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Lesson #1

Fables

- Ask your students what a fable is.
- Define fable and have your students write the definition in their notes: A fable is a story that features animals who are given human characteristics, and that teaches a lesson (moral).
- Ask your students if they can think of examples of fables – Disney has made a ton, so they should be able to name a few.
- Read the following fable to the class and ask what the moral is:

  The Ant and the Grasshopper

  In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

  "Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

  "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

  "Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

- Ask your students to finish the last sentence.
- Why are fables good vehicles for morals and lessons? Why use animals?

People and Animals

- Ask your students the following: What human characteristics do the ant and grasshopper have?
- What human characteristics do we associate with pigs? List the students’ suggestions on the board.
- As a class, list other animals that we associate with certain human qualities. What about mules? Monkeys? Elephants? Etc.

Your Animal Side

- Assignment – students must write a paragraph explaining what animal they are most similar to. What characteristics do you share with this animal?
- When students are finished, invite volunteers to share with the class.
Lesson #2

Marxism
- Ask your students if they have ever heard of Marxism.
- Define Marxism and write the definition on the board for students to copy into their notes:

Marxism is a system of socialism of which the dominant feature is public ownership of the means of production, distribution, and exchange.

In other words...Ownership and wealth is distributed equally among the people.

The Russian Revolution
- Tell your students that *Animal Farm* is a fable that critiques the Russian Revolution of 1917.
- To help your students better understand the Russian Revolution, show the three part series titled The Russian Revolution on youtube. The link is below:

  [http://www.youtube.com/watch?v=mMGrIwLj7gU](http://www.youtube.com/watch?v=mMGrIwLj7gU)

- If you don’t have the technology to show streaming video, summarize the Russian Revolution for your students and have them take notes. Or you can have your students conduct independent research on the Russian Revolution. Either way, you can use the following website:


Begin Reading
- Read the first chapter aloud to your class.

Old Major's Speech
- Assignment – Students are to summarize Old Major’s speech. List his grievances (things he is angry about). Then describe his call to action (what does he want the animals to do?).
- If you were one of the animals, would you agree with Old Major? Explain.

Lesson #3

Questions – Chapter 1
- Please consult the 'Questions Package' for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.
Utopia
- Define ‘Utopia’ – as always, ask your students guess at the definition before you give it them.
- What did Old Major envision as his utopia? Discuss.
- Ask the students to take a moment to think about their own version of utopia. What would you change about the world? What problems might arise from these changes?
- Assignment – Students are to describe their own utopia with a paragraph of ½ to 1 page.

Reading
- Any time left over should be used for silent reading.
- Students must finish reading chapter two for tomorrow.

Lesson #4

Questions – Chapter 2
- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

The Seven Commandments
- List the seven commandments on the board – your students should copy them into their notes.
- Discuss the commandments – Are these good rules for the animals to live by? Can you foresee any problems arising from any of these rules?

Propaganda
- The pigs spend a lot of time advocating for what they call Animalism. They call meetings and work hard to persuade the other animals to accept and embrace the doctrines of animalism. The song Beasts of England helps win the animals over because it stirs up emotions and conjures a desirable image of the future that any animal would be crazy not to want.
- This song is an example of propaganda.
- Define Propaganda (students copy into their notes) – Propaganda is communication aimed at influencing the attitude of a community toward some cause or position.
- Brainstorm a list of examples of propaganda.
- Discuss what makes propaganda effective. What strategies are used?

Propaganda Assignment
- Please consult the handout for details.
- Additional class time to be given next day to complete the assignment.
Lesson #5

Propaganda Continued
- Give students time to work on their propaganda assignments.
- Assignment due at the beginning of next class.

Reading
- Students are to read chapter three.
- You can have them read silently, or you can ask for volunteers to read aloud.

Questions – Chapter 3
- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

Lesson #6

Collect Homework
- Students must submit and/or present their propaganda assignments.

Power Corrupts
- Write the old maxim “power corrupts” on the board.
- Ask your students what it means. Discuss examples of power corrupting people. Why are humans so easily corrupted by power?
- What early signs of corruption are there at Animal Farm?

Reading
- Students are to read chapter four.
- You can have them read silently, or you can ask for volunteers to read aloud.

