

GCSE ENGLISH LITERATURE: ANIMAL FARM

TEACHER GUIDE & STUDENT WORKSHEETS



This booklet is a companion to the online curriculum available at www.yourfavouriteteacher.com.

It includes the content from the
'Animal Farm' course.

Modern Text: Animal Farm, by George Orwell

This pack covers context, plot outline, character and theme analysis, together with some exam style questions and answers.

This booklet contains:

- Suggested teaching order
- Learning objectives for each session
- Questions or activities that teachers could use in their lessons
- A worksheet for each session
- Exam style questions

Suggested Teaching Order and Learning Objectives

Lesson	Focus	Learning Objectives
1	Plot Overview & Context	To consolidate understanding of the plot and detail key events. To be able to show an understanding of the relationships between the text and the context in which it was written
2	Napoleon	To be able to identify key characteristics and analyse quotes linked to the character.
3	Snowball	To be able to develop an informed response to Snowball and make connections between this character and key themes.
4	Squealer	To be able to analyse the language used by Squealer in the novel. To be able to identify key events that link Squealer to power and education.
5	Minor Characters	To be able to identify the key events linked to minor characters and analyse how they link to the main characters.
6	Theme: Animalism	To be able to use textual references to show an understanding of the theme and develop interpretations.
7	Theme: Education	To be able to be able to link key events from this theme to the historical context in which the text was written.
8	Theme: Power	To be able to highlight the key characters linked to this theme and analyse relevant textual detail to form a strong interpretation.

Suggested Questions for Discussion and/or Activities

Lesson	Focus	Questions/ Activities
1	Plot Overview & Context	<ul style="list-style-type: none"> • Create a summary of what happens in the novel • The novel follows a cyclical structure. What does this mean and how is it shown in the novel? • To what extent does Orwell show a true depiction of the Russian Revolution?
2	Napoleon	<ul style="list-style-type: none"> • Create a list of adjectives to describe Napoleon. • Select three quotes about Napoleon and annotate them, analysing use of language, form and structure. • To what extent can Napoleon be seen as a good leader? Use quotes/events from the novel to back up what you are saying. Write as an analytical paragraph (PEE/PETAL/PETER etc)
3	Snowball	<ul style="list-style-type: none"> • Who from the Russian Revolution does Snowball represent? • What are the key differences between Napoleon and Snowball? • How does Orwell characterise Snowball in the novel? Use quotes to back up your interpretations. • What contextual information can you link to Snowball?
4	Squealer	<ul style="list-style-type: none"> • Give examples of how Squealer manipulates language to oppress the other animals on the farm. Analyse the use of language, form and structure. • Who from the Russian Revolution does Squealer represent? • How does Orwell characterise Squealer in the novel? Use quotes to back up your interpretations.
5	Minor Characters	<ul style="list-style-type: none"> • Create a list of minor characters in the novel (these should be characters who make a significant impact to the storyline, but don't appear regularly in the novel) • How do the minor characters help in driving the plot forward? • Why is Old Major an important minor character? • What theme(s) does Mr Jones represent and why?
6	Animalism	<ul style="list-style-type: none"> • List three characters that link to this theme. • List three key events that link to this theme. • What contextual information can you link to this theme?
7	Education	<ul style="list-style-type: none"> • Which characters represent this theme? • What are the main events in the novel which link to this theme? • List and annotate three quotes you could use if responding to this theme in the exam
8	Power	<ul style="list-style-type: none"> • List three characters that link to this theme. • List three key events that link to this theme. • What contextual information can you link to this theme?

Lesson 1: Plot Overview & Context

Section A of the literature paper two exam requires you to respond to one of two questions (your choice), but you won't have the text in front of you. For most students, this is daunting, so to start with you just need a firm understanding of the plot. You've read the book in your lessons (and hopefully once at home as well!) You will have watched the film adaptations too, so just one more time, have a read of the plot overview below. The more you remember of the whole plot, the more likely you'll have a clear response that covers multiple key events from the story!

Animal Farm: Plot



Mr Jones

The book opens with a clear view of life on Manor Farm. The animals are unhappy and feel oppressed under Mr Jones' rule. Old Major, the farm's prize boar, leads a meeting about how the effort of the animals on the farm benefits man and not them. The animals learn that a revolution is coming to overthrow Mr Jones, so that the animals can all live a better life free from oppression.



