




Contents

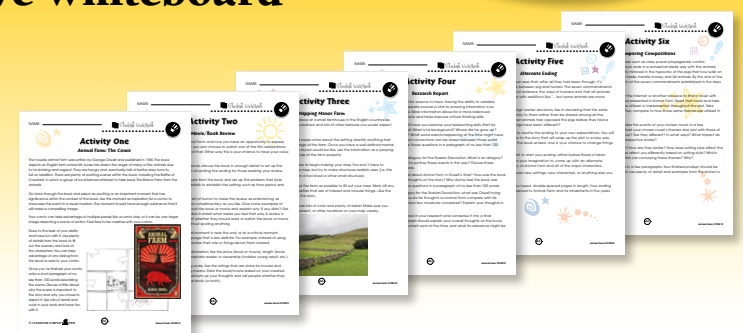
	TEACHER GUIDE	
•	Assessment Rubric	4
•	How Is Our Literature Kit™ Organized?	5
•	Graphic Organizers	6
•	Bloom's Taxonomy for Reading Comprehension	7
•	Teaching Strategies	7
•	Summary of the Story	8
•	Vocabulary	9
	STUDENT HANDOUTS	
•	Spotlight on George Orwell	10
•	Chapter Questions	
	<i>Chapter 1</i>	11
	<i>Chapter 2</i>	14
	<i>Chapter 3</i>	17
	<i>Chapter 4</i>	20
	<i>Chapter 5</i>	23
	<i>Chapter 6</i>	26
	<i>Chapter 7</i>	29
	<i>Chapter 8</i>	32
	<i>Chapter 9</i>	35
	<i>Chapter 10</i>	38
•	Writing Tasks	41
•	Word Search	44
•	Comprehension Quiz	45
	EASY MARKING™ ANSWER KEY	47
	GRAPHIC ORGANIZERS	53

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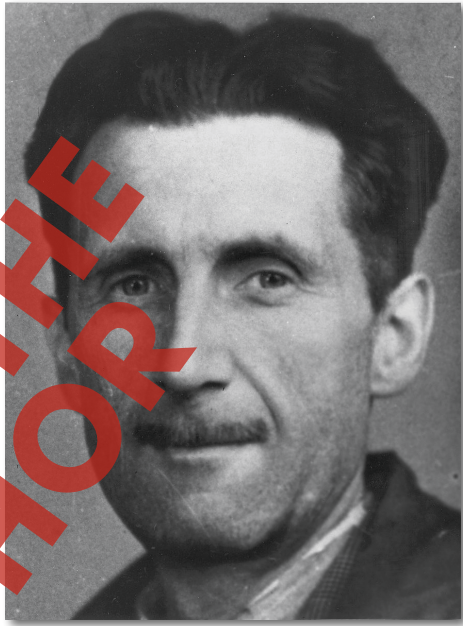


FREE!



George Orwell

Author George Orwell, born Eric Arthur Blair, was born on June 25, 1903 in Motihari, Bihar, India, which was at that time controlled by the British Empire. His father, Richard Walmesley Blair, worked in the Opium Department of the Indian Civil Service. Orwell's mother, Ida Mabel Blair, grew up in Burma. Orwell had two siblings, an older sister named Marjorie and a younger sister named Avril. When he was just one year old, Orwell's mother moved him and sister Marjorie to England. Much of his younger days were spent apart from his father, who had stayed behind in India. In 1911, Orwell was sent to a preparatory school called St. Cyprian's, where he spent the next five years. During this time, Orwell became noted for his intellect as well as his eccentricities.



Orwell was awarded scholarships to two of England's top schools called Wellington and Eton. After a short stint at Wellington, Orwell moved to Eton, where he would study from 1917 to 1921. One of his masters during this time was noted author Aldous Huxley. Orwell published his first writing in college periodicals during this time. In 1922, Orwell left school for a position as assistant district superintendent in the Indian Imperial Police and was stationed in Burma. However, Orwell had dreamed of becoming a writer. His experiences in Burma ultimately became a source of shame as he saw the impact of colonial rule. He would later tap into these experiences in writing the novel *Burmese Days*, published in 1934. Upon returning to England in 1927, Orwell decided not to return to Burma.

Following his return, Orwell spent time living in cheap houses in London and Paris. These times became the inspiration for his first novel *Down and Out in Paris and London*, published in 1933. His next work, *A Clergyman's Daughter*, was published in 1935, followed by *Keep the Aspidochelone Flying* in 1936. Orwell continued to write commentaries on politics, war and class. He finished *Animal Farm* in 1944 and followed up with *Nineteen Eighty-Four* in 1949. However, Orwell wouldn't live to see the lasting impact the latter work would have. He died of tuberculosis in London in 1950.

