

KS3 ENGLISH



# Animal Farm



YEAR 9

CYCLE 1- BOOKLET 1

Name : \_\_\_\_\_  
Class: \_\_\_\_\_  
Teacher: \_\_\_\_\_



Newton  
Abbot  
College



	Key Ideas	Key Context	Key Quotation	Key Vocabulary
Week 1 - Back ground	<p>1. Orwell portrays Animal Farm as an allegory for the Russian Revolution/ Soviet Union's early years.</p>	<ul style="list-style-type: none"> <li>Despite being a socialist, George Orwell did not consider the Soviet Union a positive representation of the possibilities of socialist society</li> <li>The Soviet Union arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision.</li> </ul>	<p>"No animal in England is free. The life of an animal is misery and slavery"</p>	<p><b>Socialism:</b> all citizens share equally in economic resources as allocated by a democratically-elected government.</p>
2. Communism and Socialism	<p>1. Orwell utilises the character of Old Major to persuade his utopian vision for the farm.</p> <p>2. Orwell powerfully questions the animal's suffering through Old Major's use of persuasive techniques in order for the animals to question the natural order and rebel against those in power.</p>	<ul style="list-style-type: none"> <li>Under communism, most property and economic resources are owned and controlled by the state (rather than individual citizens); whereas under socialism, all citizens share equally in economic resources as allocated by a democratically-elected government</li> </ul>	<p>"All animals are equal"</p> <p>"Old Major... was so highly regarded on the farm"</p>	<p><b>Communism:</b> most property and economic resources are owned and controlled by the state.</p> <p><b>Capitalism:</b> a country's trade and industry are controlled by private owners for profit.</p>
3. Power and Control	<p>1. Since the rebellion, Orwell presents the animals' naive optimism that Animal Farm has become a place of unity and equality.</p> <p>2. Orwell utilises the pigs to represent the leaders of the Russian Revolution and the animals are replacing the human capitalist system with their own communist system.</p>	<ul style="list-style-type: none"> <li>In a democracy the government has less control over how people spend their time and what they believe. People are free to join clubs, political parties and other groups. In a dictatorship there's just one leader who has total control over the party and the country.</li> </ul>	<p>"The pigs did not actually work, but directed and supervised the others."</p> <p>"Four legs good, two legs bad."</p>	<p><b>Democracy:</b> a form of government where the people share in deciding how things are run.</p> <p><b>Dictatorship:</b> a form of government where the leader has total power.</p>
4. Fear	<p>1. Orwell wishes to teach the readers that we should not be easily tricked into an opinion, idea or thought just because someone attempts to use propaganda to persuade us.</p>	<ul style="list-style-type: none"> <li>As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation. Soviet citizens often did not have access to basic needs, such as clothing or shoes.</li> <li>The KGB was the primary security agency for the Soviet Union. They worked as both an intelligence</li> </ul>	<p>"No one believes more firmly than Comrade Napoleon that all animals are equal."</p> <p>"At this... nine enormous dogs wearing brass-studded collars</p>	<p><b>Megalomaniac:</b> a person with an obsessive desire for power.</p> <p><b>Indoctrinate:</b> teach (a</p>