Old Major

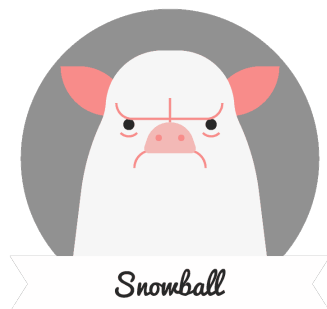
Old Major soon dies of old age and the pigs persuade the rest of the animals to join them in taking over the farm. They are successful in this and run the humans out of the farm. The pigs learn how to read and write, therefore take charge in leading the other animals in starting their new life on Animal Farm. They consolidate Animalism (what Old Major talked about in his meeting) into seven commandments for all to live by:

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



The animals all work together to complete the harvest, with Boxer the horse working the hardest of all. The pigs arrange weekly meetings and we learn that Napoleon and Snowball are the main leaders who can't agree on anything. Snowball invests his time in helping the other animals learn to read and write, whereas Napoleon just wants to benefit himself. Small things start to happen that go against Animalism, like the pigs having the milk and apples and the puppies being taken away by Napoleon to be privately educated.



The humans soon return to try and take back the farm, for fear of the revolution spreading to the neighbouring farms. The animals are successful once again, although a few are hurt in the process. The animals make badges of honour to show their bravery.

Snowball puts forward the idea of building a windmill to help speed up the harvest. Napoleon is against the idea and urinates all over the plans. At this point, it becomes clear that the two don't get on and are fighting for leadership over the farm, going against the final commandment. Napoleon calls the puppies that he'd taken to privately educate, but now they are fully grown and vicious. They chase Snowball from the farm and Napoleon takes charge. The animals then move forward with building the windmill after Squealer convinces them that Snowball stole the plans from Napoleon.

The pigs move into the farmhouse and sleep in the beds. It's at this point that the other animals realise that commandments are being broken, but they start to mysteriously change to benefit the pigs. A violent storm destroys the windmill and all the animals' hard work, but Napoleon convinces them that it was Snowball's doing. They start from scratch building the windmill.

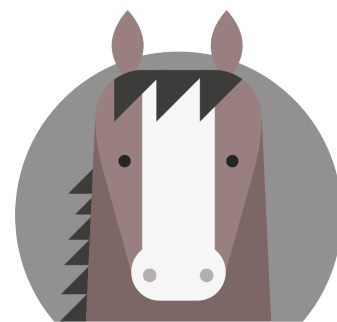


During a food shortage, the pigs open up trading with the humans from other farms. The hens refuse to give up their eggs for trade, so Napoleon stops their food allowance until they give in. Any animal thought to be in league with Snowball is slaughtered, again going against the commandments. When the animals question this, they are shown the commandments with added comments and convinced by Squealer that they remembered wrong.

The windmill is built and named Napoleon Mill, despite all of Boxer's hard work. The other farmers use dynamite to destroy the windmill due to a dispute about trade between the farms. Work begins to rebuild the windmill for a third time, with Boxer intent on completing it before he retires.

Boxer ends up collapsing due to working too hard, but instead of sending him to a vet, the pigs sell him to the glue factory, profiting from his slaughter. The other animals believe he's gone to be looked after and Benjamin, the only other animal on the farm who can read, realises too late so they can't save him.

The final chapter is set years later, with very few animals still alive who remember the events from chapters 1-9. The pigs are still above the other animals, now walking on two legs, wearing clothes and treating the others poorly, just like Mr Jones at the start of the book. The book ends as it begins, with the animals deeply oppressed, whilst the pigs benefit from their weakness.



CONTEXT

Get ready for a mini history lesson! *Animal Farm* was heavily influenced by the Russian Revolution, and a lot of the characters represent prominent people connected to the revolution at the time. Although it means a bit of extra revision, this is great for you as it means you'll be able to gain up to six extra marks easily! This is dependent on how detailed your contextual links are, so make notes on the following information and be sure to go back over it before the exam.



George Orwell

Who is George Orwell and why did he write *Animal Farm*?

George Orwell (1903-1950) is a well known British writer, famous for his novella '*Animal Farm*' as well as many other novels such as '*1984*'. Orwell was very aware of social injustice and was outspoken in his support of democratic socialism. '*Animal Farm*' is an allegory, meaning it was written to reveal a hidden political meaning. In this case, Orwell was warning his readers of the consequences of Stalinism and the Totalitarian government.

How is the Russian Revolution connected to *Animal Farm*?



Tsar Nicholas II

Before 1917, Tsar Nicolas II ruled Russia. The upper class were rich and powerful, whilst the majority of the population were poor and lived in appalling conditions. They received low wages and and little food. This is similar to Mr Jones at the start of the novel, with his poor leadership on the farm leading to the animals living in squalor and being malnourished.

Nicolas was eventually overthrown as the people organised a rebellion to knock him out of power. This rebellion was led by Lenin and supported by Stalin and Trotsky. Lenin soon died and the struggle for leadership intensified between Stalin and Trotsky. Sound familiar? Old Major represents Lenin, with Stalin and Trotsky represented by Napoleon and Snowball.



