

Animal Farm Chapter Four Questions

Directions: Answer each in a complete sentence. Use textual evidence to support your response.

1. What do Snowball and Napoleon do to encourage the spread of Animalism?

Snowball and Napoleon encourage the spread of Animalism by sending "out flights of pigeons whose instructions were to mingle with the animals on neighboring farms" (Orwell, 54).

2. Who are Frederick and Pilkington?

Frederick and Pilkington are the owners of the farms that reside on each side of Animal Farm.

3. In what ways do the humans try and stop the spread of Animalism?

The humans try and stop the spread of Animalism by stating "the animals there practiced cannibalism, tortured one another with red-hot horseshoes, and had females in common" (Orwell, 55). They were basically trying to spread lies so that the animals would not want to rebel.

4. Where does Snowball get his ideas for defending Animal Farm?

Snowball gets his ideas for defending Animal Farm by studying "an old book of Julius Caesar's campaigns" (Orwell, 57).

5. Describe how the animals are able to successfully defend the farm against the humans.

The animals are able to successfully defend the farm against the humans by working together and strategically planning their defenses.

6. Which animals are injured or killed during the battle?

During the battle, Snowball is injured and one sheep is killed.

7. How do the animals celebrate their victory?

The animals celebrate their victory by reassembling "in the wildest excitement, each recounting his own exploits in the battle" (Orwell, 59).

They also hoisted the flag and sung *Beasts of England*.

8. What part does Napoleon play during the Battle of the Cowshed? What do you think this says about him? During the Battle of the Cowshed, Napoleon was not present whatsoever. His lack of presence shows that Napoleon does not care for the well-being of everyone and does not share in the defense of the farm.



Animal Farm Discussion Questions And Answers

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Animal Farm ,2011-03 *Animal Farm Study Guide and Student Workbook* BMI Staff,2010-09 **Report of the Secretary** Michigan. State Board of Agriculture,1895 The Really Useful Book of ICT in the Early Years Harriet Price,2012-11-12 Practitioners and students wishing to know how very young children develop an awareness of ICT will find this text invaluable ICT has arguably one of the biggest impacts on every day 21st century life so its inclusion in the Early Years Foundation Stage curriculum reflects the need to encourage forward looking practice in classrooms and nurseries This book enables you to help young children develop their knowledge understanding and skill in the use of ICT with chapters from contributors with a wide range of practical experience Full of ideas and new thinking this practical guide shows you how to promote independence in children s use of ICT through resources like digital cameras and role play toys explore the nature of creativity through ICT using it to support the more traditional areas of art music dance and writing use ICT to enhance the physical and sensory aspects of outdoor learning experiences harness the potential of ICT in reaching children with a variety of different learning needs particularly those with profound and multiple learning difficulties or autistic spectrum disorders value children s home experiences of ICT and build on what they already know and how to work with parents in developing their child s ICT capability ICT can underpin all areas of learning for young children this highly practical inspirational and informative text is therefore relevant to all practitioners and students training in Early Years education **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 Farm Animal Transport Claire A. Weeks,2021-08-30 Most of the 70 billion animals that are farmed in the world are transported at least once in their lives For improved animal welfare sustainability and profitability it is important that everyone involved in the transportation process takes responsibility for doing a good job This may require legislation and assurance schemes backed up by inspections and

driven by consumer awareness and demand All aspects of the transportation process including preparation for transport handling during loading and unloading handler and driver training stocking density on the transport container journey length and weather have an effect on animal welfare meat quality health after transport and even mortality during transit These topics are covered in the papers and reviews in this book together with related aspects such as consumer perceptions of animal transport cleaning of transport coops and consideration of on farm slaughter to obviate the need for transport to an abattoir The book adds to the knowledge of farm animal transport and highlights areas for future research and improved practice **Michigan State Farmers' Institutes** Michigan. State Board of Agriculture,1895 **Read It Again!** Libby

Miller,Liz Rothlein,1997 By reading aloud to children and then accompanying the readings with meaningful activities teachers using this book can motivate youngsters to love books know how to think and talk about fiction and understand how literature provides insights into the human condition Lesson plans include discussion guides learning center activities parent involvement plans and reproducible handouts supporting eight popular books The Carrot Seed Do You Want to Be My Friend Goodnight Moon Here Are My Hands If You Give a Mouse a Cookie Where s Spot Whose Mouse Are You and Brown Bear Brown Bear What Do You See Grades preK K Good Year Books 100 pages *Annual Report of the Agricultural Experiment Station of the State Agricultural College of Michigan for the Year Ending June 30* State Agricultural College (Mich.).

Agricultural Experiment Station,1896 **Annual Report** Michigan State University. Agricultural Experiment Station,1896

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Michigan. State Board of Agriculture,1896 **Resources in Education** ,1997 *Artificial Intelligence in Education* H. Chad Lane,Kalina Yacef,Jack Mostow,Philip Pavlik,2013-06-22 This book constitutes the refereed proceedings of the 16th International Conference on Artificial Intelligence in Education AIED 2013 held in Memphis TN USA in July 2013 The 55 revised full papers presented together with 73 poster presentations were carefully reviewed and selected from a total of 168 submissions The papers are arranged in sessions on student modeling and personalization open learner modeling affective

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International Perspectives on the Teaching of Literature in Schools Andrew Goodwyn,Cal Durrant,Louann Reid,Lisa Scherff,2017-08-31 Literature teaching remains central to the teaching of English around the world This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English IFTE The book captures a state of the art snapshot of leading trends in current literature teaching as well as detailing predicted trends for the future The expert scholar and leading teacher contributors coming from a wide range of countries with fascinatingly diverse approaches to literature teaching cover a range of central and fundamental topics literature and diversity digital literatures pedagogy and reader response mother tongues the business of reading publishers adolescent fiction and censorship assessing responses to literature the changing definitions of literature and multimodal texts The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education resisting the functionalist and narrowly nationalist perspectives of misguided government authorities International Perspectives on the Teaching of Literature in Schools will be of value to researchers PhD students literature scholars practitioners teacher educators teachers and all those in the extensive academic community interested in English and literacy around the world **Michigan State Agricultural College Farmers' Institutes** Michigan. State Board of Agriculture,1895 *Open Court Classics* Carl Bereiter,2002-07 Contains planning differentiation and assessment tips that enhance instruction in print and book awareness letter recognition phonological and phonemic awareness and more Omnibus III Douglas Wilson,Douglas Wilson and G. Tyler Fischer,2006-12

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