Questions – Chapter 4
- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

Reading
- Students are to read chapter five.
- You can have them read silently, or you can ask for volunteers to read aloud.
Lesson #7

Questions – Chapter 5
• Please consult the ‘Questions Package’ for questions and answers.
• Write the questions on the board and ask your students to answer them in complete sentences.
• When they are finished, go over the questions together and use them to generate further discussion.

Dictatorship
• Define dictatorship - A dictatorship is defined as an autocratic form of government in which the government is ruled by an individual, the dictator, without hereditary ascension.
• Who is now the new dictator of Animal Farm?
• How will he keep the other animals from disobeying him?

Revolutionaries of Animal Farm
• Distribute the handout titled “Animal Farm – Comparison of characters to Russian Revolution.
• Read through it with your students and discuss.

Character Sketch
• Students are to choose a character from Animal Farm and write a character sketch.
• The character sketch should be approximately one page long and should include the following:
  1. A brief physical description.
  2. Descriptions of at least three character traits.
  3. Evidence that shows these character traits (eg. We know Boxer is loyal because...).
• Read a sample character sketch to the students so that they get the idea.
• Some class time will be given to work continue working on the sketch tomorrow.

Lesson #8

Reading
• Students are to read chapter six.
• You can have them read silently, or you can ask for volunteers to read aloud.

Questions – Chapter 6
• Please consult the ‘Questions Package’ for questions and answers.
• Write the questions on the board and ask your students to answer them in complete sentences.
• When they are finished, go over the questions together and use them to generate further discussion.

**Need an Enemy?**
• Why does Napoleon blame the ruined windmill on Snowball?
• What advantage is there to having an enemy?
• What comment might Orwell be making about wars and why politicians start them?

**Character Sketch**
• Give your students the rest of the period to work on their character sketches.
• Due at the beginning of next class.

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**Lesson #9**

**Collect Homework**
• Collect the completed character sketches.

**Reading**
• Students are to read chapter seven.
• You can have them read silently, or you can ask for volunteers to read aloud.

**Questions – Chapter 7**
• Please consult the ‘Questions Package’ for questions and answers.
• Write the questions on the board and ask your students to answer them in complete sentences.
• When they are finished, go over the questions together and use them to generate further discussion.

**Paragraph**
• Students are to write a paragraph explaining how the farm has changed over the course of the novel. At what point was it best for the animals? Why couldn’t they sustain this ideal state?

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**Lesson #10**

**Satire**
• Define satire - In satire, human or individual vices, follies, abuses, or shortcomings are held up to censure by means of ridicule, derision, burlesque, irony, or other methods, ideally with the intent to bring about improvement. Although satire is usually meant to be funny, the purpose
of satire is not primarily humour in itself so much as an attack on something of which the author strongly disapproves.

- Ask the students if they can think of any examples of satire. If they don’t get it right away, suggest TV shows like The Simpsons.
- Distribute the Satire Examples handout and go over them with your students.
- Talk about what each cartoon is lampooning, and what point they are making.

Satire Assignment
- Distribute the satire assignment handout.
- Read over the assignment with your students and answer questions.
- As a class, brainstorm a list of issues the students could satirize. Write the suggestions on the board.
- Students complete their satires for the end of the class (due for next class if you are really nice 😊).

Homework

Reading
- Students are to read chapter eight.

Lesson #11

Questions – Chapter 8
- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

Revolutions Lightning Research
- This activity requires students to have access to the internet and/or the library.
- Divide your class into groups of four.
- Students are to choose one revolution to research and prepare notes on.
- A revolution (from the Latin revolutio, "a turn around") is a fundamental change in power or organizational structures that takes place in a relatively short period of time.
- Each group should divide the research to be more efficient – background, important events, important people, effects.
- Students have the rest of this period to conduct all of their research, so they must work quickly.
- Students will present their notes in a brief summary to the class tomorrow.

Groups must choose one of the following revolutions to research:
Lesson #12

Revolution Research Presentations
- Groups present the information they gathered.
- Students should listen carefully and try to identify similarities among the various revolutions.

Nature of a Revolution
- List and discuss similarities among the revolutions. What do they have in common? What conditions lead to revolution? What usually happens when the people rise up? Are some of these revolutions more beneficial or positive than others?

Reading
- Students are to read chapter nine.
- You can have them read silently, or you can ask for volunteers to read aloud.