Leon Trotsky

Trotsky wanted to educate his people, whereas Stalin established control of the secret police. In 1918, there was a civil war in Russia. Western countries sent armies to fight as they were worried that Communism (the idea that everyone is equal) might spread. You guessed it – this is the part in the novel where Mr Jones and the neighbouring farmers try to win back the farm. Communism is Animalism, which Old Major talks about at the start of the novel.

Stalin began to dictate and command people, going against the concept of Communism. Meanwhile, Trotsky was trying to industrialise Russia, but was discredited by Stalin. Eventually, Stalin forced Trotsky out of Russia by using the secret police and propaganda. Remember the part of the novel where Snowball reveals the plans for the windmill? That would be the industrialisation of Russia. Then, Napoleon urinates all over the plans (discrediting him) and soon after calls the nine dogs (secret police) to expel Snowball from the farm.



Joseph Stalin

Stalin continued to dictate and command, industrialising Russia anyway and wanting to be worshipped almost as a God-like figure. The people of Russia suffered greatly during this time and Stalin ended up more like Tsar Nicolas II, than a man who wanted a new society based on Marx and Communism. We don't need to spell it out for you to connect the dots, this period of history is identical to what you read in the novel. It starts where it began, under cruel and oppressive leadership, with the upper classes benefiting and the lower classes barely surviving.

Animal Farm: Plot Worksheet

Briefly explain the **key events** of each chapter.

Chapter 1	Chapter 2	
Chapter 3	Chapter 4	Chapter 5

Chapter 6	Chapter 7	Chapter 8
Chapter 9		Chapter 10



Animal Farm: Context Worksheet

Answer the following questions, to further your understanding of the novel's context

1. What contextual links can you provide for the plot?

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2. What contextual links can you provide for Mr Jones?

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3. What contextual links can you provide for Old Major?

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What ideas influenced his writing?

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What message does he convey in Animal Farm?

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Lesson 2: Napoleon

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for Napoleon, alongside possible interpretations, to get you started.

'The only Berkshire on the farm' (chapter 1)

Possible Interpretation: Napoleon is referred to as 'the only Berkshire', which suggests he is above the rest of the animals, as he is the only one. This also reinforces the idea that Napoleon thinks highly of himself, that he is special and unique. From the beginning, the reader gets the impression that Napoleon is self-centred in nature and is superior compared to the others.

'Reputation for getting his own way' (chapter 1)

Possible Interpretation: The noun 'reputation' immediately signifies that Napoleon is well known amongst the other animals, before any rebellion takes place. This hints that Napoleon isn't a nice character, strengthened by the phrase 'getting his own way'. These words imply that Napoleon is persuasive and intimidating, again signalling that he isn't liked by others.

'As soon as they were weaned, Napoleon took them away from their mothers' (Chapter 3)

Possible Interpretation: This shows the cunning side to Napoleon. He uses the dogs for his own personal gain (they come back as fierce hounds in a later chapter) and uses them as a weapon against the other animals. The phrase 'as soon as they were weaned' suggests that Napoleon was able to easily manipulate them as they were so young. This reinforces his nasty character, as he shows no remorse in taking them 'away from their mothers', highlighting how young the puppies were when they were taken. This quote is followed by 'the rest of the farm soon forgot their existence', showing Napoleon's persuasive nature. This could also highlight an insecurity in Napoleon, as he feels he needs the dogs to help spark fear in the other animals.



'He lifted his leg, urinated over the plans and walked out without saying a word' (Chapter 5)

Possible Interpretation: This quote highlights Napoleon's jealousy towards Snowball, who spent a great deal of time on the plans for the windmill. The fact that Napoleon isn't as intelligent to have thought about it, shows his deep hatred for Snowball. The fact that he 'walked out without saying a word' highlights his lack of developed language compared to Snowball. He doesn't know what to say, so resorts to 'urinating over the plans', emphasising how childish and immature he is. This acts as a red flag for the reader, as we immediately don't trust Napoleon to be a fair and honest leader on the farm.

'There was a pile of corpses lying before Napoleon's feet' (Chapter 7)

Possible Interpretation: At this point in the novel, Napoleon has convinced the animals to confess to a crime in which they did not commit, resulting in their death. Therefore, this quote characterises Napoleon as a tyrant. He has gone against arguably one of the most important commandments: 'no animal shall kill any other animal'. The 'corpses lying before Napoleon's feet' create a vivid image in the reader's mind as Napoleon being a character to be feared. It places him above the rest of the animals, characterising him as nasty, manipulative and intimidating. This is reinforced by Orwell's use of sibilance to describe the scene.

Practice Questions

How does Orwell use the character of Napoleon to explore ideas about leadership in *Animal Farm*?