Did You Know?

- Author George Orwell described *Animal Farm* as a satirical story opposing Joseph Stalin.
- The manuscript for *Animal Farm* was initially rejected by a number of American and British publishers.
- *Animal Farm* was chosen as one of Time magazine's 100 best English-language novels.



Chapter One

Answer the questions in complete sentences.

1. What feelings do the colors and imagery of the cover suggest?

2. Read the story summary. What themes might be presented in the book?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

huge flapping	appalling settled	staggered kindly	arduous doubtful
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1. With the ring of light from his lantern dancing from side to side he **lurched** across the yard.
2. As soon as the light in the bedroom was out there was a stirring and **fluttering** all through the farm buildings
3. Major was already **ensconced** on his bed of straw, under a lantern which hung from a beam.
4. He was still a majestic-looking pig, with a wise and **benevolent** appearance in spite of the fact that his tusks had never been cut.
5. Boxer was an **enormous** beast.
6. He seldom talked, and when he did it was usually to make some **cynical** remark.
7. "Let us face it, our lives are miserable, **laborious** and short."
8. "The very instant that our usefulness has come to an end we are slaughtered with **hideous** cruelty."



Chapter Three

1. Fill in each blank with the correct word from this Chapter.

- a) Nobody _____ — or almost nobody.
- b) He did his work in the same slow _____ way as he had done it in Jones's time.
- c) It was always the pigs who put forward the _____.
- d) He was _____ at this.
- e) And when treated with _____ simply took advantage of it.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) The pigs couldn't figure out how to work around any difficulties.
- T F b) The animals finished the harvest in two days less time than it had usually taken Jones and his men.
- T F c) Boxer was the admiration of everybody.
- T F d) Despite having more to eat, the animals still quarreled and grumbled.
- T F e) The animals even worked on Sundays.
- T F f) The pigs' headquarters was set up in the small paddock.



Chapter Seven

Answer each question with a complete sentence.

1. How did Napoleon attempt to stop the rumors that the animals were starving?

2. How has Napoleon's presence on the farm changed?

3. How did Napoleon attempt to solve the grain shortage?

4. What happened for the first time since Jones was expelled? What might this mean?

5. What became usual practice when something went wrong on Animal Farm?

6. Why do you think Napoleon would want to abolish "Beasts of England"?



Journaling Prompt

When Napoleon executes four pigs for allegedly working with Snowball, it sets in motion a series of confessions and subsequent executions. Why do you think the animals might have continued to confess in the face of death? What does this say about their state of mind? What does it say about Napoleon's leadership? Why might the animals continue to trust Napoleon? Answer these questions in a few paragraphs.



Chapters 1 to 2

Local Beasts

Old Major taught the animals the song "Beasts of England", which had a tune somewhere between "Clementine" and "La Cucaracha". This song represented the animals' hopes of one day removing the reins man had placed upon them so that they may forge their own destiny.

It is said to be a stirring tune. Use a computer to search the two songs and to get a sense of what "Beasts of England" would sound like. Now, consider what the lyrics of the song are saying and how they represent the feelings of the animals.

Try to come up with lyrics to the tune that represent your life and your experiences. Try to relate events or emotions from your own life to what the animals are going through in the book. Your song lyrics should be about as long as the "Beasts of England" lyrics in the book. Be creative and have fun with it.



Chapter 3

Taking An Unfair Share

While one of the seven commandments states that all animals are equal, already the pigs have begun to take advantage of their station as one of the farm's smartest animals by taking more than their fair share of food. They are able to justify these actions to the other animals in several ways.

Animal Farm is a well-known allegory for the Russian Revolution. What, then, might the author have been trying to communicate about the revolution and subsequent societal transformation? Can you get a sense so far about the author's personal feelings toward the Revolution and its leaders?