Questions – Chapter 9
- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

Lesson #13

Reading
- Students are to read chapter ten.
- You can have them read silently, or you can ask for volunteers to read aloud.
Graffiti

- Now that your students have finished reading the book, have them each come and write one thing on the board related to it. They can write a comment, question, observation, thought, criticism, etc.
- Have them all come up at once so that it’s more fun and no one has the pressure of everyone watching them at the front.
- After every student has written at least one thing on the board, read over the graffiti together and discuss the comments and questions.

Questions – Chapter 10

- Please consult the ‘Questions Package’ for questions and answers.
- Write the questions on the board and ask your students to answer them in complete sentences.
- When they are finished, go over the questions together and use them to generate further discussion.

Lesson #14

Theme Workshop

- Define theme – Theme is a central message or idea in a text, which says something about life.
- A theme must be more than just a one-word topic. It is more than just a topic; it is what the text says about that topic.
- To help them get it straight, give them the following formula:
  \[ \text{Theme} = \text{Topic} + \text{Insight} \]
- To come up with a theme, you have to identify what insight the text adds to a topic.

Themes in Animal Farm

- Ask your students to identify topics in Animal Farm.
- Make a master list on the board – which your students should of course copy into their notes.
- Your students should come up with things like revolution, dictatorship, loyalty, greed, corruption, etc.
- Once you have a good list of topics, ask your students what Orwell’s novel Animal Farm says about each topic.
- After discussing, your students should each draft three theme statements (they are not allowed to do one on courage as that was done in a previous lesson) using the following format:

  George Orwell’s Animal Farm shows that...
Theme Paragraph

• Students are to write a paragraph discussing a major theme from Animal Farm.
• Tell them to start with a theme statement such as the ones they have already written. Then simply explain how Orwell communicates this theme and provide examples from the text to back you up.
• Paragraphs should be at least 8-12 sentences long.

Lesson #15

Unit Test

• Administer the Unit Test

You are finished 😊
Chapter 1

1. Who was Old Major and why did he wish to speak to the other farm animals after Mr. Jones went to bed? (p1)

2. What was the term Major chose to address the other animals as? (p3)

3. What does Major believe to be the source of all the animals’ problems? (p4 & 5)

4. What idea is presented as the solution to their problems? (p5 & 6)

Chapter 2

1. Name the three pre-eminent pigs on the farm and their main characteristics. (p10)

2. What was the name given to the school of thought, which the three pigs had turned Major’s teachings into? (p11)

3. What was the situation which caused the beginning of the rebellion earlier than expected? (p12 & 13)

4. What did the animals decide to do with the farmhouse where Mr. Jones lived? (p15)

5. What was the final, and perhaps most important, of the seven commandments? (p17)

Chapter 3

1. Why was it that the animals worked as hard now as they did before the rebellion, and yet there was no stealing or quarreling as there used to be? (p18 & 19)

2. Which type of animal quickly became recognized as the most natural leader? (p18 – 20)

3. How were the pigs able to persuade the other animals that they should get all the milk and apples, instead of sharing them equally amongst all the animals? (p23 & 24)
Chapter 4

1. How did animals on the other farms react to the rebellion on Animal Farm? (p25 & 26)

2. For what reason was Snowball awarded a medal after the Battle of the Cowshed? (p27-30)

Chapter 5

1. What happened to Mollie after she was accused of being friendly with the men on the neighboring farm? (p31 & 32)

2. How did Napoleon and Snowball differ in their ideas about running the farm? (p32 & 33)

3. What were the two issues that the animals had to decide between when it came time to vote to have a windmill or not? (p34 & 35)

4. What freedom, or privilege, did Napoleon take away from the other animals after his dogs chased Snowball off the farm? (p37)

5. Why did the animals accept Squealer’s explanation for Napoleon’s change of mind about the windmill without any questions? (p39 & 49)