Write about:

- How Orwell presents Napoleon
- What Napoleon says and does in the novel

'Napoleon was now never spoken of simply as "Napoleon." He was always referred to in formal style as "our Leader, Comrade Napoleon,"'

To what extent can Napoleon be seen as a cruel and oppressive leader?

Write about:

- How Napoleon's character changes and develops as the novel progresses
- How Orwell presents Napoleon

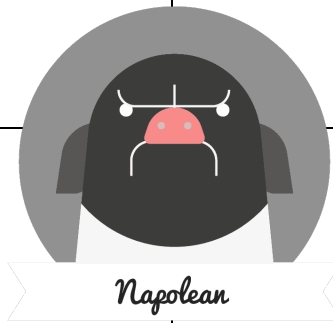
Napoleon Worksheet

Character Description

Key Relationships

Key Themes

Key Quotes



Lesson 3: Snowball

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for Snowball, alongside possible interpretations, to get you started.

'Quicker in speech and more inventive' (chapter 1)

Possible Interpretation: This quote is a clear indicator of the difference between Snowball and Napoleon. 'Quicker in speech' suggests Snowball is very clever and understands language a lot better than the other pigs, therefore he would be the best animal to lead the farm. The fact that he's 'more inventive' implies he is very creative, which can be seen when he reveals the complicated plans for the windmill later in the story. These traits characterise Snowball as intelligent and kind, traits which make him likeable and traits that Napoleon is jealous of.

'Snowball read it aloud for the benefit of the others' (chapter 2)

Possible Interpretation: These words show how kind Snowball is towards the other animals on the farm. The majority of his decisions in the story are 'for the benefit of the others'. This makes him a likeable character for the readers. He's a positive influence on the farm and genuinely cares.

'Get in the harvest more quickly than Jones and his men could do' (Chapter 2)

Possible Interpretation: The adverb 'quickly' suggests that Snowball wants to show the neighbouring farms that they can do a good job on their own, without Mr Jones. Again this reinforces the idea that Snowball's decisions are to benefit all the animals, not just himself. The decision to take over the farm puts the animals in a good position, which is shown through Snowball's determination to get the harvest in.

'Snowball now gave the signal for charge. He himself dashed straight for Jones' (Chapter 4)

Possible Interpretation: The phrase 'gave the signal for charge' suggests that Snowball was the leader of the battle of the cowshed. It shows his good leadership skills and ability to organise the other animals. The phrase 'he himself dashed straight for Jones' depicts him as selfless and courageous during battle. The verb 'dashed' connotes quickness and strength. Going straight for Jones, knowing he had a loaded gun shows how brave he was, wanting to encourage the other animals that they can be brave too. Again this highlights a key difference between him and Napoleon.

'Snowball often won over the majority with his brilliant speeches' (Chapter 5)

Possible Interpretation: The fact that Snowball 'often won over the majority' highlights how liked he is amongst the other animals on the farm. It also shows that they trust him to make the right decisions and to help and support everyone, rather than just doing things to benefit himself (like Napoleon). The adjective 'brilliant' suggests that Snowball was gifted and creative in his speech, which would have been reassuring to the other animals, again reinforces the idea that he is a trustworthy character.

Practice Questions

How does Orwell use the character of Snowball to explore ideas about leadership and education in *Animal Farm*?

Write about:

- How Orwell presents Snowball in relation to leadership and/or education
- What Snowball says and does in the novel


Explore how Orwell characterises Snowball in *Animal Farm*.

Write about:

- How Orwell characterises Snowball in the novel
- How Snowball interacts with the other animals on the farm

Snowball Worksheet

Character Description	Key Relationships
Key Themes	Key Quotes



Snowball

Lesson 4: Squealer

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for Squealer, alongside possible interpretations, to get you started.

'Very round cheeks, twinkling eyes, nimble movements, and a shrill voice' (chapter 1)

Possible Interpretation: Orwell's words characterise Squealer as sly and sneaky, through the adjectives 'twinkling' and 'nimble'. These both connote cunning and deviousness, depicting Squealer as dishonest. The phrase 'shrill voice' reinforces Squealer's role as one to spread propaganda to make Napoleon seem more powerful. It also displays a clear link to the propaganda used in the Russian Revolution (Pravda).

'The others said of Squealer that he could turn black into white' (chapter 1)

Possible Interpretation: This quote shows the reader how persuasive and convincing Squealer can be. As this is one of the initial descriptions of Squealer, it acts as a red flag and makes the reader aware that he is a character not to be trusted. This is shown countless times throughout the story as Napoleon uses Squealer to scare the other animals into submission.

