your students this marking period, this would be a good opportunity to do so. A form is included with this unit for your convenience. If students do not complete reading chapter 1 in class, they should do so prior to your next class meeting.

LESSON THREE

Objectives
1. To review the main events and ideas from chapters 1-3
2. To preview the study questions for chapters 4-6
3. To familiarize students with the vocabulary in chapters 4-6
4. To read chapters 4-6

Activity #1
Discuss the answers to the study questions for chapters 1-3 in detail. Write the answers on the board or overhead transparency so students can have the correct answers for study purposes.

Activity #2
Give students about fifteen minutes to preview the study questions for chapters 4-6 of *Animal Farm* and to do the related vocabulary work.

Activity #3
Continue your oral reading evaluations as students read chapters 4-6 of *Animal Farm* orally in class. If students do not complete reading these chapters in class, they should do so prior to the next class meeting.
ORAL READING EVALUATION - *Animal Farm*

Name ___________________________ Class ___ Date _______

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<th>SKILL</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
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<td>Fluency</td>
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Total ____  Grade ____

Comments:
LESSON FOUR

Objectives
1. To give students the opportunity to practice writing to express personal ideas
2. To give students the opportunity to practice setting goals and thinking through ways in which they can achieve their goals
3. To draw attention to the "unwritten rules" of society
4. To give the teacher an opportunity to evaluate each student's writing skills
5. To give students an opportunity to produce an error-free paper and to apply the teacher's suggestions

Activity #1
Distribute Writing Assignment #1 and discuss the directions in detail. Allow the remaining class time for students to complete the assignment. Collect the papers at the end of the class period.

Follow-Up: After you have graded the assignments, have a writing conference with individual students. (One is scheduled for Lesson Six in this unit.) After the writing conferences, allow students to revise their papers using your suggestions and corrections. Give them about three days from the date they receive their papers to complete the revision. I suggest grading the revisions on an A-C-E scale (all revisions well-done, some revisions made, few or no revisions made). This will speed your grading time and still give some credit for the students' efforts.

Activity #2
Tell students that prior to the next class period they should have previewed the study questions and done the vocabulary for chapters 7-8. If they have time after completing the writing assignment, they may begin this assignment in class.
WRITING ASSIGNMENT #1 - Animal Farm

PROMPT
In chapter II The Seven Commandments for the animals are spelled out in no uncertain terms. Every society has certain rules that the members of that society must follow. There are many rules in our society that are written; law libraries are full of them. There are also some unwritten rules that guide our daily lives. (You shake hands when you meet someone new; you don't spit in someone else's soup; you say, "Excuse me" when you burp, etc.)

Your assignment is to create a list of The Seven Commandments for our society. Choose the seven most basic and important rules (written or unwritten) that guide our lives. Defend your choices.

PREWRITING
Stop and think for a few minutes about what guidelines most people in our society follow. Jot down all your ideas. Then, go back and weed out those ideas that are duplicated or are not as important as some of the others on your list. Now, look at your list. If you were to give this list to a foreigner who had just arrived in this country, would these "commandments" serve him well? If not, go back and make revisions to your list until you are satisfied that you have the seven most basic rules of our society.

DRAFTING
Your paper should have an introductory paragraph in which you lead up to and state your seven commandments.

The body of your paper should have seven paragraphs: one for each commandment you have set forth. Your topic sentences for these paragraphs should set forth your commandments, and the body of your paragraphs should include your justifications for choosing the commandments.

Write a concluding paragraph in which you summarize your points and leave your reader with your most important thought.

PROMPT
When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING
Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.
LESSON FIVE

Objectives
1. To read chapters 7-8
2. To do the prereading vocabulary work for chapters 9-10
3. To preview the study questions for chapters 9-10

Activity #1
Give students time to read chapters 7-8 silently in class.

Activity #2
Tell students that they are to have completed the prereading previewing and vocabulary work for chapters 9-10 prior to the next class period. If they have time in class after reading chapters 7-8, they may begin this assignment.

LESSON SIX

Objectives
1. To review the main ideas of chapters 7-8
2. To read chapters 9-10
3. To evaluate students’ writing
4. To have students revise their Writing Assignment 1 papers

Activity #1
Use the multiple choice format of the study questions for chapters 7-8 as a quiz to check to make sure students have done the required reading and to review the main ideas of chapters 7-8. (If students are using the multiple choice questions, use the short answer format for your quiz.) Give students ample time to answer the questions, and then have students exchange papers for grading. Discuss the answers in detail and make sure students take notes for study purposes.

Activity #2
Tell students that they should read chapters 9-10 prior to your next class meeting. They may use the remainder of this class period to begin their reading.

Activity #3
Call students to your desk (or some other private area) to discuss their papers from Writing Assignment 1. A Writing Evaluation Form is included with this unit to help structure your conferences. Be sure to give students a day and a date for when their revisions are due.
WRITING EVALUATION FORM - Animal Farm

Name ___________________________________________ Date __________________________

Writing Assignment #1 for the Animal Farm unit Grade ________

Circle One For Each Item:

Choice of Commandments excellent good fair poor

Justification excellent good fair poor

Conclusion excellent good fair poor

Grammar: excellent good fair poor (errors noted)

Spelling: excellent good fair poor (errors noted)

Punctuation: excellent good fair poor (errors noted)

Legibility: excellent good fair poor

Strengths:

Weaknesses:

Comments/Suggestions:
LESSON SEVEN

Objectives:
1. To review the main ideas and events from chapters 9-10
2. To discuss the further development of the themes of the novel
3. To give students a chance to work together in small groups to exchange ideas and find information

Activity #1
Review the answers to the study guide questions for chapters 9-10.

Activity #2
Divide your class into 7 groups - one group for each of these topics:
1. Man's inhumanity to man
2. Symbolism
3. Use of propaganda
4. Irony
5. Steps by which pigs become human
6. Revision of the commandments
7. Snowball's fall from honor

Allow the groups time to find specific examples of their theme in the novel. The groups should assign so-many chapters per person to look for specific examples and write them down. Allow time for the group members to discuss their findings and come up with some intelligent conclusions about their topics. The groups should appoint a spokesperson to report the group's thoughts.

LESSON EIGHT

Objectives
1. To more thoroughly discuss the major ideas in the novel
2. To allow students time to review, compare and correct their notes

Activity #1
Use the groups' work as a nucleus and a springboard for discussions about the major topics in the novel. Call on individual group members by chapter(s) to give the examples they found of their topics in those chapters. Jot them down briefly for students to copy into their notes.

Ask the group spokesperson to give the group's thoughts about their topics. Jot these down. Ask if anyone from the group has anything to add. Take the time to discuss each theme thoroughly with the class and be sure to allow time for students (either members of the group or other class members) to express their ideas or ask questions.

Allow any remaining time for students to review, compare and/or correct their notes.
LESSON NINE

Objectives
1. To make library resources available to students who might need them
2. To prepare students for a more in-depth discussion of the novel
3. To have students practice writing to inform

Activity #1
Take your class to the library. Make sure they take their books and materials on which to write their compositions.

Choose the questions from the Extra Discussion Questions/Writing Assignments which seem most appropriate for your students. Assign one question to each student and give students this class period to work on formulating their answers in a written form.

There is no "Writing Assignment 2" sheet to accompany this assignment because there are so many different kinds of questions being answered.

Activity #2
If students complete the writing assignment early, they should use the library's resources to check out books for their personal reading enjoyment or articles for their nonfiction reading assignment that goes along with this unit.

LESSON TEN

Objectives
1. To discuss the answers to the questions assigned in Lesson Nine
2. To elaborate on the ideas presented in the novel
3. To give students practice speaking in public and taking a leadership role in a discussion

Activity
Spend this class period discussing the answers to the questions students were assigned in Lesson Nine. Students should be asked to come to the front of the room to give their responses to the questions they answered for Writing Assignment 2. After giving their answers, they should be prepared if necessary to lead a short class discussion about their topics. All students should take notes so they have answers to all the required questions.
EXTRA DISCUSSION QUESTIONS - *Animal Farm*

**Interpretive**

1. From what point of view is the story told, and why is that important?

2. Is the story of *Animal Farm* believable? Why or why not? Does it matter?

3. Are the characters in *Animal Farm* stereotypes? If so, explain the usefulness of employing stereotypes in the book. If they are not, explain how they merit individuality.

4. What are the main conflicts in the story, and how are they resolved?

5. Describe Orwell's writing style.

6. *Animal Farm* is a very short novel. Could anything have been gained by including more scenes from the time before or after the events of the story? If so, what could have been added and for what purpose? If not, explain why not.

7. Define the word "utopia" and explain how it applies to *Animal Farm*.

8. Define "communism" and explain how it applies to *Animal Farm*.

9. Define "democracy" and explain its role in *Animal Farm*.

10. What is a "beast fable" and how is *Animal Farm* an example of one?

11. Plot the rise and fall of action in *Animal Farm*.

12. Explain the relevance of each character's name.

**Critical**

13. Explain the significance of the title "*Animal Farm*".

14. What was wrong with Old Major's ideas? Why didn't they work?

15. Where is the climax of the story. Defend your choice.

16. Explain how *Animal Farm* is a satire on the Russian Revolution.

17. Compare and contrast Napoleon and Snowball.

18. Discuss each character in terms of its animal and human natures. What characteristics of each nature does each character have?
19. What function does the character of Mollie serve in the novel?