Chapter 6

1. How were the animals “rewarded” for their hard labour? (p41)

2. Why had Napoleon decided to engage in trade with the other farms in the area? (p43)

3. How did Squealer convince the animals that no rule against trade with the humans had ever existed? (p44 & 45)

4. How had the rule, about animals sleeping in beds change, when the pigs moved into the farmhouse? (p46)

5. Who did Napoleon blame for the destruction of the windmill? (p48 & 49)
Chapter 7

1. Why was it important for the animals to conceal their food shortages from the outside world? (p50 & 51)

2. How was Napoleon able to convince the other animals that Snowball was a total traitor? (p53 & 54)

3. Which animal did Napoleon’s dogs attack without warning? (p57)

4. Why was the slaughter of the animals, who confessed to being traitors especially horrifying to the other animals? (p57 & 58)

5. Why did Napoleon ban the singing of “Beasts of England”? (p60 & 61)

Chapter 8

1. How had Napoleon further set himself apart from the other animals? (p62 & 63)

2. Why were the animals especially afraid of Mr. Frederick from Pinchfield farm? (p65 & 66)

3. Who did Napoleon sell the farm’s excess wood to? (p67)

4. In what three ways did Mr. Frederick prove himself to be an enemy of the animals? (p69 – 71)

5. What did the pigs discover in the basement of the farmhouse after the Battle of the Windmill? (p73)

Chapter 9

1. Why did the animals believe that, in spite of the hard work and little food, life was better for them now than when Jones was master of the farm? (p77)

2. How did Napoleon trick the animals into forgetting how hard life was for them? (p79 & 80)

3. What was the cruel trick played on Boxer when he fell ill and needed the help of his fellow animals the most? (p82 – 84)
Chapter 10

1. Several years after the animals began running Animal Farm, they worked just as hard as they had at the beginning. What did Napoleon declare to be better than the comfortable stalls and three day work wee they had all been promised at the beginning? (p85)

2. What had the pigs learned to do which made them even more like man and less like animals? (p91)

3. Why did the animals have further reason to fear the pigs? (p92 & 93)

4. What did the animals discover when they peeked in the farmhouse window and watched the men and the pigs arguing over a card game? (p97)
ANIMAL FARM
by George Orwell

Answers

Chapter 1

1. Old Major was a twelve year old boar, or pig, who had a strange dream one night and wished to share it with the other animals.
2. Comrades.
3. Man and his greed.
4. The animals must unite and rebel against man.

Chapter 2

1. Napoleon, who had a reputation for getting his own way; Snowball, who was quick in speech and inventive, and Squealer, a brilliant talker and very persuasive.
2. Animalism.
3. The animals were starving so they broke into the grain bins.
   When the men tried to stop them, the animals drove them off the farm.
4. It was to be preserved as a museum and all agreed that no animal must ever live there.
5. All animals are equal.

Chapter 3

1. They were working for themselves now, not a human master.
2. The pigs.
3. Squealer persuaded them that the pigs needed the extra food in order to keep them strong and able to think clearly so Jones could not come back to the farm. In other words, it was for the benefit of all the animals that the pigs got special treatment.
Chapter 4

1. Other animals rebelled against their owners and animals everywhere were singing 'Beasts of England'.
2. He organized the fight against the humans and was wounded when he attacked Jones.

Chapter 5

1. She ran away and was seen working for a man in the town.
2. They disagreed on what to plant in the fields. Snowball worked out several plans for improving life on the farm. Napoleon had no plans but said only that Snowball's ideas would come to nothing.
3. Snowball promised them a three day work week if they built the windmill. Napoleon said they needed their time and effort to produce more food and that they would starve if they took the time needed to work on the windmill.
4. They could no longer meet on Sundays to discuss the upcoming work on the farm and delegate duties.
5. The dogs that were with Squealer growled threateningly at them so they were afraid not to accept his explanation.

Chapter 6

1. They worked a sixty hour week and were forced to work \( \frac{1}{2} \) a day on Sunday as well, and they looked forward to a winter with not enough food.
2. There were items needed for the windmill and the running of the farm which they could not produce themselves.
3. He convinced them that no such rule had ever been written down, therefore it never existed.
4. It now read, 'No animal shall sleep in a bed with sheets'.
5. Snowball.

Chapter 7

1. They were afraid that man would come in and take over the farm again if it was known how weak and badly off they were.
2. He blamed everything that went wrong on the farm to Snowball, whom he said was sneaking in at night to cause trouble.
4. The killing was done by other animals, not humans.
5. The song represented the rebellion. The enemy was defeated and the rebellion was over so the song was no longer needed.