'Surely, Comrades... surely there is no one among you who wants to see Jones come back?' (Chapter 3)

Possible Interpretation: The repetition of the adverb 'surely' displays Squealer's persuasive nature. The rhetorical question acts as a threat to the other animals with Jones coming back to make sure nobody tries to overthrow Napoleon. Using the noun 'comrades' creates a false sense of security for the animals; it makes them feel included and part of the team, but the underlying sibilance in the whole quote reinforces Squealer's sly and manipulative nature.

'I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made' (Chapter 5)

Possible Interpretation: Like the use of 'comrades' in the previous quote, the noun 'trust' creates a sense of togetherness. This would make the animals feel guilty for thinking badly of Napoleon. Also, the verb 'sacrifice' creates a religious tone, aligning Napoleon with being a God-like figure sacrificing himself to help others, which again would make the animals feel guilty. This again shows the power of Squealer's persuasive nature, as he manipulates the farm animals into thinking that Napoleon's decisions are for the greater good.

'Do you not remember... Snowball suddenly turned and fled , and many animals followed him?' (Chapter 7)

Possible Interpretation: The phrase 'do you not remember' suggests Squealer is manipulating the other animals' memories, which is easily done as most were uneducated. The rhetorical question has been used to get the animals to begin questioning and doubting themselves, which worked in the pigs' favour as they were able to continue to manipulate the others. This quote creates a sly tone, which emphasises Squealer's characterisation throughout the story.

Practice Questions

How does Orwell use the character of Squealer to show power and control in *Animal Farm*?

Write about:

- How Orwell presents Squealer
- What Squealer says and does in the novel

In what ways does Squealer link to propaganda and fear in *Animal Farm*?

Write about:

- How Orwell uses language to present Squealer
- Key events that link Squealer to propaganda

Squealer Worksheet

Character Description	Key Relationships
Key Themes	Key Quotes

Lesson 5: Minor Characters

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. It's unlikely you will get asked a question based on one specific minor character, but you may get asked about the importance of them in general. You could be asked a question about minor characters in connection to the wider themes in the story. Either way, it's good to know the best minor characters to speak about and some quotes for each. Below are a few to get you started.



'A majestic-looking pig, with a wise and benevolent appearance' (Old Major)

Possible Interpretation: Orwell uses the adjective 'majestic', meaning having or showing impressive beauty or scale. This adjective immediately emphasises Old Major's importance in the novel, despite only appearing in chapter one. It creates a very magical aura about him, which the other animals on the farm would have been drawn to. He is also described using the adjectives 'wise and benevolent', which suggests the other animals thought very highly of him and trusted his views and opinions. Therefore, when he initially lays out the principles of Animalism to them at the meeting, the others would have taken this very seriously and known they needed to take action.

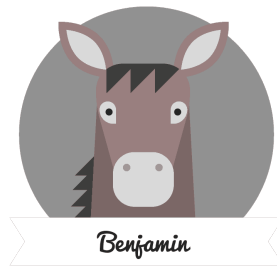


'Too drunk to remember' (Mr Jones)

Possible Interpretation: Although a short quote, these words give the reader a clear indication as to what kind of leader Mr Jones was. 'Too drunk to remember' highlights how careless and lazy Jones was, which is reflected in the undernourishment of the animals on the farm. These words also showcase Mr Jones' weakness, which the animals take advantage of when they drive him and the other workers off the farm. It would have been easy for them to be more successful than Jones when they take over, due to the fact that he didn't do enough on the farm in the first place.

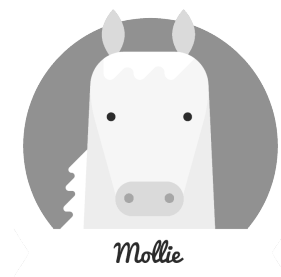
'An enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together' (Boxer)

Possible Interpretation: Boxer is described as the strongest animal on the farm, a hard worker and very trustworthy. His presence encourages the majority of the other animals to also work hard. Orwell describes his power clearly in this quote, which shows he could have been a very influential member of the farm. However, his lack of education reflected the working class during the Russian Revolution. Accepting of their role and happy to go along with orders, even if it meant they wouldn't benefit much from it. The fact that he's described as so strong is ironic because Boxer is one of the characters treated the worst by the pigs. They take advantage of his impressive work ethic and only they benefit. When he is of no more use, he is sold to the glue factory.



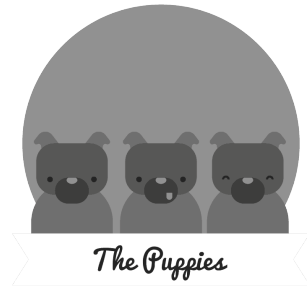
'The oldest animal on the farm' (Benjamin)

Possible Interpretation: This quote suggests Benjamin is likely one of the wisest animals on the farm too. He should be well-respected by the others, but keeps himself to himself in the novel. This quote is interesting because it shows that Benjamin is the only character that knows about life before Mr Jones is overthrown and what life has become when Napoleon is in power long after he's gone. Therefore, Benjamin should know better, but remains ignorant to the situation. Benjamin represents the intellectual cynic – he is also the only other character on the farm, besides the pigs, who can read and write.