20. Explain how Animal Farm is a two-class system.

21. What universal themes are present in Animal Farm?

22. Compare and contrast Mollie and Clover.

23. Compare and contrast Boxer and Benjamin.

24. What is the role of Moses in the story, and what purpose does religion serve on Napoleon's Animal Farm?

25. Discuss the psychological basis for how Squealer managed to convince the animals that the things they knew to be true were false.

26. Explain why Mollie and Snowball had to leave in relation to the theme of suppressing individuality.

27. What is a totalitarian state? What comment does Orwell make about totalitarian states in this book?

Critical/Personal Response

28. According to Orwell's ideas presented in Animal Farm, can man ever achieve a utopian society? Why or why not?

29. Where did the "other animals" go wrong? How could they have prevented the downfall of their society? What applications can one make to Man in the 20th Century?

30. What was the historical setting of the world in 1946, the copyright date of Animal Farm? What effect did this have on Orwell's work?

31. How has the world changed since 1946? In what ways was Animal Farm prophetic?

Personal Response

32. Who was the most noble character in Animal Farm? Explain your choice.

33. Think of another appropriate title for this book and explain your choice.

34. What single most important point was Orwell trying to make in Animal Farm?

35. What reputation do pigs have in our society? Why did Orwell choose to make pigs the leaders? Cite some examples of slang expressions used in our society involving the word "pig."
Quotations
1. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered 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 habits of Man are evil. And, above all, no animal must ever tyrannize over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal. (I)

2. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white. (II)

3. . . . the pigs had succeeded in reducing the principles of Animalism to Seven Commandments. These Seven Commandments would now be inscribed on the wall; they would form an unalterable law by which all the animals on Animal Farm must live forever after. (II)

4. It is for your sake that we drink that milk and eat those apples. (III)

5. "I have no wish to take life, not even human life," repeated Boxer, and his eyes were full of tears. (IV)

6. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be? (V)

7. He repeated a number of times, "Tactics, comrades, tactics!" skipping round and whisking his tail with a merry laugh. (V)

8. This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half. (VI)

9. From now onwards Animal Farm would engage in trade with the neighbouring farms: not, of course, for any commercial purpose, but simply in order to obtain certain materials which were urgently necessary. (VI)

10. Curiously enough, Clover had not remembered that the Fourth Commandment mentioned sheets; but as it was there on the wall, it must have done so. (VI)

11. Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL! (VI)

12. Whenever anything went wrong it became usual to attribute it to Snowball. (VII)

13. Snowball was in league with Jones from the very start! (VII)
14. Did we not see for ourselves how he attempted--fortunately without success--to get us defeated and destroyed at the Battle of the Cowshed? (VII)

15. "Ah, that is different!" said Boxer. "If Comrade Napoleon says it, it must be right." (VII)

16. I do not understand it. I would not have believed that such things could happen on our farm. It must be due to some fault in ourselves. The solution, as I see it, is to work harder. (VII)

17. "It's no longer needed, comrade," said Squealer stiffly. "Beasts of England was the song of the Rebellion. But the Rebellion is now completed." (VII)

18. In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously. (IX)

19. "... 'Forward in the name of the Rebellion. Long live Animal Farm! Long live Comrade Napoleon! Napoleon is always right.' Those were his very last words, comrades."

   Here Squealer's demeanour suddenly changed. He fell silent for a moment, and his little eyes darted suspicious glances from side to side before he proceeded. (IX)

20. It was a pig walking on his hind legs. (X)

21. All animals are equal but some animals are more equal than others. (X)

22. "Gentlemen, here is my toast: To the prosperity of The Manor Farm!" (X)

23. The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which. (X)
LESSON ELEVEN

Objectives
To review all of the vocabulary work done in this unit

Activity
Choose one (or more) of the vocabulary review activities listed on the next page(s) and spend your class period as directed in the activity. Some of the materials for these review activities are located in the Extra Activities Packet in this unit.

VOCABULARY REVIEW ACTIVITIES
1. Divide your class into two teams and have an old-fashioned spelling or definition bee.

2. Give each of your students (or students in groups of two, three or four) an Animal Farm Vocabulary Word Search Puzzle. The person (group) to find all of the vocabulary words in the puzzle first wins.

3. Give students an Animal Farm Vocabulary Word Search Puzzle without the word list. The person or group to find the most vocabulary words in the puzzle wins.

4. Use an Animal Farm Vocabulary Crossword Puzzle. Put the puzzle onto a transparency on the overhead projector (so everyone can see it), and do the puzzle together as a class.

5. Give students a Animal Farm Vocabulary Matching Worksheet to do.

6. Divide your class into two teams. Use the Animal Farm vocabulary words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a definition. He/she must give you the correct spelling of the vocabulary word which fits that definition. If he/she does, Team A scores a point, and you give student 3A a definition for which you expect a correctly spelled matching vocabulary word. Continue giving Team A definitions until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face-off, this time with students 2A and 2B. Instead of repeating giving definitions to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of definition questions with student 6B, and so on. The team with the most points wins!

7. Have students write a story in which they correctly use as many vocabulary words as possible. Have students read their compositions orally! Post the most original compositions on your bulletin board!
LESSON TWELVE

Objectives
1. To make students aware of the role of persuasion in our lives
2. To make students aware of some of the kinds of persuasion with which we are bombarded daily
3. To urge students to think critically about all the information they receive daily

Activity #1
Pose these questions to your students: "What is persuasion? What forms can it take?" to begin a class discussion of the many kinds of persuasion which influence our lives. (For example: personal, commercial, political -- direct, indirect -- etc. with specific examples of each) On the board make a list of all the kinds of persuasion your class develops. Be sure also to list a few brief words noting examples of each.

Activity #2
Explain to students the importance of listening, watching, and/or reading carefully so they will recognize when they are in the grasp of persuasion. Brainstorm some key elements of persuasion (for example: adjectives used, point of view expressed, facts which are presented as well as facts which may be omitted, etc.).

Activity #3
Advise students that their homework assignment is to watch the TV news this evening with a critical eye. They should jot down the topic of the report(s) given, and next to each topic they should write down notes about any ways in which they were being persuaded. They should bring these notes to the next class meeting. In addition, they are to bring in at least one newspaper or magazine article they think is especially persuasive.
LESSON THIRTEEN

Objectives
1. To analyze spoken and written news articles for their elements of persuasion
2. To show students some ways people are unconsciously persuaded through spoken, visual and written communications

Note: You might check with your local TV station about the possibility of videotaping the evening news broadcast so that you can, if permitted, have a videotape of the reports students will be evaluating in class.

Activity #1
Have students get out their notes about the evening news. Have students discuss the notes they made (using the videotape if possible). Be sure to point out the many forms that persuasion takes using the specific examples students bring to class.

Activity #2
Have students get out their magazine and newspaper articles. There will obviously not be enough time in your class period to discuss all of the articles students have brought. Collect the articles and select a few to dissect. Using the opaque projector will give all students a chance to read along with you and to see, in writing, exactly what you are talking about. Please ask for student input, too.

Activity #3
If time permits, take a few minutes to discuss persuasive strategies of political campaigns, particularly if you are in an "election year." If time does not permit this discussion in this class period, be sure to touch on it at the beginning of your next class meeting.
LESSON FOURTEEN

Objectives
1. To make a direct link between the "real world" examples of persuasion discussed in the last two class periods with the persuasion used in Animal Farm
2. To have students review the structure of and the exact language used in the book

Activity #1
Divide your class into ten groups, one group for each chapter of the book. Have students examine their chapters for any signs of persuasion. They should jot down any bits and pieces (or major passages) they find.

Activity #2
Taking the groups in order, have students report their findings. (If you have a large enough blackboard or an overhead projector, jot everything down for the discussion.)

After all the groups have reported, look at the information gathered and outline the step-by-step persuasive tactics used by Napoleon and Squealer to completely revise the original purposes and rules of Animal Farm.

LESSON FIFTEEN

Objectives
1. To evaluate students' understanding of the persuasive tactics discussed in the last three lessons
2. To give students the opportunity to practice writing to persuade
3. To give the teacher the opportunity to evaluate students' writing skills

Activity
Distribute Writing Assignment #3. Discuss the directions in detail and give students the remainder of the class time to work on this assignment. If you wish, you may also want to use this class time to have writing conferences for students' second writing assignments.

Be sure to give students a day and a date when their compositions must be handed in for grading.

If you have creative students and the resources at your school, you could offer extra credit (or make it a requirement or offer a prize) for students to make a videotape of the speeches they plan to give, any advertisements they may wish to run, or anything else in their plans that might be conducive to videotaping. Take time later to show some of the best videotapes to the entire class.
WRITING ASSIGNMENT #3 - Animal Farm

PROMPT

We have talked about persuasion and seen many examples of persuasion. Now it is your turn to do the persuading. Your assignment is to pretend you are Snowball. Make a plan to persuade the animals to accept you as their leader instead of Napoleon. You may start your plan from any point in time in the novel after you have been run off the farm.