Key Ideas	Key Context	Key Quotation	Key Vocabulary
<p><b>5. Inequality.</b></p> <ol style="list-style-type: none"> <li>Orwell sharply criticises both capitalism and communism</li> <li>Orwell advocates for freedom and is a committed opponent of communist oppression.</li> </ol>	<p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>Propaganda of Soviet Union focused on glorifying the Soviet Union and communism. It praised Soviet workers, while others praised Soviet leaders. Propaganda was one of the many ways the Soviet Union tried to control its citizens</li> </ul>	<p>"No animal shall sleep in a bed with sheets"</p> <p>"All that year the animals worked like slaves."</p>	<p><b>Inequality:</b> difference in size, degree, circumstances, etc.; lack of equality.</p> <p><b>Corruption:</b> dishonest behaviour of those in power.</p>
<p><b>6. Totalitarian regime</b></p> <ol style="list-style-type: none"> <li>Orwell's intention is to show us that communist nations will eventually turn into totalitarian regimes.</li> <li>Orwell reinforces the idea that those with power will use the power deceitfully to make themselves greater.</li> <li>Orwell projects the hostility behind Stalin's dictatorship, exemplifying the unjust and corruptness behind his methods of consolidating power.</li> </ol>	<p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>The leader of Communist Russia, Joseph Stalin, was paranoid of opposition. It was this paranoia that led to the Great Purge where millions of people were executed or sent to labour camps in Siberia.</li> <li>Despite these violent purges, Stalin was idealised. He was worshipped as a great man. Forms of media such as newspapers, posters, statues and radio were used to amplify the successes of the Communist Party and of Stalin.</li> </ul>	<p>"There was no thought of rebellion or disobedience in her mind"</p> <p>"Napoleon was [...] referred to in formal style as "our Leader, Comrade Napoleon,"</p>	<p><b>Totalitarian Regime:</b> government which is overly controlling and requires all citizens to obey.</p> <p><b>Idealisation:</b> the action of regarding or representing something as perfect or better than in reality.</p>
<p><b>7. Betrayal and exploitation</b></p> <ol style="list-style-type: none"> <li>Orwell skillfully demonstrates the power of lies through his use of graphic imagery to portray the animals' confessions.</li> <li>Orwell wishes to teach the readers that Socialist Russia was not a good representation of socialist principles - instead it was a brutal regime led by a violent dictator who used the power of lies to influence and condemn people.</li> </ol>	<p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>During the period of time before the Russian Revolution, life for the Proletariat was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions.</li> <li>The Russian Revolution arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats. The new regime took land and industry from private control and put them under government supervision.</li> </ul>	<p>"They knew that life nowadays was harsh and bare, that they were often hungry and often cold"</p> <p>"Boxer worked harder than ever. Indeed, all the animals worked like slaves that year."</p>	<p><b>Proletariat:</b> Russian working class.</p> <p><b>Exploitation:</b> taking advantage of others.</p>
<p><b>8. The End</b></p> <ol style="list-style-type: none"> <li>Orwell illustrates in his dystopian novel his thinly veiled criticism of the Soviet Union and that those in power usually manipulate language to their own benefit.</li> </ol>	<p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>The Soviet Union ended in 1991. As the Soviet government's economic planning failed, Russia suffered under a surge of violence, fear, and starvation.</li> <li>Orwell, unlike many Socialists, was not hooked on the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. He could not turn a blind eye to the</li> </ul>	<p>"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which."</p>	<p><b>Dystopia:</b> an imagined state or society in which there is great suffering or injustice.</p> <p><b>Thinly veiled criticism:</b> a criticism of something that is not direct and obvious but easily</p>

## What will I learn?

In this unit you study the Literary Heritage text *Animal Farm*. You will build on the work you did on Shakespeare by learning how we can integrate context further into our analysis and understanding. You will learn about political ideologies of Capitalism, Communism and Socialism, alongside understanding how Literature can help to convey political ideas. Alongside this, you will continue to build your skills of analysis, exploring the language and structure of a book, and then evaluate how this helps to create meaning. You will work on your essay writing skills. You will learn how to construct a thesis, develop your analytical writing paragraphs so you explore layers of meaning and how you can trace an argument through an essay.

## Assessment Points:

**Mid Assessment Point: Week 5**

**How does Orwell present fear as a way of control in the novel *Animal Farm*?**

**Final Assessment: Week 11**

**How does Orwell present corruption by the pigs in the novel *Animal Farm*?**

## Assessment Objectives:

A01	Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.
A02	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
A03	Show understanding of the relationships between texts and the contexts in which they were written
A04	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Assessment Mark Scheme