'Foolish, pretty white mare' (Mollie)

Possible Interpretation: Orwell uses the adjective 'foolish' to describe Mollie, highlighting her immaturity and naivety, emphasised through the adjective 'white'. Again, it reflects the vanity and selfishness of some members of society during the Russian Revolution.



'Nine enormous dogs wearing brass-studded collars came bounding into the barn'
(Puppies)

Possible Interpretation: This transformation of the puppies Napoleon took earlier in the novel highlights the corruption of power that happens in the novel. The adjective 'enormous' and verb 'bounding' suggests the dogs are vicious, which would put the reader on edge and frighten the other characters in the novel. It shows the extent to which Napoleon will go to gain power, by secretly turning the puppies into police dogs to enforce power on the farm. The use of attack dogs to drive Snowball from the farm acts as a criticism of world leaders using underhand tactics to stay in power.

Practice Questions

In what ways are the minor characters in the novel important to the plot development?

Write about:

- How Orwell presents the minor characters in relation to the plot
- What the minor characters represent in relation to the novel's wider themes

How does Orwell use minor characters to highlight power and education in the novel?

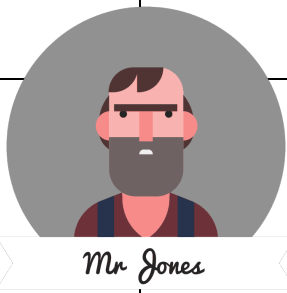
Write about:

- How education is presented in the novel
- How power is presented in the novel

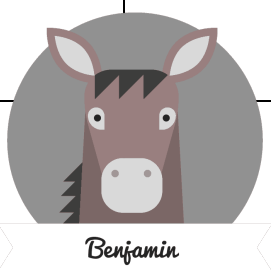
Minor Characters Worksheets

Character Description	Key Relationships
Key Themes	Key Quotes

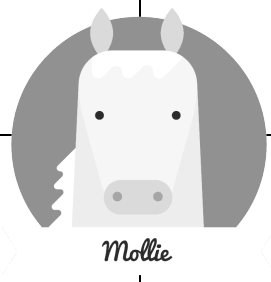
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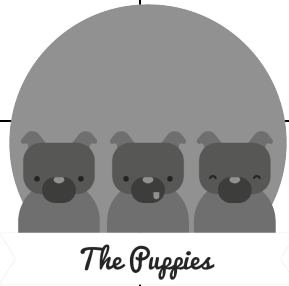


Character Description

Key Relationships

Key Themes

Key Quotes



Lesson 6: Animalism

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for Animalism, alongside possible interpretations, to get you started.

'All animals are equal' (Chapter 1)

Possible Interpretation: This is probably one of Orwell's best known quotes from the novel and an easy one to remember. It is a clear reflection of Marxism, and one that in principle should have been easy to follow. The collective pronoun 'all' includes all of the animals, making it clear that no one is above any other and they must all work together in order to succeed. When these words are manipulated by the pigs to include 'but some are more equal than others' at the end, it is a clear example of corruption of power. It's also an example of the systematic abuse of language in order to take control of the farm. This quote encompasses everything detailed in Old Major's speech in chapter one.

'Weak or strong, clever or simple, we are all brothers' (Chapter 1)

Possible Interpretation: This phrase is key from Old Major and highlights Orwell's opinions on society at the time. The animals must think of themselves as one and relate to one another in unity/equality if the revolution Old Major talks of is to succeed. This phrase is ironic, as the pigs take advantage of the lack of education of the animals on the farm in order to manipulate the system and become the leaders not only of the rebellion, but the farm once Mr Jones is driven out.

'The pigs had succeeded in reducing the principles of Animalism to seven commandments' (Chapter 2)

Possible Interpretation: For the pigs, this quote serves as an indication of how easy it was for them to use the power of language to manipulate the other animals. The animals trusted them under the initial principles of Animalism put forward by Old Major (previous quote), which leads to their demise. The verb 'succeeded' suggests they have all achieved the desired aim or result of the rebellion. However, we learn quite quickly that only the pigs benefit from Animalism and the seven commandments.

'[The animals] remembered wrong' (Chapter 8)

Possible Interpretation: Again, another clear example that the animals have been exploited through the pigs manipulation of Animalism. It could be argued that Orwell is stating that Communism won't work due to powerful leaders being corrupt. The pigs are reassured by the animals lack of memory, therefore they're able to manipulate the rules of Animalism to suit their own needs, much like what Orwell could see happening in society.