Chapter 8

1. All his orders were given through Squealer and he rarely appeared in public. When he did come out, he was always surrounded by the fierce dogs. He lived in a separate apartment in the farmhouse and had the dogs wait on him.
2. They feared he was setting up an attack on Animal Farm to take it over. They had also heard he treated his own animals badly.
3. Mr. Frederick.
4. He paid for the wood in fake money; he led an attack on Animal Farm, and he blew up the windmill.
5. A case of whiskey.

Chapter 9

1. Simply because they could not remember how life had been with Jones.
2. There were more songs, speeches and processions than ever.
3. Napoleon said he would Boxer to the hospital in town, but instead he sold him to a horse slaughterer.

Chapter 10

1. Hard work and frugal living.
2. They had learned to walk on their hind legs.
3. They wore human clothes, carried whips with them and met with the men from other farms to discuss business and drink.
4. They could no longer distinguish the pigs from the men.
**ANIMAL FARM – VOCABULARY**

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</tr>
<tr>
<td>shirking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>taproom</td>
<td>tolerate</td>
<td>Julius Caesar’s campaign</td>
</tr>
<tr>
<td>shrewd</td>
<td>distractible</td>
<td>muted</td>
</tr>
<tr>
<td>perpetually</td>
<td>contemptible</td>
<td>ambush</td>
</tr>
<tr>
<td>gored</td>
<td>impromptu</td>
<td>ignominious</td>
</tr>
<tr>
<td>unanimously</td>
<td>sentimentality</td>
<td>posthumously</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>blitherly</td>
<td>conjured</td>
<td>articulate</td>
</tr>
<tr>
<td>publican</td>
<td>incubator</td>
<td>obedience</td>
</tr>
<tr>
<td>manifestly</td>
<td>dynamics</td>
<td>disinterred</td>
</tr>
<tr>
<td>canvassing</td>
<td>factions</td>
<td>maneuver</td>
</tr>
<tr>
<td>silage</td>
<td>eloquence</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6

grudged   extravagant   perpendicular
quarry     efficient    simultaneously
superintendence solicitor  indignation
slogan     commission

Chapter 7

envious    extravagant    spinnery
inspiration pretest       pervading
mangle      pullets       documents
cannibalism ruthlessly    categorically
collaborated

Chapter 8

decreed     impend        gamboled
fortnight   clamored      treacherous
inscribed   machinations  ecstasies
skulking    privy         unscathed

Chapter 9

superannuated complicity  demeanor
wafted      contemptuously creation
spontaneous accumulated  lamented
precincts   interment
## Animal Farm

*Comparison of characters to Russian Revolution*

<table>
<thead>
<tr>
<th>Animal Farm</th>
<th>Russian Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mr. Jones</strong></td>
<td><strong>Czar Nicholas II</strong></td>
</tr>
<tr>
<td>- irresponsible to his animals (lets them starve)</td>
<td>- a poor leader at best, compared to western kings</td>
</tr>
<tr>
<td>- sometimes cruel - beats them with whip</td>
<td>- cruel - sometimes brutal with opponents</td>
</tr>
<tr>
<td>- sometimes kind - mixes milk in animal mash</td>
<td>- Sometimes kind - hired students as spies to make $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Old Major</strong></th>
<th><strong>Karl Marx</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- taught Animalism</td>
<td>- invented Communism</td>
</tr>
<tr>
<td>- workers do the work, rich keep the $, animals revolt</td>
<td>- &quot;workers of the world unite&quot;, take over govt</td>
</tr>
<tr>
<td>- dies before revolution</td>
<td>- dies before Russian Revolution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Animalism</strong></th>
<th><strong>Communism</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- no owners, no rich, but no poor</td>
<td>- same</td>
</tr>
<tr>
<td>- workers get a better life, all animals equal</td>
<td>- all people equal</td>
</tr>
<tr>
<td>- everyone owns the farm</td>
<td>- govt owns everything, people own govt</td>
</tr>
<tr>
<td>Snowball</td>
<td>Leon Trotsky</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>young, smart, good speaker, idealistic</td>
<td>other leader of &quot;October Revolution&quot;</td>
</tr>
<tr>
<td>really wants to make life better for all</td>
<td>pure communist, followed Marx</td>
</tr>
<tr>
<td>one of leaders of revolution</td>
<td>wanted to improve life for all in Russia</td>
</tr>
<tr>
<td>chased away into exile by Napoleon's dogs</td>
<td>chased away by Lenin's KGB (Lenin's secret police)</td>
</tr>
</tbody>
</table>