25-30 marks	<ul style="list-style-type: none"> <li>● Critical, exploratory, conceptualised response to task and whole text</li> <li>● Judicious use of precise references to support interpretation(s)</li> <li>● Analysis of writer’s methods with subject terminology used judiciously</li> <li>● Exploration of effects of writer’s methods to create meanings</li> <li>● Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul>
21-25 marks	<ul style="list-style-type: none"> <li>● Thoughtful, developed response to task and whole text</li> <li>● Apt references integrated into interpretation(s)</li> <li>● Examination of writer’s methods with subject terminology used effectively to support consideration of methods</li> <li>● Examination of effects of writer’s methods to create meanings</li> <li>● Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>
16-20 marks	<ul style="list-style-type: none"> <li>● Clear, explained response to task and whole text</li> <li>● Effective use of references to support explanation</li> <li>● Clear explanation of writer’s methods with appropriate use of relevant subject terminology</li> <li>● Understanding of effects of writer’s methods to create meanings</li> <li>● Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul>
11-15 marks	<ul style="list-style-type: none"> <li>● Some explained response to task and whole text</li> <li>● References used to support a range of relevant comments</li> <li>● Explained/relevant comments on writer’s methods with some relevant use of subject terminology</li> <li>● Identification of effects of writer’s methods to create meanings</li> <li>● Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task</li> </ul>
6- 10 marks	<ul style="list-style-type: none"> <li>● Supported response to task and text</li> <li>● Comments on references</li> <li>● Identification of writers’ methods</li> <li>● Some reference to subject terminology</li> <li>● Some awareness of implicit ideas/contextual factors</li> </ul>
1-5 marks	<ul style="list-style-type: none"> <li>● Simple comments relevant to task and text</li> <li>● Reference to relevant detail</li> <li>● Awareness of writer making choices</li> <li>● Possible reference to subject terminology</li> <li>● Simple comment on explicit ideas/contextual factors</li> </ul>

# English: Strength and Target codes

<b>1</b>	Link your ideas clearly to the question and make sure you have answered the question. What is the big idea you are exploring?
<b>2</b>	Look at your quotation. Have you chosen the most effective one for answering the question?
<b>3</b>	Use a wider range of quotations.
<b>4</b>	Make sure you have contextualised your quotation. Where is it happening in the book? What is happening in the quotation?
<b>5</b>	Make sure you have said what the quotation suggests or implies. Don't just repeat the quotation.
<b>6</b>	Use subject terminology. Mention the word class, or the method the writer is using.
<b>7</b>	Go deeper and say more. Can you push what the word choices suggest further? Is there another interpretation of the quotation?
<b>8</b>	Add in another quotation to reinforce the idea.
<b>9</b>	Add in context. Explain why the writer has done this. What did they want the reader to realise or understand? What are they challenging about society?
<b>10</b>	Academic tone. Remember to embed quotations and use the best academic verbs.

## Feedback highlighters

<b>GREEN</b>	Great work!	<b>PINK</b>	Re-think	<b>BLUE</b>	Embed evidence	<b>YELLOW</b>	Add detail
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## Marking for literacy

SPaG Key. You will see and use these codes to correct and improve SPaG in your written work.

<b>Sp</b>	<b>P</b>	<b>//</b>	<b>G</b>
Spelling error	Punctuation error	New paragraph	Grammatical error

# Literature Essay Template

## STEP ONE: The plan

Answer the question: Your response to the question should be the <b>main thread</b> that runs through your essay. <b>What</b> does the writer do and <b>WHY</b> ? What <b>BIG IDEA</b> does it link to?	
Point 1 - <b>Linked to question</b>	A range of textual evidence relevant to the question and your point
Point 2 - <b>Following on</b> from previous point and <b>LTQ</b>	A range of textual evidence relevant to the question and your point
Point 3 - <b>Developing on</b> from previous point and <b>LTQ</b>	A range of textual evidence relevant to the question and your point
Point 4 - <b>Extending or challenging</b> the previous point and LTQ	A range of textual evidence relevant to the question and your point