'A too rigid equality in rations.. would have been contrary to the principles of Animalism' (Chapter 9)

Possible Interpretation: This is a clear example of the corruption of Animalism in order for the pigs to benefit. Squealer is sent to the animals to explain why the pigs end up with more food compared to the rest. He plays heavily on the animals' lack of education and relies on them not to question what the pigs are doing. If any animal does, they are threatened with Mr Jones returning. Using the principles of Animalism is a way to keep everyone in order so that the pigs can continue to benefit.

Practice Questions

'All animals are equal'

To what extent can equality be seen in *Animal Farm*?

Write about:

- How Orwell uses language to present equality
- How Orwell uses characters to present varying understandings of equality

How does Orwell use the principles of Animalism to warn his readers about the society at the time?

Write about:

- How Animalism is presented in the novel
- How the corruption of Animalism is presented in the novel

Animalism Worksheet

<p>What does Animalism mean?</p>	<p>For each character/event, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</p>
<p>List at least three characters you would link to this theme:</p>	
<p>List at least three key events you would link to this theme:</p>	

Lesson 7: Education

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for Education, alongside possible interpretations, to get you started.

'With their superior knowledge it was natural that they would assume the leadership' (Chapter 3)

Possible Interpretation: This quote suggests that the pigs are more highly educated compared to the rest of the farm animals and because of this higher education, they have more power, shown by the phrase 'natural that they would assume the leadership'. Orwell cleverly reflects the society around him using these words. It's natural for those from a higher, more formal education to take charge. The adjective 'superior' connotes the pigs being of a higher level, which suggests they can be condescending and patronising towards the others.

'As for the pigs, they could already read and write perfectly' (Chapter 3)

Possible Interpretation: The ability to 'read and write perfectly' adds emphasis on the benefits of having a good education. Through this education, the pigs are able to manipulate the other animals who are unable to answer back due to their lack of understanding language. This is how the pigs keep their power. They cleverly educate themselves first, then offer a simplistic understanding of education to the other farm animals. The adjective 'perfectly' suggests they were very determined to educate themselves, therefore they have the upper hand as the other animals need to work on the farm and can't dedicate as much time to bettering themselves.

'Benjamin could read as well as any pig, but never exercised his faculty' (Chapter 3)

Possible Interpretation: Benjamin represents the intellectual cynics during the Russian Revolution. He is the only other animal, besides the pigs, who can read. This suggests he has a better understanding of language compared to the others. He could use this to his advantage and help the others, 'but never exercised his faculty', suggesting he doesn't care about education and believes the pigs will always be in power, so why try to change this.

'He intended, he said, to devote the rest of his life to learning the remaining twenty-two letters of the alphabet' (Chapter 9)

Possible Interpretation: Boxer's intention to complete his education in retirement is a clear example of the pigs' corruption. Instead of taking the time at the start to work on his education, he was applauded by the others for his strength and work ethic, so focused on building the windmill and helping others, rather than bettering himself. This is what the pigs counted on – for Boxer to stay uneducated and therefore follow their rules. This is summed up through his maxim 'Napoleon is always right', repeated a lot throughout the novel. 'to devote the rest of his life' suggests Boxer has a keen interest in education, however he spent the majority of his healthier life benefiting the pigs. The older you get, the harder it is to learn new things, so the pigs set up a basic education system for personal gain.

'Fools! Do you not see what is written on the side of that van?' (Chapter 9)

Possible Interpretation: We've already looked at Benjamin appearing ignorant towards the situation on the farm. Here, he uses his reading skills too late to help anyone. He is the only animal that figures out the pigs were selling Boxer to the glue factory, but by the time he puts his education to good use, it is too late. The exclamatory phrase 'fools!' is ironic, as Benjamin is a fool who didn't use his education to help others. Instead, he ignored his abilities to affect change and focused on having as easy a life as he could on the farm.

Practice Questions

How does Orwell portray power and education in *Animal Farm*?

Write about:

- The difference in the education of the characters in the novel
- How the characters exploit each other through education

'Because they didn't take the time to invest in their education like the pigs, the other animals only have themselves to blame for their demise.'

To what extent do you agree?

Write about:

- Characters' attitudes towards education
- The difference in the education of the pigs compared to the other animals

Education Worksheet

<p>What links could you make between this theme and the historical context?</p>	<p>For each character/event, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</p>
<p>List at least three characters you would link to this theme:</p>	
<p>List at least three key events you would link to this theme:</p>	

Lesson 8: Power

For this section of the exam, you won't have the book in front of you. Therefore, it's really important to know key quotes for all characters/themes that may come up. Here are a few for *Education*, alongside possible interpretations, to get you started.