Napoleon
- not a good speaker, not as clever like Snowball
- cruel, brutal, selfish, devious, corrupt
- his ambition is for power, killed opponents
- used dogs, Moses, and Squealer to control animals

Squealer
- big mouth, talks a lot
- convinces animals to believe and follow Napoleon
- Changes and manipulates the commandments
<table>
<thead>
<tr>
<th>The Dogs</th>
<th>KGB - Secret Police</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a private army that used fear to force animals to work</td>
<td>• not really police, but forced support for Stalin</td>
</tr>
<tr>
<td>• killed or intimidated any opponent of Napoleon</td>
<td>• used force, often killed entire families for disobedience</td>
</tr>
<tr>
<td>• another part of Napoleon's strategy to control animals</td>
<td>• totally loyal, part of Lenin's power, even over army</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moses the Raven</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tells animals about SugarCandy mountain - Heaven</td>
<td>• Marx said &quot;Opiate of the people&quot; a lie</td>
</tr>
<tr>
<td>• animals can go there if they work hard</td>
<td>• used to make people not complain and do their work</td>
</tr>
<tr>
<td>• Snowball and Major were against him</td>
<td>• Religion was tolerated because people would work</td>
</tr>
<tr>
<td>• they though Heaven was a lie to make animals work</td>
<td>• Stalin knew religion would stop violent revolutions</td>
</tr>
<tr>
<td>• Napoleon let him stay because he taught animals to work</td>
<td></td>
</tr>
<tr>
<td>• work and not complain</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mollie</th>
<th>Vain, selfish people in Russia and world</th>
</tr>
</thead>
<tbody>
<tr>
<td>• was vain - loved her beauty and self</td>
<td>• some people didn't care about revolution</td>
</tr>
<tr>
<td>• didn't think about the animal farm</td>
<td>• only though about themselves</td>
</tr>
<tr>
<td>• went with anyone who gave her what she wanted</td>
<td>• went to other countries that offered more for them</td>
</tr>
<tr>
<td>Boxer</td>
<td>Dedicated, but tricked communist supporters</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>• strong, hard working horse, believes in Animal Farm</td>
<td>• people believed Stalin because he was &quot;Communist&quot;</td>
</tr>
<tr>
<td>• &quot;Napoleon is always right&quot;, &quot;I must work harder&quot;</td>
<td>• many stayed loyal after it was obvious Stalin a tyrant</td>
</tr>
<tr>
<td>• gives his all, is betrayed by Napoleon, who sells him</td>
<td>• betrayed by Stalin who ignored and killed them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benjamin</th>
<th>Skeptical people in Russia and outside Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>• old, wise donkey who is suspicious of revolution</td>
<td>• weren't sure revolution would change anything</td>
</tr>
<tr>
<td>• thinks &quot;nothing ever changes&quot;, is right</td>
<td>• realized that a crazy leader can call himself communist</td>
</tr>
<tr>
<td>• his suspicions are true, about Boxer and sign changes</td>
<td>• knew that communism wouldn't work with power hungry leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall details about revolution</th>
<th>Overall details of Russian Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• it was supposed to make life better for all</td>
<td>• supposed to fix problems from Czar</td>
</tr>
<tr>
<td>• life was worse at the end</td>
<td>• life was even worse long after revolution</td>
</tr>
<tr>
<td>• The leaders became the same as, or worse than, the other farmers (humans) they rebelled against</td>
<td>• Stalin made Czar look like a nice guy</td>
</tr>
</tbody>
</table>
Satire Assignment

Satire is the use of humour or irony to expose or attack corrupt or foolish behaviour. (often it is the behaviour of politicians or other public figures that is exposed in satire).

For this assignment you will create an example of satire.

Instructions:
1. Select an individual, group or event to satirize (look for something that is corrupt or foolish).
2. Think of a way to point out the corrupt or foolish aspect of that individual, group or event. For example, one of the cartoons shown in class used a catapult to point out the fact that the Canadian military lacks up-to-date weapons.
3. Choose a method for delivering your satirical message: cartoon, drama (a short sketch), or short written composition (similar to the one on smoking).
4. Create your satire. Make sure it demonstrates the criteria listed under evaluation.