PREWRITING

First decide when you are going to start your persuasive campaign. Make a list of the things that stand in your way between you and the leadership role on Animal Farm. Make another list of ways in which each of those obstacles can be overcome. These are the things, then, that you need to concentrate on finding a way to do. Make a third list. This time put the things you need to do in an order according to your priorities. Which things should be done first? Which things should be held to last as "finishing touches"?

DRAFTING

From your third list, you can begin to write your plan.

Write an introductory paragraph in which you give the necessary background, telling at what point in the book you are beginning your plan and explaining that you do, in fact, wish to take over the leadership role at Animal Farm.

The body of your paper should contain at least one paragraph for each of the steps you plan to take to overtake the leadership role at Animal Farm. (Use your third list. Each point on that list should be developed into a paragraph.)

The final paragraph of your paper should give a brief analysis of how successful you think your campaign will be using the steps you have outlined.

IN ADDITION, if you plan to make any speeches (and you must include at least one) you need to completely write out what you plan to say. Put these speeches and any other documents you may require in your plan (maps, schematic drawings, newspaper articles, flyers, etc.), in an Appendix at the end of your composition.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you (or a friend or a parent) to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work and what things in your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.
LESSONS SIXTEEN AND SEVENTEEN

Objectives
1. To let students experience the difficulties involved in creating a society
2. To give students the opportunity to practice skills of organizing, thinking logically, making decisions, and cooperating in an activity directly related to Animal Farm

Activity
Prior to students' arrival in class, move all of the desks and chairs (or whatever furniture students usually use) to the outside edges or rear of the classroom. As students come in, they should put their belongings over with the furnishings. (If you prefer, you could leave chairs on which students could sit.)

As class begins, make this announcement: "You all were on a class trip in June. You were flying over the mountains when your airplane was forced to make an emergency landing. Your radio equipment does not work. No one is coming to rescue you for at least one year. By the end of our next class period (or by whatever date you decide), I want in my hands, a complete explanation in detail about how you all will survive for one year." With that, let your students alone to work out the details.

NOTE: If your students cannot handle such flexibility and freedom, you could write the following guidelines on the board:
Who will be in charge?
What needs to be done?
When does it need to be done?
Who will do it?
What possible obstacles will you face?
What can you do to overcome those obstacles?

If your students need more discipline, make an additional requirement that each person must write an account of the year from his or her point of view (as if the year had actually happened), including information about the specific duties he/she had to perform during the year.
LESSON EIGHTEEN

Objectives
1. To widen the breadth of students' knowledge about the topics discussed or touched upon in Animal Farm
2. To check students' nonfiction reading assignments

Activity
Ask each student to give a brief oral report about the nonfiction work he/she read for the nonfiction reading assignment. Your criteria for evaluating this report will vary depending on the level of your students. You may wish for students to give a complete report without using notes of any kind, or you may want students to read directly from a written report, or you may want to do something in between these two extremes. Just make students aware of your criteria in ample time for them to prepare their reports.

Start with one student's report. After that, ask if anyone else in the class has read on a topic related to the first student's report. If no one has, choose another student at random. After each report, be sure to ask if anyone has a report related to the one just completed. That will help keep a continuity during the discussion of the reports.

LESSON NINETEEN

Objective
To review the main ideas presented in Animal Farm

Activity #1
Choose one of the review games/activities included in the packet and spend your class period as outlined there. Some materials for these activities are located in the Extra Activities Packet section of this unit.

Activity #2
Remind students that the Unit Test will be in the next class meeting. Stress the review of the Study Guides and their class notes as a last minute, brush-up review for homework.
REVIEW GAMES/ACTIVITIES - Animal Farm

1. Ask the class to make up a unit test for Animal Farm. The test should have 4 sections: matching, true/false, short answer, and essay. Students may use 1/2 period to make the test and then swap papers and use the other 1/2 class period to take a test a classmate has devised. (open book) You may want to use the unit test included in this packet or take questions from the students' unit tests to formulate your own test.

2. Take 1/2 period for students to make up true and false questions (including the answers). Collect the papers and divide the class into two teams. Draw a big tic-tac-toe board on the chalk board. Make one team X and one team O. Ask questions to each side, giving each student one turn. If the question is answered correctly, that students' team's letter (X or O) is placed in the box. If the answer is incorrect, no mark is placed in the box. The object is to get three marks in a row like tic-tac-toe. You may want to keep track of the number of games won for each team.

3. Take 1/2 period for students to make up questions (true/false and short answer). Collect the questions. Divide the class into two teams. You'll alternate asking questions to individual members of teams A & B (like in a spelling bee). The question keeps going from A to B until it is correctly answered, then a new question is asked. A correct answer does not allow the team to get another question. Correct answers are +2 points; incorrect answers are -1 point.

4. Have students pair up and quiz each other from their study guides and class notes.

5. Give students a Animal Farm crossword puzzle to complete.

6. Divide your class into two teams. Use the Animal Farm crossword words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a clue. He/she must give you the correct word which matches that clue. If he/she does, Team A scores a point, and you give student 3A a clue for which you expect another correct response. Continue giving Team A clues until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving clues to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team. For example, if Team B wins the jumbled-word face-off, and student 5B gave the last incorrect answer for Team B, you would start this round of clue questions with student 6B, and so on.
UNIT TESTS
LESSON TWENTY

Objective
To test the students understanding of the main ideas and themes in *Animal Farm*

Activity #1
Distribute the unit tests. Go over the instructions in detail and allow the students the entire class period to complete the exam.

NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests which follow.
There are two short answer tests which are based primarily on facts from the novel. The answer key short answer unit test 1 follows the student test. The answer key for short answer test 2 follows the student short answer unit test 2.
There is one advanced short answer unit test. It is based on the extra discussion questions and quotations. Use the matching key for short answer unit test 2 to check the matching section of the advanced short answer unit test. There is no key for the short answer questions and quotations. The answers will be based on the discussions you have had during class.
There are two multiple choice unit tests. Following the two unit tests, you will find an answer sheet on which students should mark their answers. The same answer sheet should be used for both tests; however, students' answers will be different for each test. Following the students' answer sheet for the multiple choice tests you will find your answer keys.
The short answer tests have a vocabulary section. You should choose 10 of the vocabulary words from this unit, read them orally and have the students write them down. Then, either have students write a definition or use the words in sentences.

Use these words for the vocabulary section of the advanced short answer unit test:

<table>
<thead>
<tr>
<th>crucial</th>
<th>cynical</th>
<th>falter</th>
</tr>
</thead>
<tbody>
<tr>
<td>impromptu</td>
<td>obstinate</td>
<td>tyranny</td>
</tr>
<tr>
<td>perpetually</td>
<td>apathy</td>
<td>posthumously</td>
</tr>
<tr>
<td>vivacious</td>
<td>tyranny</td>
<td>impending</td>
</tr>
</tbody>
</table>

Activity #2
Collect the test papers for grading. Collect the books according to your school's normal procedures.
# SHORT ANSWER UNIT TEST #1 - *Animal Farm*

## I. Matching

| __ Mollie          | A. Inspired the idea of a rebellion |
| __ Boxer           | B. "I will work harder."            |
| __ Snowball        | C. Ruler of Animal Farm             |
| __ Squealer        | D. He explained things to the animals |
| __ Benjamin        | E. Mare who liked ribbons and sugar |
| __ Mr. Jones       | F. Skeptical donkey                 |
| __ Clover          | G. Is run off the farm by dogs       |
| __ Moses           | H. Owned Manor Farm                 |
| __ Napoleon        | I. Talks of Sugarcandy Mountain     |
| __ Old Major       | J. Neighboring farmer who neglects his farm |
| __ Frederick       | K. Middleman between Animal Farm and human world |
| __ Whymper         | L. Motherly mare concerned for all the animals |
| __ Pilkington      | M. Efficient neighboring farmer      |
II. Short Answer
1. What is "The Beasts of England" and what did it represent?

2. List five of the Seven Commandments.
   1.
   2.
   3.
   4.
   5.

3. What was the Battle of the Cowshed?

4. Why did Napoleon approve of the windmill project?

5. What was the Battle of the Windmill?

6. Explain how Napoleon used Snowball.

7. What actually brought about the rebellion?

8. The animals on the farm worked hard. What was their compensation?

9. What single commandment took the place of the Seven Commandments?

10. What did the other animals see when they looked in the farmhouse at the end of the story?
III. Quotations: Explain the significance of the following quotations:

1. It is for your sake that we drink that milk and eat those apples.

2. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?

3. "Ah, that is different!" said Boxer. "If Comrade Napoleon says it, it must be right."

4. I do not understand it. I would not have believed that such things could happen on our farm. It must be due to some fault in ourselves. The solution, as I see it, is to work harder.

