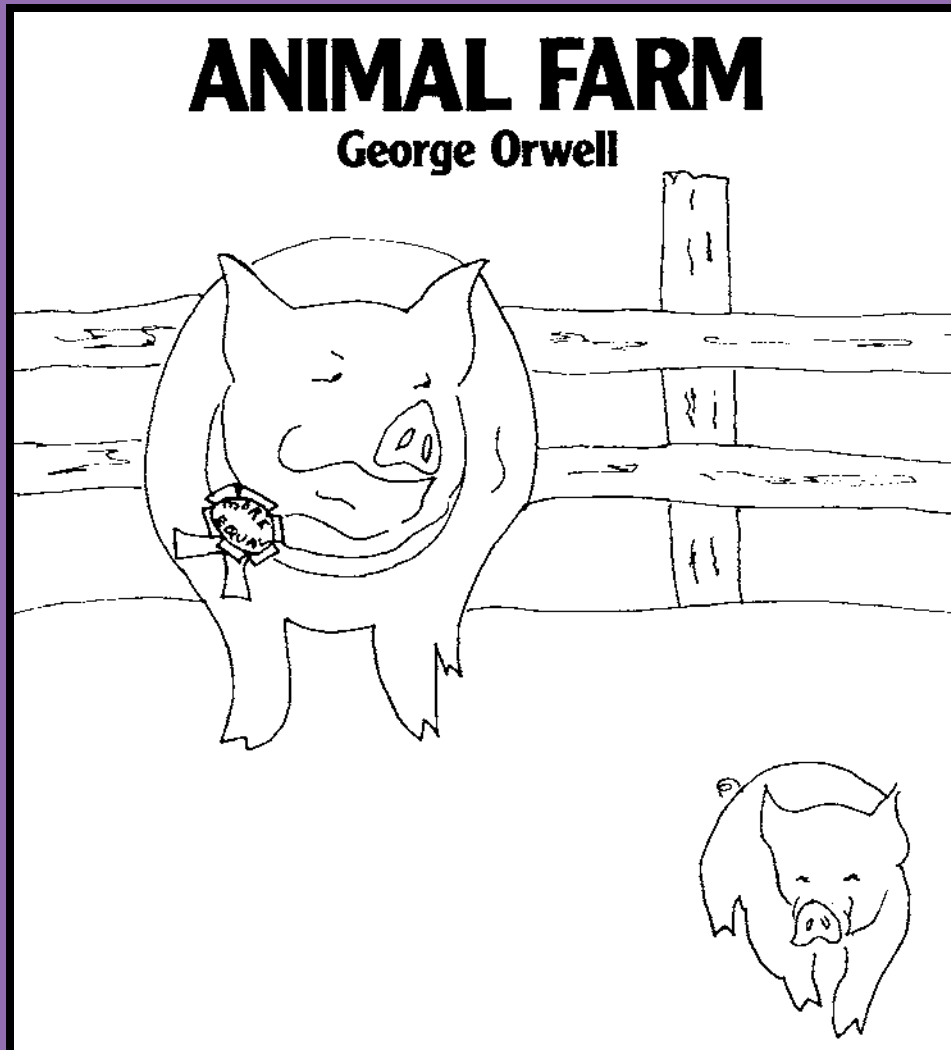


Novel·Ties



A Study Guide

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Animal Farm* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each student. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. Are you familiar with any other works by the same author? What do you think this book will be about?
2. **Cooperative Learning Activity:** Work with a small group to do some research on one of the forms of political thought listed below. Take notes on what you find out about this form of government, differentiating between its ideal and its practical reality in history. Share your findings with your class. As an entire class, discuss the similarities between dictatorships of the Right and those of the Left.
 - totalitarianism • socialism • communism • democracy
3. **Social Studies Connection:** Read the Background Information on page two of this study guide and do some additional research on the Russian Revolution and the Soviet era. Prepare a time line of the major events of the Russian Revolution of 1917 and its aftermath, up through the Stalinist purges of the 1930s. Then as you read *Animal Farm*, compare events from the novel to events in Russian history. In what ways are events similar? In what ways are they different?
4. Write a thumbnail biography of each of the following historical figures. Then as you read the novel, observe the parallels between these historical figures and fictional characters in the book.
 - Karl Marx • Vladimir Lenin
 - Leon Trotsky • Joseph Stalin
5. Conduct a round-table discussion focused on the nineteenth century historian Lord John Dalberg-Acton's quotation, "power tends to corrupt, and absolute power corrupts absolutely." Discuss how this concept can be true in interpersonal relationships among friends, in school situations, and at local and national government levels. What happens in each relationship when there is no check to absolute authority? What constitutional checks exist within our own government to limit absolute power? In your opinion, are these checks sufficient?
6. Throughout our culture there are examples of animal traits being attributed to humans, such as in the following similes:
 - as sly as a fox • as stubborn as a mule

What characteristics are usually attributed to pigs, horses, sheep, and chickens? As you read the novel, notice the traits Orwell ascribes to the characters who populate *Animal Farm*. Do you think the personalities of these characters are consistent with the stereotypes associated with these types of animals?
7. Consult a dictionary to find the definitions of "allegory" and "fable." As you read, determine how *Animal Farm* conforms to and differs from the definitions of an allegory and a fable.

Chapters I, II (cont.)

Language Study: Multiple-Meaning Words

Read the following sentence from the novel. Circle the letter of the correct meaning for each underlined word as it is used in the sentence.

At the last moment Mollie, the foolish, pretty white mare who drew Mrs. Jones' trap, came mincing daintily in, chewing at a lump of sugar.

- | | |
|------------|--|
| 1. drew | a. created a likeness by making lines on paper
b. caused to move by hauling or dragging |
| 2. trap | a. device used to catch or take in something
b. light one-horse carriage with springs |
| 3. mincing | a. walking with small, delicate steps
b. chopping into very small pieces |

Write a new sentence for each of the words above. Use a meaning that is different from that in the sentence from the novel.

drew _____

trap _____

mincing _____

Questions:

1. In what ways do the animals in the novel act like humans? In what ways do they retain their identities as animals?
2. What is the central message in Old Major's speech in the barn?
3. According to Old Major's speech, under what principles should the farm operate?
4. What does Snowball mean when he says to Mollie, "Those ribbons that you are devoted to are the badge of slavery"?
5. What happens during and after the rebellion?
6. What notion about the basic nature of humanity is implicit in the seven commandments drawn up for Animal Farm?