Evaluation Your satire assignment must demonstrate:

/3 Understanding of satire
/3 Knowledge of the person or event (enough to do the assignment)
/3 Visual appeal, or Effective writing (whichever one applies)

==
/9 Total

Due date: ___________
Major Events in Russian and Soviet History

1953 Death of Stalin

1956 XX Party Congress—Kruchev

1964 Brezhnev replaces Kruchev (First Party Secretary)

1982 Death of Brezhnev; replaced by Chernenko

1985 Death of Chernenko; replaced by Gorbachev (becomes General Secretary of Communist Party)

Gorbachev and his advisers committed to Glasnost (openness). Frankness in debate and journalism; national grievances aired.

1988 spring Gorbachev and Politburo openly acknowledged that reconsideration of past was essential to perestroika, or “restructuring”

1990 on Gorbachev (now President) won Nobel Peace Prize

Rebirth of ethnic pride. Nationalism causing provinces to seek independence Frequent fighting People wanted reform more quickly than Gorbachev felt was safe.

1991 Yeltsin elected President

Glasnost: At first a cleansing (alcoholism, corruption)—then became the collection of political reforms which take the form of a democratization of the system.

Perestroika: Totality of economic reforms
Examples of Satire

[Cartoon Image]

Relax, I only said we're **morally** bankrupt.

[Cartoon Image]

FULL SPEED AHEAD!
If the 'economic stimulus' were a sandwich . . .
SIGH: I GUESS THIS HAS TO GO BACK TO THE RNC NOW...

I'LL BE GETTIN' A BETTER FIT NEXT TIME!
Propaganda Assignment

Tasks
1. Select a current leader whose popularity needs a boost, or select a “cause” that needs a boost. You may select a leader or cause truly deserving of your support, or you may select one who is not.

2. Devise a propaganda tool (poster, pamphlet, speech) to boost the popularity of the leader or cause you have chosen. Use some of the propaganda techniques discussed in class. Be persuasive.

Evaluation
Your propaganda assignment must demonstrate…

/3 Understanding of propaganda techniques
/3 Ability to persuade
/3 Creative thinking
/3 Visual appeal and/or effective writing

/12 Total
You will have all period to write this test, so be sure to answer all of the questions. When you are finished, please read quietly so as not to disturb others who are still writing.

**PART A MATCHING**
Match the letter of the name on the right with the proper description on the left. These are worth one half mark each.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The farm's poet</td>
<td>a) Benjamin</td>
</tr>
<tr>
<td>2</td>
<td>A quick talker</td>
<td>b) Moses</td>
</tr>
<tr>
<td>3</td>
<td>Oldest and worst tempered of the animals</td>
<td>c) Jones</td>
</tr>
<tr>
<td>4</td>
<td>Majestic old pig with a dream</td>
<td>d) Mollie</td>
</tr>
<tr>
<td>5</td>
<td>Strongest animal on the farm</td>
<td>e) Snowball</td>
</tr>
<tr>
<td>6</td>
<td>Talks about Sugarcandy Mountain</td>
<td>f) Minimus</td>
</tr>
<tr>
<td>7</td>
<td>Vain animal who likes ribbons</td>
<td>g) Napoleon</td>
</tr>
<tr>
<td>8</td>
<td>Original owner of the farm</td>
<td>h) Old Major</td>
</tr>
<tr>
<td>9</td>
<td>Designer of the windmill</td>
<td>i) Clover</td>
</tr>
<tr>
<td>10</td>
<td>Takes over as the sole leader</td>
<td>j) Squealer</td>
</tr>
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</table>