5. "... 'Forward in the name of the Rebellion. Long live Animal Farm! Long live Comrade Napoleon! Napoleon is always right.' Those were his very last words, comrades."
   
   Here Squealer's demeanour suddenly changed. He fell silent for a moment, and his little eyes darted suspicious glances from side to side before he proceeded.

6. "Gentlemen, here is my toast: To the prosperity of The Manor Farm!"
Animal Farm Short Answer Unit Test 1 page 4

IV. Vocabulary

Listen to the following vocabulary words, write them down, then go back and write down their definitions.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
KEY: SHORT ANSWER UNIT TEST #1 - *Animal Farm*

I. Matching

E. Mollie A. Inspired the idea of a rebellion

B. Boxer B. "I will work harder."

G. Snowball C. Ruler of Animal Farm

D. Squealer D. He explained things to the animals

F. Benjamin E. Mare who liked ribbons and sugar

H. Mr. Jones F. Skeptical donkey

L. Clover G. Is run off the farm by dogs

I. Moses H. Owned Manor Farm

C. Napoleon I. Talks of Sugarcandy Mountain

A. Old Major J. Neighboring farmer who neglects his farm

M. Frederick K. Middleman between Animal Farm and human world

K. Whymper L. Motherly mare concerned for all the animals

J. Pilkington M. Efficient neighboring farmer

II. SHORT ANSWER

1. What is "The Beasts of England" and what did it represent?
   It is the song of the rebellion representing the hopes of the animals for a better life without Man.

2. List five of 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.

3. What was the Battle of the Cowshed?
   Jones and the other farmers came with sticks and guns to retake the farm. Snowball had
   planned for this event, and the animals ran the people off the farm again.

4. Why did Napoleon approve of the windmill project?
   If the animals were busy on a project, they would have less time and energy to think about
   how miserable their lives were and would be therefore less likely to revolt against his authority.

5. What was the Battle of the Windmill?
   The farmers came back to attempt to regain the farm once more and destroyed the
   animals' work on the windmill. The animals, seeing their work destroyed, ran the people off of
   the farm, suffering many casualties in the process. It was much bloodier that the Battle of the
   Cowshed.

6. Explain how Napoleon used Snowball.
   Napoleon used Snowball as a scapegoat. Through Squealer he changed public opinion of
   Snowball from that of his being a hero to his being in alliance with the humans from the start. By
   blaming all bad things on Snowball, Napoleon kept the animals from blaming himself for them.

7. What actually brought about the rebellion?
   The animals were hungry and broke in to get some food. When Jones tried to force them
   out, they revolted.

8. The animals on the farm worked hard. What was their compensation?
   They were working for themselves instead of for Man, so they thought.

9. What single commandment took the place of the Seven Commandments?
   "All animals are equal, but some animals are more equal than others."

10. What did the other animals see when they looked in the farmhouse at the end of the story?
    They could see that the pigs were in alliance with the humans. When a fight broke out
    between the pigs and the humans (over a card game), the other animals could not distinguish
    between the pigs and humans.

III. Quotation: Answers to this section will vary depending upon your class discussions the level
of your class.

IV. Vocabulary: Choose ten vocabulary words from the lists to read orally for Part IV of the
short answer unit tests.
I. Matching

| __ Mollie | A. He explained things to the animals |
| __ Boxer | B. Owned Manor Farm |
| __ Snowball | C. Ruler of Animal Farm |
| __ Squealer | D. Inspired the idea of a rebellion |
| __ Benjamin | E. Mare who liked ribbons and sugar |
| __ Mr. Jones | F. Efficient neighboring farmer |
| __ Clover | G. Is run off the farm by dogs |
| __ Moses | H. "I will work harder." |
| __ Napoleon | I. Motherly mare concerned for all the animals |
| __ Old Major | J. Neighboring farmer who neglects his farm |
| __ Frederick | K. Middleman between Animal Farm and human world |
| __ Whymper | L. Talks of Sugarcandy Mountain |
| __ Pilkington | M. Skeptical donkey |
II. Short Answer
1. Why did the pigs get the job of teaching and organizing?

2. What actually brought about the rebellion?

3. What was Snowball's role in the Battle of the Cowshed?

4. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?

5. Who did Napoleon blame for the windmill disaster? Why?

6. Why did the hens have to give up their eggs?

7. Why was the singing of "Beasts of England" banned?

8. How did Frederick cheat Napoleon?

9. What happened to Boxer?

10. What commandment took the place of the Seven Commandments?
III. Essay

Using examples from *Animal Farm*, explain the single commandment "All animals are equal, but some animals are more equal than others."
IV. Vocabulary
   Listen to the vocabulary word and spell it. After you have spelled all the words, go back and write down the definitions.

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.
KEY: SHORT ANSWER UNIT TEST 2 - Animal Farm

I. Matching

E. Mollie  A. He explained things to the animals
H. Boxer  B. Owned Manor Farm
G. Snowball  C. Ruler of Animal Farm
A. Squealer  D. Inspired the idea of a rebellion
M. Benjamin  E. Mare who liked ribbons and sugar
B. Mr. Jones  F. Efficient neighboring farmer
I. Clover  G. Is run off the farm by dogs
L. Moses  H. "I will work harder."
C. Napoleon  I. Motherly mare concerned for all the animals
D. Old Major  J. Neighboring farmer who neglects his farm
F. Frederick  K. Middleman between Animal Farm and human world
K. Whymper  L. Talks of Sugarcandy Mountain
J. Pilkington  M. Skeptical donkey

II. Short Answer

1. Why did the pigs get the job of teaching and organizing?
   They were "generally recognized as being the cleverest of animals."

2. What actually brought about the rebellion?
   The animals were hungry and broke in to get food. When Jones tried to stop them, they ran him (and others) out.

3. What was Snowball's role in the Battle of the Cowshed?
   Snowball's role was one of leadership. Not only did he plan the battle in advance, he bravely fought with the animals. The animals' perception of Snowball's role in this battle was one of the things that Squealer is able to eventually reverse through propaganda.
4. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?
   If the animals were busy on a project, they would have less time and energy to think about how
miserable their lives were and would be therefore less likely to revolt against his authority.

5. Who did Napoleon blame for the windmill disaster? Why?
   He blamed Snowball. By using Snowball as a scapegoat, Napoleon kept the blame from
himself.

6. Why did the hens have to give up their eggs?
   Napoleon needed assets to sell to get money for food for the animals. Napoleon ordered that the
hens would receive no food until they agreed to give up their eggs.

7. Why was the singing of "Beasts of England" banned?
   Napoleon said that it was no longer needed because the revolution was over, but the real reason
was because it reminded the animals of the original ideas of the revolution, which hadn't come
true.

8. How did Frederick cheat Napoleon?
   The bank notes with which he paid Napoleon for timber were forged.

9. What happened to Boxer?
   Boxer was seriously injured. Napoleon said he would send Boxer to be treated at a hospital;
however, he actually sold him to the butcher. When the animals suspected foul play, Squealer
told them the truck's lettering was wrong and that unfortunately Boxer died at the hospital. It is
also implied that the pigs bought whiskey with the money they received from selling Boxer.

10. What commandment took the place of the Seven Commandments?
    "All animals are equal, but some animals are more equal than others."

III. Essay: Answers will vary depending on your class discussions and the level of your class.

IV. Vocabulary: Choose ten of the vocabulary words to dictate to your students for this part of
    the test.
ADVANCED SHORT ANSWER UNIT TEST - *Animal Farm*

I. Matching

___ Mollie  
A. He explained things to the animals

___ Boxer  
B. Owned Manor Farm

___ Snowball  
C. Ruler of Animal Farm

___ Squealer  
D. Inspired the idea of a rebellion

___ Benjamin  
E. Mare who liked ribbons and sugar

___ Mr. Jones  
F. Efficient neighboring farmer

___ Clover  
G. Is run off the farm by dogs

___ Moses  
H. "I will work harder."

___ Napoleon  
I. Motherly mare concerned for all the animals

___ Old Major  
J. Neighboring farmer who neglects his farm

___ Frederick  
K. Middleman between Animal Farm and human world

___ Whymper  
L. Talks of Sugarcandy Mountain

___ Pilkington  
M. Skeptical donkey
II. Short Answer

1. Define the word "utopia" and explain how it applies to *Animal Farm*.

2. What is a "beast fable" and how is *Animal Farm* an example of one?

3. What was wrong with Old Major's ideas? Why didn't they work?

4. Compare and contrast Napoleon and Snowball.

5. Discuss one character in terms of its animal and human natures.

6. What universal themes are present in *Animal Farm*?

7. Explain why Mollie and Snowball had to leave in relation to the theme of suppressing individuality.
III. Quotations: Explain the significance of each of the following quotations.

1. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that infighting against Man, we must not come to resemble him. Even when you have conquered 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 tough money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannize over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal. (I)

2. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white. (II)

3. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be? (V)

4. Snowball was in league with Jones from the very start! (VII)

5. All animals are equal but some animals are more equal than others. (X)
IV. Vocabulary

Listen to the vocabulary words and write them down. After you have written down all the words, write a paragraph using all of the vocabulary words. The paragraph must in some way relate to *Animal Farm*. 
MULTIPLE CHOICE UNIT TEST 1 - Animal Farm

I. Matching

___ Mollie
___ Boxer
___ Snowball
___ Squealer
___ Benjamin
___ Mr. Jones
___ Clover
___ Moses
___ Napoleon
___ Old Major
___ Frederick
___ Whymper
___ Pilkington

A. Inspired the idea of a rebellion
B. "I will work harder."
C. Ruler of Animal Farm
D. He explained things to the animals
E. Mare who liked ribbons and sugar
F. Skeptical donkey
G. Is run off the farm by dogs
H. Owned Manor Farm
I. Talks of Sugarcandy Mountain
J. Neighboring farmer who neglects his farm
K. Middleman between Animal Farm and human world
L. Motherly mare concerned for all the animals
M. Efficient neighboring farmer
II. Multiple Choice
1. For what purpose did Major call the meeting of the animals?
   A. To make the animals feel guilty
   B. To tell them about his vision
   C. To complain that the animals weren't working hard enough
   D. A & C

2. What is "Beasts of England"?
   A. Jones's name for his farm animals
   B. A book written by Old Major
   C. The animals' name for Man
   D. The song of the revolution

3. What happened to the milk and apples?
   A. No one ever knew what happened to them
   B. The horses were eating them
   C. Farmer Jones took them
   D. The pigs were eating them

4. What topic divided the animals?
   A. The Battle of the Cowshed
   B. Building the windmill
   C. What to do with Jones's house
   D. Assignment of duties

5. How did Napoleon get rid of Snowball and gain full control of the animals?
   A. Napoleon killed Snowball
   B. Snowball was killed at the Battle of the Cowshed
   C. Napoleon had the largest farm animals threaten Snowball
   D. Napoleon's guard dogs ran Snowball off the farm

6. Why did Napoleon in fact change his mind and decide to have the animals build the windmill?
   A. Busy animals don't have time to think and revolt.
   B. He decided it would be useful after all.
   C. He wanted to smooth over their disagreement.
   D. All of the above
Animal Farm Multiple Choice Unit Test 1 page 3

7. Who did Napoleon blame for the windmill disaster?
   A. Squealer
   B. Boxer
   C. Benjamin
   D. Snowball

8. Why did Napoleon begin executing animals?
   A. He went crazy.
   B. The ones he executed were too old to be productive. They too expensive to keep.
   C. He wanted to stop the spreading of disease; the ones he executed had rabies.
   D. He wanted to stop any rebellion against him by keeping the animals in fear.

9. Why did the animals sing the "Beasts of England" song slowly and mournfully as they were gathered on the knoll? A
   A. Life on the farm was not as they had hoped it would be when the revolution began.
   B. They were wishing that Jones would come back.
   C. They were singing it over the graves of their slain comrades.
   D. A & C

10. The animals on the farm worked hard. What was their consolation? D
    A. They were making lots of money.
    B. They could take long vacations when they wanted.
    C. They were all very well fed
    D. They were working for themselves; not Man.
III. Quotations: Identify the speaker:
A = Squealer  B = Napoleon  C = Old Major  D = Boxer
E = Benjamin  F = Moses  G = Jones  H = Frederick

___ 1. "Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered 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 habits of Man are evil. And, above all, no animal must ever tyranny over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal."

___ 2. It is for your sake that we drink that milk and eat those apples.

___ 3. "I have no wish to take life, not even human life."

___ 4. "Tactics, comrades, tactics!"

___ 5. "Ah, that is different! If Comrade Napoleon says it, it must be right."

___ 6. "I do not understand it. I would not have believed that such things could happen on our farm. It must be due to some fault in ourselves. The solution, as I see it, is to work harder."

___ 7. "... Forward in the name of the Rebellion. Long live Animal Farm! Long live Comrade Napoleon! Napoleon is always right. 'Those were his very last words, comrades."

___ 8. "Gentlemen, here is my toast: To the prosperity of The Manor Farm!" (X)
IV. Vocabulary (Matching)

___ 1. cynical A. lack of interest or emotion
___ 2. falter B. not rehearsed; on the spur of the moment
___ 3. pre-eminent C. encouraged; made brave; gave courage to
___ 4. vivacious D. waver in confidence; hesitate; fail
___ 5. apathy E. after one's death
___ 6. obstinate F. astute; clever
___ 7. indefatigable G. stubbornly inflexible
___ 8. shrewd H. gave up all resistance
___ 9. perpetually I. bitterly mocking
___ 10. irrepressible J. facial expression
___ 11. ignominious K. continually
___ 12. impromptu L. untiring; tireless
___ 13. posthumously M. critical; of supreme importance
___ 14. pretext N. outstanding
___ 15. crucial O. exist concealed or unsuspected
___ 16. emboldened P. excuse
___ 17. capitulated Q. disgraceful; shameful
___ 18. countenance R. lively; spirited
___ 19. lurking S. commotion
___ 20. tumult T. impossible to control or restrain
Multiple Choice Unit Test 2 - *Animal Farm*

I. Matching

__1. Mollie__
A. He explained things to the animals

__2. Boxer__
B. Owned Manor Farm

__3. Snowball__
C. Ruler of Animal Farm

__4. Squealer__
D. Inspired the idea of a rebellion

__5. Benjamin__
E. Mare who liked ribbons and sugar

__6. Mr. Jones__
F. Efficient neighboring farmer

__7. Clover__
G. Is run off the farm by dogs

__8. Moses__
H. "I will work harder."

__9. Napoleon__
I. Motherly mare concerned for all the animals

__10. Old Major__
J. Neighboring farmer who neglects his farm

__11. Frederick__
K. Middleman between Animal Farm and human world

__12. Whymper__
L. Talks of Sugarcandy Mountain

__13. Pilkington__
M. Skeptical donkey
**Animal Farm** Multiple Choice Unit Test 2 page 2

II. Multiple Choice

1. What is "Beasts of England"?
   A. Jones's name for his farm animals
   B. The song of the revolution
   C. A book written by Old Major
   D. The animals' name for Man

2. What actually brought about the rebellion?
   A. Jones went away, and when he got back, the animals revolted
   B. Jones sent Old Major to the butcher
   C. The animals were hungry and broke in to get food
   D. The animals were well-rested and thought they could win

3. What was the Battle of the Cowshed?
   A. Snowball made the cows join the rebellion
   B. Snowball and Napoleon fought for leadership of the animals
   C. The animals fought among themselves about the windmill
   D. Jones and the other farmers came with sticks and guns to retake the farm

4. How did Napoleon get rid of Snowball and gain full control of the animals?
   A. Napoleon's guard dogs ran Snowball off the farm
   B. Snowball was killed at the Battle of the Cowshed
   C. Napoleon had the largest farm animals threaten Snowball
   D. Napoleon killed Snowball

5. How did Squealer justify Napoleon's take-over to the others?
   A. He said that Napoleon had taken on extra responsibility.
   B. He said that he wouldn't want the animals to make the wrong decisions.
   C. He said that Snowball was not as great as the animals had thought.
   D. All of the above

6. Why did Napoleon begin executing animals?
   A. He wanted to stop any rebellion against him by keeping the animals in fear.
   B. He went crazy.
   C. He wanted to stop the spreading of disease; the ones he executed had rabies.
   D. The ones he executed were too old to be productive. They too expensive to keep.
7. In what ways has Napoleon set himself apart from the other animals?
   A. He had titles like Our Leader, Comrade Napoleon, etc.
   B. He lived in separate quarters.
   C. He had guards to protect him.
   D. All of the above

8. What moved the animals to attack Frederick and his men at the Battle of the Windmill?
   A. The men blew up the animals' windmill.
   B. The men took too much timber.
   C. The men made fun of their animal farm.
   D. The men killed Napoleon.

9. What happened to Boxer?
   A. He died of old age.
   B. Napoleon sold him to the butcher.
   C. He was sent to be treated at a hospital.
   D. Napoleon personally executed him.

10. What did the other animals see when they looked into the farmhouse?
    A. Men giving orders to servant pigs
    B. Pigs and Men together eating animal meat
    C. Men and animals together, undistinguishable one from another
    D. Nothing; it was empty; the pigs had left
III. Quotations: Identify the speaker:

A = Old Major  B = Frederick  C = Boxer  D = Benjamin  
E = Squealer  F = Moses  G = Jones  H = Napoleon

___ 1. "Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered 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 habits of Man are evil. And, above all, no animal must ever tyranny over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal."

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IV. Vocabulary (Matching)

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## ANSWER SHEET - *Animal Farm*
### Multiple Choice Unit Tests

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### ANSWER KEY MULTIPLE CHOICE UNIT TESTS – *Animal Farm*

Answers to Unit Test 1 are in the left column. Answers to Unit Test 2 are in the right column.

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UNIT RESOURCE MATERIALS
BULLETIN BOARD IDEAS - Animal Farm

1. Save a space for students' best writing. Make a nice border. Cut out letters THE BEST or YOU'RE THE TOPS! with a cut-out top hat -- whatever title you want to show the meaning of the space. Staple up the best writing samples (or quizzes or whatever you have graded) on colorful paper.

