

Animal Farm: Study Guide Answer Key

Chapters 1 – 3

1. Identify Old Major, Boxer, Clover, Benjamin and Mollie.

- Old Major was an old pig highly regarded by the other animals. He began the whole idea of the revolution.
- Boxer was a huge, strong horse, not very smart but of good character.
- Clover was a motherly, middle-aged mare.
- Benjamin was a donkey, the oldest animal on the farm. He was skeptical, cynical, and never laughed. Also, he was friends with Boxer.
- Mollie was a "foolish, pretty white mare" who liked sugar and pretty ribbons.

2. For what purpose did Major call the meeting of the animals?

He wanted to tell them about his vision of a happier time for animals, a time when the animals can live together and have a much better life without Man.

3. After they vote and decide rats are comrades, Major summarizes his points for the animals to remember. What are they?

"Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And above all, no animal must ever tyrannize over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal."

4. What is "Beasts of England"? For what does it stand?

"Beasts of England" is the song of the revolution. It stands for the hopes and dreams of the animals for having a better life.

5. Why did the pigs get the job of teaching and organizing?

They were "generally recognized as being the cleverest of animals."

6. Identify Snowball, Napoleon, Squealer and Moses.

Snowball and Napoleon were two of the more prominent pigs. Napoleon was "not much of a talker but had a reputation for getting his own way." Snowball was "quicker in his speech and more inventive, but was not considered to have the same depth of character." Squealer was a brilliant talker. "Others said of Squealer that he could turn black into white." Moses was a tame raven who told the animals about Sugarcandy Mountain, where life was much better for animals.

7. What actually brought about the rebellion?

The animals were hungry and broke in to get food. When Jones tried to stop them, they ran him (and others) out.

Animal Farm Final Study Guide Answer Key

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Animal Farm Final Study Guide Answer Key:

Animal Farm, 2011-03 *Animal Farm (eBook)* Robert W. Menchhofer, 1990-09-01 This is an idea book It was designed for you the literature teacher as a time saver that brings together key ideas background information and suggestions for teaching the novel successfully Choose from the suggestions in the book to suit your style adapt and expand on activities as they suit your students Above all this book is meant to be a tool to assist you in intensifying your students involvement with the text and with the way literature helps to make sense of our world York Notes for AQA GCSE (9-1) Rapid Revision: Animal Farm eBook Edition Keith Brindle, 2019-07-12 York Notes for AQA GCSE 9 1 Rapid Revision Animal Farm *Study and Revise for GCSE: Animal Farm* Kevin Radford, 2016-08-01 Exam Board AQA OCR Edexcel Level GCSE 9 1 Subject English Literature First teaching September 2015 First exams Summer 2017 Enable students to achieve their best grade in GCSE English Literature with this year round course companion designed to instil in depth textual understanding as students read analyse and revise Animal Farm throughout the course This Study and Revise guide Increases students knowledge of Animal Farm as they progress through the detailed commentary and contextual information written by experienced teachers and examiners Develops understanding of plot characterisation themes and language equipping students with a rich bank of textual examples to enhance their exam responses Builds critical and analytical skills through challenging thought provoking questions that encourage students to form their own personal responses to the text Helps students maximise their exam potential using clear explanations of the Assessment Objectives annotated sample student answers and tips for reaching the next grade Improves students extended writing techniques through targeted advice on planning and structuring a successful essay Provides opportunities for students to review their learning and identify their revision needs with knowledge based questions at the end of each chapter **X-Kit Literature Series: FET Animal Farm**, 2005 Animal Farm - Literature Kit Gr. 9-12 Chad Ibbotson, 2021-09-07 Experience the corruption of power and downfall of rebellion with this allegorical story of the Russian Revolution This resource is great to use as a stand alone resource as well as a starting point for bigger activities Predict whether old Major s words will inspire any action from the animals Explain how life for the animals changed immediately following the rebellion Answer multiple choice questions that reference life on the farm under the leadership of the pigs Get into the minds of the animals who continue to confess in the face of executions to determine their motivations Research the concepts of propaganda and historical revisionism and how they connect to Napoleon s actions in the novel Discuss some of the instances of foreshadowing that can be found within the novel and how they influenced perceptions going forward Aligned to your State Standards and written to Bloom s Taxonomy our worksheets incorporate a variety of scaffolding strategies along with additional crossword word search comprehension quiz and answer key About the Novel Animal Farm is an allegorical satire that recalls the Russian Revolution in which the unhappy animals of Manor Farm rise up against humanity In Willingdon England Mr Jones runs the neglected Manor Farm His animals are not happy with their living

conditions One night old Major calls on the other animals to overthrow the humans He teaches them a revolutionary song called Beasts of England When he dies conditions on the farm continue to deteriorate to the point where the animals decide to rise up They chase the humans off the farm and rename it Animal Farm Two pigs named Snowball and Napoleon take control and immediately adopt a set of seven commandments they call Animalism The farm runs smoothly until bit by bit these commandments are broken by the pigs Through propaganda the pigs continue to keep control over the farm even when the other animals start to question their actions The story continues down a rabbit hole that inevitably shows the pigs are no different than the humans **Resources in Education** ,1995 WAEC in Review Benjamin Freeman Jr.,2014-11-07 WAEC