**PART B TRUE OR FALSE**
Respond true (T) or false (F) to the following questions. One mark each.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>At the end of the book, the other animals finally stage a revolt against the pigs.</td>
<td>T</td>
</tr>
<tr>
<td>12</td>
<td>Though the farm first prospered, it later went bankrupt.</td>
<td>T</td>
</tr>
<tr>
<td>13</td>
<td>The police force of Animal Farm was the dogs.</td>
<td>F</td>
</tr>
<tr>
<td>14</td>
<td>Snowball and others are killed by the dogs following the hen's revolt.</td>
<td>T</td>
</tr>
<tr>
<td>15</td>
<td>All the animals learned to read, and they memorized the seven commandments.</td>
<td>T</td>
</tr>
<tr>
<td>16</td>
<td>Snowball was blamed as a saboteur for everything that went wrong.</td>
<td>F</td>
</tr>
<tr>
<td>17</td>
<td>Animal Farm is a fable.</td>
<td>F</td>
</tr>
<tr>
<td>18</td>
<td>The humans shot and killed old Major during the battle of the Cowshed.</td>
<td>F</td>
</tr>
<tr>
<td>19</td>
<td>One of the author's purposes is to satirize totalitarian rule in communist Russia.</td>
<td>F</td>
</tr>
<tr>
<td>20</td>
<td>Napoleon decrees the drinking of alcohol to be punishable by death.</td>
<td>T</td>
</tr>
</tbody>
</table>
PART C  FILL IN THE BLANK  (one mark for each)

21) In the end of the book, the seven commandments were reduced to one commandment which read

22) The anthem that the animals loved to sing was called

23) The spokesman for comrade Napoleon is

24) The sheep were forever bleating out the slogan

25) The brightest of the animals are

PART D  MULTIPLE CHOICE  Choose the best answer for each of the following. Worth one mark each.

26) Which animal's ideas start the revolution?
   a) Old Major
   b) Moses
   c) Snowball
   d) Napoleon

27) The two cart horses are -
   a) Major and Muriel
   b) Boxer and Clover
   c) Snowball and Bluebell
   d) Benjamin and Mollie

28) The only animal who didn't change over the years was -
   a) Boxer
   b) Napoleon
   c) Benjamin
   d) Moses

29) The man who became the "intermediary" between the animals and the outside world was -
   a) Mr Whymper
   b) Mr Frederick
   c) Mr Pilkington
   d) Mr Foxwood

30) The second battle with the humans was called -
   a) The battle of the windmill
   b) The battle of Animal Farm
   c) The battle of the Cowshed
   d) The battle of Manor Farm

31) In Russian History, who does Snowball represent?
   a) Stalin
   b) Lenin
   c) Marx
   d) Trotsky
In Russian history, who does Napoleon represent?

a) Stalin
b) Lenin
c) Marx
d) Trotsky

33) Napoleon and Pilkington had trouble because -

a) the beer ran out
b) both played aces of spades
c) both wanted to be boss
d) Pilkington cheated Napoleon in trade

34) Which of the following was not one of the seven commandments?

a) No animal shall sleep in a bed
b) No animal shall eat to excess
c) Whatever goes upon two legs is an enemy
d) No animal shall drink alcohol

35) The tester of Napoleon's food is -

a) Pinkeye
b) Squealer
c) Moses
d) Bluebell

PART E SHORT ESSAY READ INSTRUCTIONS BELOW

All four of the questions in this section are worth five marks, so try to come up with at least five points for each. Answer in paragraph form on the attached piece of paper and then on the back of this page if you need more room. Answer all four questions.

1) "Rationalization" is the art of finding the right lie to explain an unpleasant situation. How do the pigs rationalize some of their selfish acts, and what other ways do they use to make the rest of the animals go along with them?

2) Explain who first got the idea for the windmill. What happened to the plans and to the various efforts to build the mill? What happens to interfere with the building?

3) Explain how power and leadership affected the pigs. What is Orwell saying about this kind of government? (Think in terms of the statement "Power corrupts - absolute power corrupts absolutely").

4) Compare Napoleon and Snowball as revolutionary leaders. Consider their tactics and ideals (what they believe and are willing to do to get what they want). What does the success of one of them tell you?

THE END
You will have all period to write this test, so be sure to answer all of the questions. When you are finished, please read quietly so as not to disturb others who are still writing.

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   c) Jones

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10) **G** Takes over as the sole leader  
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   k) Boxer

**PART B - TRUE OR FALSE**

Respond true (T) or false (F) to the following questions. One mark each.

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commandment which read

All animals are equal, but some are more equal than others.

22) The anthem that the animals loved to sing was called

Beasts of England

23) The spokesman for comrade Napoleon is

Squealer

24) The sheep were forever bleating out the slogan

good to two legs bad.

25) The brightest of the animals are

the pigs

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