2. Title the board ANIMAL FARM: A DIVISION OF CLASSES. Subtitle one side Ruling Class (Haves) and the other Working Class (Have Nots). Post pictures of people of each type of class under the appropriate section of the board. Be sure to also include animal samples -- pigs, horses, chickens, etc. (For example, a pampered poodle might be a “have” whereas a stray cat in an alley might be a “have not.”)

3. Draw one of the word search puzzles onto the bulletin board. (Be sure to enlarge it.) Write the key words to one side. Invite students to take their pens or markers and find the words before and/or after class (or perhaps this could be an activity for students who finish their work early).

4. Plot the major events of the story around a circle or on a bell curve showing the rise and fall of the animals' hopes for a "better" society. (For example, Life Under Jones, Old Major's Meeting, The Rebellion, The Battle of the Cowshed, etc.)

5. Find someone to draw caricature of the characters in the book and post them with brief character notes.

6. Post articles of criticism about Animal Farm.

7. Make a bulletin board titled EVERYONE'S WORK IS IMPORTANT. Post pictures of people doing all kinds of occupations. Take time one day in class to discuss why each person's work is important to society.

8. Make a bulletin board contrasting capitalism with communism.

9. Place quotations from the novel on colorful paper on a bulletin board simply titled: ANIMAL FARM.

10. Title your board: ANIMAL FARM: WHAT WENT WRONG? Take a class period for students to answer that question. Let students write their own answers on the board.

11. Make a bulletin board about careers available in agriculture, advertising, journalism, and politics.
EXTRA ACTIVITIES

One of the difficulties in teaching a novel is that all students don't read at the same speed. One student who likes to read may take the book home and finish it in a day or two. Sometimes a few students finish the in-class assignments early. The problem, then, is finding suitable extra activities for students.

The best thing I've found is to keep a little library in the classroom. For this unit on Animal Farm, you might check out from the school library other books by Orwell. A biography of the author would be interesting for some students. You may include other related books and articles about farms and farm life, the Russian Revolution (and biographies of Stalin, Lenin, etc.), forms of government, social psychology, the power of persuasion, techniques of persuasive writing, the advertising industry, the responsibility of the media, journalism, etc.

Other things you may keep on hand are puzzles. We have made some relating directly to Animal Farm for you. Feel free to duplicate them.

Some students may like to draw. You might devise a contest or allow some extra-credit grade for students who draw characters or scenes from Animal Farm. Note, too, that if the students do not want to keep their drawings you may pick up some extra bulletin board materials this way. If you have a contest and you supply the prize (a CD or something like that perhaps), you could, possibly, make the drawing itself a non-refundable entry fee.

The pages which follow contain games, puzzles and worksheets. The keys, when appropriate, immediately follow the puzzle or worksheet. There are two main groups of activities: one group for the unit; that is, generally relating to the Animal Farm text, and another group of activities related strictly to the Animal Farm vocabulary.

Directions for these games, puzzles and worksheets are self-explanatory. The object here is to provide you with extra materials you may use in any way you choose.
MORE ACTIVITIES - *Animal Farm*

1. Pick a chapter or scene with a great deal of dialogue and have the students act it out on a stage. (Perhaps you could assign various scenes to different groups of students so more than one scene could be acted and more students could participate.)

2. Have students design advertisements that Napoleon might send out to other farms to entice them to come to Animal Farm OR to encourage them to have their own Rebellions.

3. Have students design a book cover (front and back and inside flaps) for *Animal Farm*.

4. Have students design a bulletin board (ready to be put up; not just sketched) for *Animal Farm*.

5. Use some of the related topics (noted in the Extra Activities packet) as topics for research, reports or written papers, or as topics for guest speakers.

6. Read and discuss several articles of criticism about *Animal Farm*. Compare and contrast the criticisms.

7. Research what careers are currently available in agriculture, advertising, journalism, and politics.

8. Have students write:
   a. a letter of complaint from Clover to Napoleon
   b. a newspaper account of the rebellion
   c. a letter from Snowball to the animals at Animal Farm
   d. one section of the book as a play
   e. a song appropriate for the animals to sing after they look into the house at the end of the book
   f. a letter from Jones to the animals at Animal Farm
WORD SEARCH - Animal Farm

All words in this list are associated with Animal Farm. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

N A P O L E O N W C Q R C O X U X M V P R S L K
W N E G C X F D L I E Z T J R L T E G O G Q R V
M O O D E R H W K L N R S F O W E O O I T O R L
T A C T I C S B A R N D E B A T E P P O W E R Q
T W I E P G O E O L E P M P T B R L R I D H P C
M R N Q G X U T C B L Y P I M C L U L A A C I S
W D D E E Q A G U N S L M G L Y D E E S U O H P
S C G R S T A P H T E M A E U L H L G Q E D B D
S B L S C L U S S O F V M N A W W E S U I Z P
M H R I F V G C H C S E F L I E R H X I M A L B
T R D O G S I C E E R I T E R N N D I S F A L S
R S T N S H O S N X E D E F Y O A I T S E R N B
J O W X A M V O I C E P L C I D P S M H K S E Q
D L J Z R L T Y R O Q V L T N L A E F A E E O E
S U G A R S G N K A N O U S J E L F R A J R Y M
B E D G M Q P N W S V L T X B T O O O S R N O X
M E N V P D F N E E O E Z S T O B J M O U M E B
N I L O J Q L Q R V E T N A H L S D D F D A T B
C S L D J B H O E H C M B R O T H E R S X X D B
F T G K K M T R S B X L W B S N O W B A L L W E

ANIMAL
APPLES
BARN
BATTLE
BEASTS
BEDS
BENJAMIN
BOXER
BROTHERS
CLEVER
CLOVER
COMMITTEE
COMRADE
COW
DEBATE
DICTATOR
DOGS
EGGS
ENEMY

ENGLAND
EQUAL
EXECUTE
FABLE
FARM
FENCES
FIELD
FLAG
FOOD
FREE
FRIENDS
GOAT
GUARD
GUNS
HERO
HOOF
HOUSE
IDEA
JONES

LEADER
LEGS
LIES
MAN
MILK
MOLLIE
MOSES
NAPOLEON
NEAR
PIGS
POOR
POW
POWER
RAVEN
RETIRED
REVOLUTION
SHEEP
SHEETS

SNOWBALL
SQUEALER
STONES
SUGAR
SYMBOL
TACTICS
TRUE
UTOPIA
VISION
VOTE
WALL
WHIP
WHISKEY
WHYMPER
WORK
WRITE
CROSSWORD - *Animal Farm*

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CROSSWORD CLUES – ANIMAL FARM

ACROSS
1. Efficient neighboring farmer
6. The wooly animals
8. Not a lie; correct
10. Donkey
13. One in charge; Napoleon for ex.
15. Boxer carried tons of these to make the windmill
17. The cleverest of the animals
18. Liberated
19. Place of shelter for animals
21. All the habits of --- are evil
23. A person casts one in an election
26. Motherly horse
28. The pigs ate these & drank milk
31. The hens had to give these up
33. Most animals learned to read & ---
36. Thought
37. Scape----
38. Sweet treat
40. The battle of the --- shed
43. Snowball was Animal ---, First Class
46. A material symbol; the animals had a green and white one
47. Decisions were made by ----s of pigs
50. Where the 7 commandments were written
51. Old Major had one of these
52. Job of the dogs
53. Use of these was forbidden; not the use of beds
54. Huge, strong horse who had 2 maxims

DOWN
1. Place to plant crops
2. Smart; astute
3. Four --- good; two --- bad
4. Napoleon's guard animals
5. A perfect society
6. The dogs chased him off the farm
7. Not wealthy
9. Pigs began to sleep in these
11. Owner of the Manor Farm
12. The pigs drank this and ate the apples
14. ----- Farm
16. All animals are ----- 
18. A shortage of it triggered the revolution
20. Old Major foresaw the -----; uprising
22. Animal ----- 
24. Foe
25. Beasts of ----- 
27. Stop working after a period of time
29. Influence; strength
30. The pigs found a case of this & drank too much
32. Win to another point of view
34. Strategies
35. Told stories about Sugarcandy Mountain
39. Men shot these at the animals
41. Middleman between Animal Farm & humans
42. Snappy implement used to hit horses
44. Horse who liked ribbons
45. --- of England
46. Story in which animals speak & act like humans
49. Duties; opposite of play
MATCHING QUIZ/WORKSHEET 1 - *Animal Farm*