Research the Russian Revolution with these questions in mind. Use specific examples from the book and examples from your research to back up any conclusions you make. Write a few paragraphs describing your thoughts on the message you believe the author was trying to convey.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

apathy	haughty	morose	tactful
bribed	hitherto	nimble	thieving
capitulated	implements	obstinate	toiled
complicity	laborious	pretext	tremendous
cynical	liable	rash	tumult
devoured	machinations	scorn	vivacious
disputes	mere	shrill	
ensconced	mingle	spontaneous	

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



Comprehension Quiz

- How do the animals' lives change in the immediate aftermath of the rebellion? 2
- What is the first clue that all animals may not continue to be equal after the rebellion? 2
- What two pigs become leaders of Animal Farm? 2
- What caused the biggest disagreement between the two leaders of Animal Farm? Why? 2
- What immediate change is made after the dogs chase away one of the leaders of Animal Farm? 2
- What role does Squealer play in the leadership of Animal Farm? 2
- How does the ending reflect the beginning of the book? 3

SUBTOTAL: /15

Foreshadowing Farm

Almost from the outset, there are signs that things might not go as the animals suspect once they take over The Manor Farm. Even though the animals are in charge, there are lots of other factors at play. Use this organizer to discuss some of the instances of foreshadowing that can be found within *Animal Farm* and how they influenced perceptions going forward.



NAME: _____

After You Read 



Chapter Three

Answer each question with a complete sentence.

1. Explain how work on the farm changed after the animals took over.

2. How did the animals' outlook change after taking over the farm?

3. How were the animals able to process the harvested corn without any machinery?

4. What did the hoof and horn on the animals' flag signify?

5. What commandment appears to have been broken by the end of this chapter? What issues could this create?

 **Journaling Prompt**

The pigs have decided they should receive any extra milk and apples produced on the farm. Squealer suggests to the other animals that the pigs don't even really like milk and apples and that them doing so is simply for their health. He says it is really for the other animals' sake that the pigs drink the milk and eat the apples. What are your thoughts on this statement? Do you believe this is really the reason?

1.

The animals were able to harvest more hay, and in two fewer days, than Jones and his men were ever able to. Work on the farm went like clockwork through the summer where chores had been neglected under the leadership of Jones.

2.

The animals were happier than ever. Every bite of food was pleasurable because it was produced for the animals, by the animals with no abusive master. With the humans gone, there was more for everyone to eat.

3.

Boxer led the way. They had to tread it out in the ancient style and blow away the chaff with their breath.

4.

It signified the Republic of the Animals, which would arise when the human race had finally been overthrown.

5.

The seventh commandment says all animals are equal; however, the pigs have decided that all extra milk and apples should go to them alone. Answers will vary, but may include: Now that the pigs have abused their influence once, it will be easier to do it again. This could lead to conflict between the animals.

Vocabulary

Across

- 1. pastures
- 5. mingle
- 6. devoured
- 7. ignominious
- 10. vague
- 11. recapture
- 12. shrewd
- 15. sentimentality
- 16. sorrowfully
- 17. ridiculous
- 18. overgrown
- 19. manoeuvre

Down

- 2. scorn
- 3. flourished
- 4. vengeance
- 7. irrepressible
- 8. injustice
- 9. perpetually
- 13. disgraceful
- 14. fortnight

1.

- a) reassembled
- b) exploits
- c) impromptu
- d) solemn
- e) speech
- f) emphasising

- g) unanimously
- h) military decoration
- i) conferred
- k) brass
- l) medal

- m) posthumously
- n) discussion
- o) battle
- p) cowshed

- q) ambush
- r) mud
- s) cartridges
- t) artillery

1.

He had spent most of the time sitting in the taproom of the Red Lion in Willingdon, complaining to anyone who would listen about what the animals had done to him.

2.

The other farmers sympathized in principle, but each was secretly wondering whether he could somehow turn Mr Jones's misfortune to his own advantage.

3.

They began to speak of the wickedness of Animal Farm. They told their animals that the animals there practiced cannibalism and tortured one another with red-hot horseshoes. They said that the animals were rebelling against the laws of nature. The stories were never fully believed while rumors of the wonderful farm with no humans continued to circulate and spurred acts of rebellion among animals across the countryside.

4.

They were given a flogging on the spot.

5.

Boxer tearfully says he had no intention of killing anyone. Answers will vary.



EASY MARKING ANSWER KEY

Animal Farm

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.



Chapter Three

1. Fill in each blank with the correct word from this Chapter.

- a) Nobody _____ — or almost nobody.
- b) He did his work in the same slow _____ way as he had done it in Jones’s time.
- c) It was always the pigs who put forward the _____.
- d) He was _____ at this.
- e) And when treated with _____ simply took advantage of it.

2. Circle T if the statement is TRUE or F if it is FALSE.

- T F a) The pigs couldn’t figure out how to work around any difficulties.
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Chapters 1 to 2

Local Beasts

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