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Animal Farm

BY GEORGE ORWELL



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All references come from the Signet Classic edition of *Animal Farm*, published 1996.

Name: _____

Date: _____

Whole Book Activities

Characterization

Objective: Understanding character change and growth

Activity

In the beginning of the novel, Man is declared the enemy of the animals. Adopting any of Man's behaviors is forbidden. Over the course of the story, however, the pigs slowly adopt the ways of Man. As you read the book, record the physical characteristics and behaviors of the pigs as they make their transformation. What is the point of no return, when the pigs cannot go back to behaving like farm animals? Explain and defend your choice.

Once the students have completed their lists, they can discuss the merits of each human behavior adopted, whether it was necessary for the animals survival or not, and whether the students believe the animals are worse than the human farmers are.

Boxer and Clover represent the "common animal" throughout the novel. As the story progresses, Clover becomes disillusioned with the concept of Animalism, but Boxer tries to justify the actions of the pigs. Fill in the Animal Reaction Chart below to show their support and opinion of Animalism. When you have completed the table, explain the difference in the characters' natures and why they had such different reactions to the events. We have supplied one set of responses for you.

Name: _____

Date: _____

Chapter I

Language

Objective: Understanding the importance of word choice

Activity

Old Major gathers the animals together to propose a radical idea: The animals should be the masters. Rather than just stating his goal, he builds his argument until the animals have embraced his vision and are fervently singing the song he heard in a dream. Dissect Old Major's speech, highlighting the words and ideas that persuade the other animals that his dream is their dream.

Why is this approach more effective than simply telling the animals to rebel?

Another element of successful satire is that authors convey their feelings about the subject in a subtle manner. Instead of overtly stating his opinion of Old Major and his dream, the author guides the reader with his word choice in the narration and descriptions. Provide examples from this chapter that reveal the author's intent, and explain their effect on the reader's mindset.

Name: _____

Date: _____

Chapter VII

Plot

Objective: Exploring the pigs' use of deception and terror to control the animals

Activity

Compare the description of the Battle of the Cowshed on page 90 to the actual battle in Chapter IV. Match the actual incidences with the occurrences from Squealer's fictional account. After you have completed the **Revisionist History Chart**, explain why you believe that the animals accept the revised history.

The reader is never shown why the animals confessed false crimes or how Napoleon persuaded them to do so. Make a list of techniques the pigs could use to persuade or force other animals to confess.

Name: _____

Date: _____

Chapter X**Actuality**

Objective: Comparing the ideal state of existence to reality

Activity

Most religions, philosophies, and Utopian beliefs describe an ideal state of existence that followers strive to attain. Contrast Old Major's dream with actual life on the farm after the rebellion. Fill in some differences on the **Hope/Actuality Chart** that follows. One example is provided for you.

Find a copy of the Communist Manifesto, either in the library or on the Internet. (You may want to try Google.com) Select some phrases from the very beginning and make another chart comparing the phrases with the elements in *Animal Farm*.

Name: _____

Date: _____

Wrap-Up

Group Projects

Objective: Work on activities in groups

Activity

Create a new book cover for the novel. Draw pictures or cut out items from magazines or newspapers for the cover design; make sure you include the title of the book and the author. For the inside jacket, write a brief synopsis of the story. On the back cover, write a review of the book.

The review must address the following questions:

- What did I learn from this story?
- What is the main theme of the book?
- Why would I recommend this book to others?
- Why should a teacher use this book in the classroom?
- What is the most interesting event in the book that would make someone want to read it? (Be careful not to give away too much of the story.)

Write a series of news articles covering the major events of the story. You can choose to write them as they actually happened, or you may take the point of view of the pigs.

Write an allegory based on current events. A brief explanation of the chosen event should accompany your story.

Read George Orwell's book *1984* and compare the themes and conflicts in the novels.

Create dialogues between the animals and their historical counterparts. Present them to the class.

Over the course of the novel, the pigs' leadership style changes. Identify their leadership styles and compare them to different rulers throughout history.

Create a series of political cartoons depicting the major events of the novel. Make sure to keep maintain Orwell's satirical tone.

Create a diary from Clover's point of view, charting her disillusionment with the rebellion.

Create résumés for Napoleon, Snowball, Squealer, Boxer, Clover, and Mollie. Decide what jobs would suit them, and write cover letters to accompany the résumés that would help them get the job.