__ 1. Committee__  
A. Old Major foresaw the ----; uprising

__ 2. Boxer__  
B. Place to plant crops

__ 3. Free__  
C. Decisions were made by -----s of pigs

__ 4. Sugar__  
D. Place of shelter for animals

__ 5. Lies__  
E. The animals lived by seven of these

__ 6. Field__  
F. Author

__ 7. Clever__  
G. Liberated

__ 8. Utopia__  
H. Sweet Treat

__ 9. Barn__  
I. Untruths

__ 10. Orwell__  
J. A perfect society

__ 11. Revolution__  
K. Horse who liked ribbons

__ 12. Whip__  
L. His vision inspired the revolution

__ 13. Execute__  
M. Strategies

__ 14. England__  
N. Huge, strong horse how had 2 maxims

__ 15. Tactics__  
O. The pigs found a case of this & drank too much

__ 16. Pigs__  
P. Kill

__ 17. Whiskey__  
Q. The cleverest of animals

__ 18. Mollie__  
R. Smart; astute

__ 19. Commandments__  
S. Snappy implement used to hit horses

__ 20. Old Major__  
T. Beasts of ----
KEY: MATCHING QUIZ/WORKSHEET 1 - Animal Farm

C 1. Committee
N 2. Boxer
G 3. Free
H 4. Sugar
I 5. Lies
B 6. Field
R 7. Clever
J 8. Utopia
D 9. Barn
F 10. Orwell
A 11. Revolution
S 12. Whip
P 13. Execute
T 14. England
M 15. Tactics
Q 16. Pigs
O 17. Whiskey
K 18. Mollie
E 19. Commandments
L 20. Old Major

A. Old Major foresaw the ----; uprising
B. Place to plant crops
C. Decisions were made by ----s of pigs
D. Place of shelter for animals
E. The animals lived by seven of these
F. Author
G. Liberated
H. Sweet Treat
I. Untruths
J. A perfect society
K. Horse who liked ribbons
L. His vision inspired the revolution
M. Strategies
N. Huge, strong horse how had 2 maxims
O. The pigs found a case of this & drank too much
P. Kill
Q. The cleverest of animals
R. Smart; astute
S. Snappy implement used to hit horses
T. Beasts of ----
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<tr>
<td><strong>__1. Battle</strong></td>
<td><strong>A. Donkey</strong></td>
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<tr>
<td><strong>__2. Benjamin</strong></td>
<td><strong>B. Untruths</strong></td>
<td></td>
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<tr>
<td><strong>__3. Raven</strong></td>
<td><strong>C. Old Major had one of these</strong></td>
<td></td>
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<tr>
<td><strong>__4. Symbol</strong></td>
<td><strong>D. Foe</strong></td>
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<tr>
<td><strong>__5. Committee</strong></td>
<td><strong>E. Moses was one</strong></td>
<td></td>
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<tr>
<td><strong>__6. Vision</strong></td>
<td><strong>F. Huge, strong horse who had two maxims</strong></td>
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<tr>
<td><strong>__7. Man</strong></td>
<td><strong>G. Influence; strength</strong></td>
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<tr>
<td><strong>__8. Tactics</strong></td>
<td><strong>H. Win to another point of view</strong></td>
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<tr>
<td><strong>__9. Boxer</strong></td>
<td><strong>I. The animals lived by seven of these</strong></td>
<td></td>
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<tr>
<td><strong>__10. Debate</strong></td>
<td><strong>J. Not wealthy</strong></td>
<td></td>
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<tr>
<td><strong>__11. Lies</strong></td>
<td><strong>K. A sign; something that represents something else</strong></td>
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<tr>
<td><strong>__12. Sheets</strong></td>
<td><strong>L. Strategies</strong></td>
<td></td>
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<tr>
<td><strong>__13. Hero</strong></td>
<td><strong>M. Decisions were made by -----s of pigs</strong></td>
<td></td>
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<tr>
<td><strong>__14. Power</strong></td>
<td><strong>N. Argument with rules</strong></td>
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<tr>
<td><strong>__15. Persuade</strong></td>
<td><strong>O. Snowball was Animal ---, First Class</strong></td>
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<tr>
<td><strong>__16. Clover</strong></td>
<td><strong>P. Use of these was forbidden, not the use of beds</strong></td>
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<td><strong>__17. Enemy</strong></td>
<td><strong>Q. The pigs drank this and ate the apples</strong></td>
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<tr>
<td><strong>__18. Milk</strong></td>
<td><strong>R. Motherly horse</strong></td>
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<tr>
<td><strong>__19. Poor</strong></td>
<td><strong>S. --- of the Cowshed</strong></td>
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<tr>
<td><strong>__20. Commandments</strong></td>
<td><strong>T. All the habits of --- are evil</strong></td>
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<td>S</td>
<td>1. Battle</td>
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<td>2. Benjamin</td>
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<td>C. Old Major had one of these</td>
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<tr>
<td>K</td>
<td>4. Symbol</td>
<td>D. Foe</td>
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<td>E. Moses was one</td>
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<td>G. Influence; strength</td>
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<td>H. Win to another point of view</td>
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<td>I</td>
<td>20. Commandments</td>
<td>T. All the habits of --- are evil</td>
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<td>WORD</td>
<td>CLUE</td>
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<td>--------</td>
<td>----------------------------------------------------------------------</td>
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<td>TWEIR</td>
<td>WRITE</td>
<td>The animals learned to read and ---</td>
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<td>SELPPA</td>
<td>APPLES</td>
<td>The pigs ate these and drank the milk</td>
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<tr>
<td>THRERBSO</td>
<td>BROTHERS</td>
<td>All animals were equal; they were ----</td>
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<td>SSEBAT</td>
<td>BEASTS</td>
<td>--- of England</td>
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<tr>
<td>HWPI</td>
<td>WHIP</td>
<td>Snappy implement used to hit horses</td>
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<td>OENAOPNL</td>
<td>NAPOLEON</td>
<td>Our Leader</td>
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<td>SBED</td>
<td>BEDS</td>
<td>Pigs started sleeping in these</td>
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<td>GSLE</td>
<td>LEGS</td>
<td>Four --- good; two --- bad</td>
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<td>TSNESO</td>
<td>STONES</td>
<td>Boxer carried tons of these for the windmill</td>
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<td>DOOF</td>
<td>FOOD</td>
<td>A shortage of this started the revolution</td>
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<td>OLBMYS</td>
<td>SYMBOL</td>
<td>Something that stands for something else</td>
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<td>OEVT</td>
<td>VOTE</td>
<td>These are cast in an election</td>
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<td>RMFA</td>
<td>FARM</td>
<td>Animal ---</td>
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<tr>
<td>DIWNLLIM</td>
<td>WINDMILL</td>
<td>Boxer carried stones to build it</td>
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<td>IPUOAT</td>
<td>UTOPIA</td>
<td>A perfect society</td>
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<td>SYEWHKI</td>
<td>WHISKEY</td>
<td>The pigs drank too much of this</td>
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<td>EURT</td>
<td>TRUE</td>
<td>Opposite of false</td>
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<tr>
<td>ATTRODCI</td>
<td>DICTATOR</td>
<td>One single ruler with total power</td>
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<tr>
<td>LCVROE</td>
<td>CLOVER</td>
<td>Motherly horse</td>
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<tr>
<td>ROEH</td>
<td>HERO</td>
<td>Animal ---, First Class</td>
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<tr>
<td>KLM</td>
<td>MILK</td>
<td>The pigs drank this &amp; ate the apples</td>
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<td>PEESH</td>
<td>SHEEP</td>
<td>Wooly animals</td>
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<tr>
<td>RPOO</td>
<td>POOR</td>
<td>Opposite of rich</td>
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<tr>
<td>EEYM</td>
<td>ENEMY</td>
<td>Foe</td>
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<td>ISLE</td>
<td>LIES</td>
<td>Untruths</td>
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<td>LEOILM</td>
<td>MOLLIE</td>
<td>Horse who liked ribbons</td>
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<tr>
<td>DKIRFREEC</td>
<td>FREDERICK</td>
<td>Efficient neighboring farmer</td>
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<tr>
<td>EYPHRWM</td>
<td>WHYMPER</td>
<td>Middleman between animals &amp; humans</td>
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<td>SNONII</td>
<td>VISION</td>
<td>Old Major had one of these for the future</td>
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<tr>
<td>RDLAEE</td>
<td>LEADER</td>
<td>Napoleon, for example; one in charge</td>
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<td>ERED</td>
<td>FREE</td>
<td>Liberated</td>
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<tr>
<td>SITCCTA</td>
<td>TACTICS</td>
<td>Strategies</td>
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<tr>
<td>AELUQ</td>
<td>EQUAL</td>
<td>All animals are ---</td>
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<tr>
<td>IMTTCIOEM</td>
<td>COMMITTEE</td>
<td>Decisions were made by ---s of pigs</td>
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<tr>
<td>GAFL</td>
<td>FLAG</td>
<td>A material symbol</td>
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**Animal Farm Juggle Letter Review Game Clues Continued**

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<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tr>
<td>GSGE</td>
<td>EGGS The hens had to give these up for sale</td>
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<tr>
<td>WOLSA LN</td>
<td>SNOWBALL The dogs ran him off of the farm</td>
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<td>UARDG</td>
<td>GUARD Job of the dogs</td>
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<tr>
<td>WCO</td>
<td>COW Battle of the ---shed</td>
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<tr>
<td>SUEPDREA</td>
<td>PERSUADE Win to another point of view</td>
</tr>
<tr>
<td>BFALE</td>
<td>FABLE Story in which animals behave as humans</td>
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<tr>
<td>CEXEEUT</td>
<td>EXECUTE Kill</td>
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<tr>
<td>LDIFE</td>
<td>FIELD Place to plant crops</td>
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<tr>
<td>KRWO</td>
<td>WORK Duties; opposite of play</td>
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VOCABULARY RESOURCE MATERIALS
VOCABULARY WORD SEARCH - Animal Farm