'Uttered a high-pitched whimper... at this there was a terrible baying sound'
(Chapter 5)

Possible Interpretation: Orwell portrays power through his depiction of Napoleon driving Snowball from the farm in chapter five. The phrase 'high-pitched whimper' suggests he has created a secret signal to use the dogs against the other animals if they threaten his position in power. The second half of this quote shows Napoleon's complete control over the dogs, who obey his commands and chase snowball from the farm. This quote not only shows Napoleon's power, but also gives the reader an insight into his corrupt nature as well.

'This work was strictly voluntary, but any animals who absented himself from it would have his rations reduced by half' (Chapter 6)

Possible Interpretation: This point of the book shows that the animals have no choice but to agree to working on Sundays, signalled by the conjunction 'but'. The pigs have created a lose-lose situation, in which no one benefits. Their rations aren't increased if they choose to work extra hours, and they are decreased if they don't. This oppression shows the difference in power between the pigs and the other animals, going against the idea of Animalism and 'all animals are equal'. This shows that the pigs stay in power through instilling fear on the farm.

'A pile of corpses lying before Napoleon's feet' (Chapter 7)

Possible Interpretation: Orwell's words create a vivid image in the reader's mind of Napoleon being in a higher position compared to the others. His power is clearly corrupt, as he breaks a commandment in order to spark fear amongst the animals and get his own way. The noun 'corpses' suggests Napoleon feels the animals are expendable and are of little significance to him, provided he stays in power. The phrase 'lying before Napoleon's feet' connotes some sort of sacrifice, as if the animals are sacrificing themselves for Napoleon to stay in control of the farm.



'Animals on Animal Farm did more work and received less food than any animals in the country' (Chapter 10)

Possible Interpretation: Through a lack of education, the animals are unaware that their situation is now even worse compared to life on the farm with Mr Jones in power. Here, Orwell is suggesting that any person in a position of power has the ability to become corrupt. Again, these words show that Napoleon and the pigs rule with fear, which is how they stay in control without the other animals objecting.

'From man to pig, from pig to man again; but already it was impossible to say which was which' (Chapter 10)

Possible Interpretation: This cyclical ending to the story creates a clear message for the reader. Orwell is showing us that the idea of Animalism (and therefore communism) doesn't work, because whoever is in power will always be a higher level compared to those beneath him/her. The adjective 'impossible' strengthens the idea that the animals were always going to lose because they were poorly educated and fearful of those in power.

Practice Questions

How does Orwell explore the theme of power in *Animal Farm*?

Write about:

- How characters show power in the novel
- How Orwell presents power through the way he writes

'You can't have power without corruption'

To what extent do you agree?

Write about:

- How Orwell presents those in power in the novel
- How Orwell presents power and corruption through the way he writes

Power Worksheet

<p>Why would Orwell be keen to explore this theme? (Russian Revolution)</p>	<p>For each character/event, what quote could you use that ties in with the theme? Circle key words and annotate your interpretations.</p>
<p>List at least three characters you would link to this theme:</p>	
<p>List at least three key events you would link to this theme:</p>	

Animal Farm – Exam Style Question

How does Orwell use language to explore Animalism in the novel?

- How animalism is presented through Orwell's choice of characters
- How animalism is presented through the way Orwell writes

Grade 5 Example Paragraph

In chapter one, Old Major warns "Man is the only real enemy we have. Remove man from the scene, and the root cause of hunger and overwork is abolished forever." Without Old Major's speech at the beginning of the novel, the rebellion against Mr Jones would have never happened. Orwell's words spark the start of Animalism, which preaches that "All animals are equal." By repeating the noun 'man', Orwell is blaming society as a whole for the negativity the Russian Revolution spread. Everyone played a part in the breakdown of Russian civilisation.

Orwell has also used the word 'abolished', which emphasises Old Major's hate against Mr Jones and the other farm hands that put the animals in the poor living conditions. Orwell uses foreshadowing, which creates negativity, hinting that the rebellion may not lead to the happy ending everyone thinks.

Grade 9 Example Paragraph

In chapter two, the pigs create the commandments, with the seventh and final one being "all animals are equal". This phrase cements Animalism in the novel, and also plays homage to Marxism and Karl Marx, who coined the term. This gives the animals something to work towards and live by, with all expecting to be treated the same in return for their hard work.

As the reader, we already know this isn't the case, so Orwell's use of dramatic irony is not only a nod towards the failed concept adopted by the Russian Revolution, but also provides the reader with a framework to see the demise of Animalism in the novel. As the novel progresses, we see the pigs change the commandments to suit their needs, and end up adding "but some are more equal than others." By using the conjunction 'but', Orwell is loading the statement with irony, giving a clear dig to Stalin and his communist reign.