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Training Bulletin ,1949 **Livestock Farming** United States Armed Forces Institute,William Jackson,1944 Oswaal
CBSE Class 9 Science Question Bank (2024 Exam) Oswaal Editorial Board,2023-05-23 Description of the product 100% Updated with Latest Syllabus Fully Solved Board Paper Crisp Revision with Topic wise Revision Notes Mind Maps Mnemonics Extensive Practice with 2000 Questions 2 Practice Papers Concept Clarity with 1000 concepts Smart Mind Maps Mnemonics Final Boost with 50 concept videos 100% Exam Readiness with Competency Based Questions Teach Like a Champion Field Guide 2.0 Doug Lemov,Joaquin Hernandez,Jennifer Kim,2016-09-13 The must have companion workbook to the bestselling Teach Like a Champion 2 0 Teach Like a Champion Field Guide 2 0 is the teacher s hands on guide to improving their craft In Teach Like a Champion 2 0 veteran teaching coach Doug Lemov updated improved upon and replaced the original edition of this global bestseller setting forth 62 of the most rigorously vetted and critically observed

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English Journal, 1995 *Educating Gifted Students in Middle School* Susan Rakow, 2021-09-30. Educating Gifted Students in Middle School: A Practical Guide, 3rd ed., helps educators with the challenging task of understanding and meeting the needs of gifted students in middle school. This revised and updated third edition provides a rationale and framework that middle schools can use to fill the service gap for gifted and advanced learners. Addresses the needs of learners from diverse backgrounds. Shows how to implement effective program models. Identifies best practices for the classroom. Shares research-based curriculum models. Topics addressed include school organization, instructional strategies in the basic subject areas, cocurricular and summer programs, the missing link of executive function skills, and counseling at-risk gifted learners. *Educating Gifted Students in Middle School* focuses on creative, practical, and realistic school solutions that create a vital and responsive community for all students.

A Guide to Curriculum Mapping Janet A. Hale, 2007-12-13. This practical, step-by-step guide examines the stages of contemplating, planning, and implementing curriculum mapping initiatives that can improve student learning and create sustainable change.

CRPF Constable Important Questions E-Book: Practice now for exam! Testbook, 2023-03-20. This CRPF Constable Imp. questions E-book in English has questions that will help cover important topics from the exam syllabus. Refer to this PDF notes provided and start your exam preparation now.

[Demystifying Academic Reading](#) Zhihui Fang, 2023-09-29. Foundational and accessible, this book equips pre-service and practicing teachers

with the knowledge understanding tools and resources they need to help students in grades 4 12 develop reading proficiencies in four core academic subjects literature history science and mathematics Applying a disciplinary literacy approach Fang describes the verbal and visual resources expert strategies inquiry skills and habits of mind that students must learn in order to read carefully critically purposefully and with an informed skepticism across genres and content areas He also shows how teachers can promote language learning and reading literacy development at the same time that they engage students in content area learning With informative synthesis and research based recommendations in every chapter this text prepares teachers to help students develop discipline specific as well as discipline relevant discursive insights literacy strategies and ways of thinking reasoning and inquiring that are essential to productive learning across academic subjects It also provides teacher educators with approaches and strategies for helping teacher candidates develop expertise in academic reading instruction In so doing the book demystifies academic reading revealing what it takes for students to read increasingly complex academic texts with confidence and understanding and for teachers to develop expertise that promotes disciplinary literacy This state of the art text is ideal for courses on reading literacy methods and academic literacy and eminently relevant to all educators who want their students to become thoughtful readers and powerful learners

Naval Training Bulletin ,1946 Experiencing English Literature Andrew Atherton,2023-11-16 What does it mean to experience a work of literature What role does response play in the creation of literary meaning And what matters really matters in the teaching of English Literature In this book Andrew Atherton offers a powerful and timely account of the vital role that student response plays in the English Literature classroom This text is deeply immersed in the disciplinary traditions and legacies of what it has meant to experience English Literature both for its teachers and students As the English teaching community try to move beyond exam driven responses highly restrictive essay structures and explicit teaching of interpretation this innovative text helps teachers to encourage responses from students that are more authentic and co constructed It contains dedicated chapters for teaching novels plays and poetry as well as generative writing sentence level analysis and essay structure Each chapter is furnished with a wealth of ideas routines and activities all ready to be embedded directly into the classroom This book will play a key role in this continuing rejuvenation of an experience of English Literature that places a premium on student response and how to shape it Experiencing English Literature remains actionable and practical written first and foremost for teachers It will be essential reading for any KS3 4 5 teacher of English Literature as well as Senior Leaders seeking to better understand the disciplinary traditions of English Literature

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