All words in this list are associated with Animal Farm with particular emphasis on the vocabulary words chosen for this unit. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

J Z F Q T F P N P Q P D S I F G M C Y N G S H M
B G Z P T P N P Q O B R R H M D T X K H Z Y J T
T Y P R M T Q J U J S R R T R S G R X S T L L Y
L U R K I N G T Y R E T I N U E C R U C I A L H
K D X T B R P N Q P L P H O N N W O D M I S P D
W P S W E M N Z R U W W I U C J I D P L U V R A
B D E T O A Y E M Y K N D Y M C W E I O N T E X
W P L R R M S U L O I E R W A O N F E O N M C R
J A P Y P S T N B M T O J V D D U N I E B W R Q
I K C B Y E T N L A D V K N T T N I L S J C L K
J B L Y L I G U I Y B Y G R L E M D E Y N S V B
T E L O N I T L A Z D H H U P E E T Q A U D Q D
J J S A S I I F T L C K M F E N A T N O T H R M
F M T K P C C F C L L I W R E I W E M X K B L T
J E N A N X N A F Z S Y P D R X T I E L K B Y W
H D C O F N W C L S G K T B R N T C B R Q N W
K J C B H B D K C N Y P E K U A E G W V W Q C F
G W J C N K B G Q W Z N F O N R P Q G J K Z P L
X S Y M G H S T Q B I R C U P W Z N Q C X N H T

APATHY  FILIAL  PENSION  SOLEMNLY
CAPITULATED  IGNOMINIOUS  PERPETUALLY  TUMULT
CONCILIATORY  IMPENDING  POSTHUMOUSLY  TYRANNY
COUNTEUNANCE  IMPROMPTU  PREEMINENT  UNANIMOUSLY
CRUCIAL  INEBRIATES  PRETEXT  VIVACIOUS
CYNICAL  IRREPRESSIBLE  RETINUE
EMBOLDENED  LURKING  SHREWD
FALTER  OBSTINATE  SIMULTANEOUSLY
KEY: VOCABULARY WORD SEARCH - Animal Farm

All words in this list are associated with Animal Farm with particular emphasis on the vocabulary words chosen for this unit. The words are placed backwards, forward, diagonally, up and down. The included words are listed below the word search.

FILIAL PENSION SOLEMNLY
CAPITULATED IGNOMINIOUS PERPETUALLY TUMULT
CONCILIATORY IMPENDING POSTHUMOUSLY TYRANNY
COUNTEANCE IMPROMPTU PREEMINENT UNANIMOUSLY
CRUCIAL INEBRIATES PRETEXT VIVACIOUS
CYNICAL IRREPRESSIBLE RETINUE
EMBOLDENED LURKING SHREWED
FALTER OBSTINATE SIMULTANEOUSLY
VOCABULARY CROSSWORD - Animal Farm
VOCABULARY CROSSWORD CLUES – Animal Farm

Across
3. Snowball & Napoleon disagreed about building it
6. Disgraceful; shameful
10. Not wealthy
11. Animal ----
12. Critical; of supreme importance
13. Those accompanying a person of rank
15. Untiring; tireless
17. All animals are ----
18. Material symbol; the animals had a green and white one
22. Outstanding
23. Most animals learned to read & ---
25. Befitting a son or daughter
27. Boxer split his
29. Bitterly mocking
33. Place of shelter for animals
34. Seriously, deeply earnest
36. All the habits of --- are evil
37. Sum of money paid as a retirement benefit
38. Four -- good; two --- bad
40. Where the 7 Commandments were written
41. The hens had to give these up for sale
42. Told stories about Sugarcandy Mountain

Down
1. The pigs drank this and ate the apples
2. Commotion
4. Thought
5. Continually
6. Impossible to control or restrain
7. Stubbornly inflexible
8. Facial expression
9. Astute; clever
11. Place to plant crops
14. Absolute power; esp. when used unjustly
16. Waver in confidence; hesitate; fail
19. Lack of interest or emotion
20. Lively; spirited
21. In complete agreement
24. One in charge; Napoleon, for example
25. A shortage of it triggered the revolution
26. Exist concealed or unsuspected
28. Author
30. --- Farm
31. A sign; something that represents something else
32. Owner of Manor Farm
35. Foe
37. The cleverest of animals
39. Men shot these at the animals
VOCABULARY WORKSHEET 1 - Animal Farm

__ 1. Lurking  A. Untiring; tireless
__ 2. Capitulated  B. Impossible to control or restrain
__ 3. Preeminent  C. Those accompanying a person of rank
__ 4. Ignominious  D. Outstanding
__ 5. Perpetually  E. Happening at the same time
__ 6. Indefatigable  F. Befitting a son or daughter
__ 7. Irrepressible  G. Commotion
__ 8. Tumult  H. Facial expression
__ 9. Pension  I. Sum of money paid as a retirement benefit
__ 10. Filial  J. About to take place
__ 11. Unanimously  K. Showing good-will; peace-making
__ 12. Conciliatory  L. Excuse
__ 13. Simultaneously  M. Stubbornly inflexible
__ 14. Obstinate  N. Disgraceful; shameful
__ 15. Retinue  O. In complete agreement
__ 16. Countenance  P. Exist concealed or unsuspected
__ 17. Impending  Q. Encouraged; made brave; gave courage to
__ 18. Emboldened  R. Astute; clever
__ 19. Pretext  S. Gave up all resistance
__ 20. Shrewd  T. Continually
<table>
<thead>
<tr>
<th></th>
<th>1. Lurking</th>
<th>A. Untiring; tireless</th>
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<tbody>
<tr>
<td>S</td>
<td>2. Capitulated</td>
<td>B. Impossible to control or restrain</td>
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<td>N. Disgraceful; shameful</td>
</tr>
<tr>
<td>C</td>
<td>15. Retinue</td>
<td>O. In complete agreement</td>
</tr>
<tr>
<td>H</td>
<td>16. Countenance</td>
<td>P. Exist concealed or unsuspected</td>
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<td>1</td>
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<td>M. Untiring; tireless</td>
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<td>Inebriates</td>
<td>N. Befitting a son or daughter</td>
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<td>16</td>
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<td>T. Happening at the same time</td>
</tr>
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</table>
KEY: VOCABULARY WORKSHEET 2 - Animal Farm

1. Countenance A. Gave up all resistance
2. Pretext B. Stubbornly inflexible
3. Superannuated C. Critical; of supreme importance
4. Capitulated D. Scornfully
5. Irrepressible E. Drunkards
6. Filial F. Outstanding
7. Contemptuously G. Excuse
8. Tumult H. Encouraged; made brave; gave courage to
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19. Shrewd S. Astute; clever
20. Obstinate T. Happening at the same time
**SCRAMBLED** | **WORD** | **CLUE**
--- | --- | ---
NEMDEBLDEO | EMBOLDENED | Encouraged; made brave
IURTEEN | RETINUE | Those accompanying person of rank
BFLTEIAGINAED | INDEFATIGABLE | Untiring; tireless
CULACRI | CRUCIAL | Critical; of supreme importance
ELSERRIRBPSEI | IRREPRESSIBLE | Impossible to control or restrain
ORMUPMTIP | IMPROMPTU | Not rehearsed
TPMENRENEI | PREEMINENT | Outstanding
ALCCYIN | CYNICAL | Bitterly mocking
STYOIUNELULSMA | SIMULTANEously | Happening at the same time
EUANOTCNCNE | COUNtenANCE | Facial expression
PEANDEURNTAUS | SUPERANNUATED | Retired due to age or infirmity
SPNONEI | PENSION | Financial retirement benefit
MPNIDGEIN | IMPENDING | About to take place
AYPHTA | APATHY | Lack of interest or emotion
SPYUMULHOTSO | POSTHUMOUSLY | After one's death
MLELNSO | SOLEMNLY | Seriously; deeply earnest
ETPRXTE | PRETEXT | Excuse
TLUMTU | TUMULT | Commotion
LPUMONSTYCUOE | CONTEMPTUOUSLY | Scornfully
ATEITSBON | OBSTINATE | Stubbornly inflexible
NIIRAYCOCTOL | CONCILIATORY | Showing good-will; peace-making
MINSONIUIOG | IGNOMINIOUS | Disgraceful; shameful
AFLLII | FILIAL | Befitting a son or daughter
IKLURGN | LURKING | Exist concealed or unsuspected
HEDWSR | SHREWd | Astute; clever
TFEARL | FALTER | Waver in confidence; hesitate; fail
SIEIANRETB | INEBRIATES | Drunkards
EYURPELLPAT | PERPETUALLY | Continually
LPCUTTADAIE | CAPITULATED | Gave up all resistance