## STEP TWO: The Thesis statement

<p><b><u>Context Driven Opening Clause:</u></b> Pick an important context fact that <b>links with the question.</b></p>	<p><b><u>Big idea being explored:</u></b></p>	<p><b><u>Writer's intention:</u></b> What is the <b>bigger idea that the writer wants us to think about?</b></p>	
<p>Influenced by Inspired by Prompted by Motivated by Appalled by Driven by Due to a widespread belief in</p>	<p>The writer</p> <ul style="list-style-type: none"> <li>● presents...</li> <li>● explores...</li> <li>● uses his/her writing to challenge...</li> <li>● reveals...</li> </ul>	<p>In order to...</p> <p>Reflecting his belief that...</p>	<p>challenge reveal criticise expose argue</p>

*Motivated by a desire to challenge both Capitalist and Communist ideologies, Orwell presents the character of Napoleon as autocratic, corrupt and cruel in order to subtly criticise the dictatorship of Stalin in the USSR.*



STEP THREE: The main academic paragraph. You need to aim for at least three of these, each one linking back to your thesis.

*(Writer's name) presents (topic) as (big idea) during the (moment in the story) when (what happens and embed the quotation).*

This suggests *(inference)* which reveals *(something important about the topic)*.

In particular, *(writer's name)'s use of (method/ word class and example)* has connotations of/ highlights/illustrates...  
Furthermore the writer also uses...

This is reinforced by *(writer's name)'s use of (quotation)* which further implies *(something important about the topic)*.

Ultimately/ Arguably *(writer)* is aiming to present/criticise/ challenge *(intention/link to context)*, in order to *(impact on reader)*.

STEP FOUR: Ultimately paragraph (one at the end to conclude your essay)

Ultimately, the writer conveys the overall idea that...	Use the words in the question. What <u>overall</u> comment is the writer making about society and humanity?
The audience/readership are left with the lasting impression that ...	What does the writer want the reader to think about when they finish the story or when they leave the theatre?



# Topic Vocabulary

Key Terms	Definition	Red/ Amber / Green
Ostracise	To exclude from a society or group.	
Democracy	A system of government where the people have a say in how the country is run and who will lead them.	
Dictatorship	A government where the ruler has ultimate power and control over the running of the country. (This can often be gained through force and can include cruel or unfair treatment.)	
Communism	A classless state where the government owns everything and is responsible for providing equally for all.	
Socialism	An ideology where the welfare of people is put above wealth. The elected government controls the means of production (factories), minimises the wealth of people through tax, and reinvests money back into society.	
Exploitation	Taking advantage of others for personal gain.	
Tyrannical	Exercising absolute power through force, without the consent of the people.	
Bourgeoisie	The middle class.	
Allegory	A story with a hidden meaning (often political or moral).	
Society	A large group of people who live alongside each other in an agreed and organised way.	
Ideology	A set of beliefs or values that form the basis of how a society is run.	

# Topic Vocabulary

Key Terms	Definition	Red/ Amber / Green
Inference	To assess evidence to draw conclusions. You make these decisions based on the evidence rather than explicit statements.	
Rhetoric	The art of persuasive speaking or writing.	
Propaganda	Information, ideas or pictures that only show one side of a situation. These are spread and discussed to influence people's opinions.	
Microcosm	A small group, society or place that have the same qualities as a much larger one.	
Hierarchy	A system in which members of an organisation or society are ranked according to relative status or authority.	
Equality	Where all members of a society have the same status, rights, opportunities and responsibilities.	
Anthropomorphism	The attribution of human characteristics or behaviour to a god, animal, or object.	
Corruption	Dishonest or illegal behaviour by those in power, or the process with which a word or expression is changed from its original meaning.	
Ruthless	To act cruelly and without thought or consideration of others.	
Manipulation	To control or influence (a person or situation) for your own gain, often without people knowing it.	
Utopia	An imagined place or state of things where everything is perfect.	
Dystopia	An imagined state or society where there is great suffering and injustice.	
Paradox	A contradictory statement or situation.	

	Lesson Question
1	What is socialism? What was the Russian Revolution? Who was George Orwell?
2	What are Political Ideologies? Capitalism, Communism and Socialism.
3	What do we find out in Chapter 1? How can I use inference to draw conclusions about characters?
4	How does Old Major use rhetorical devices in his speech for effect?
5	How can I deepen my analysis of rhetorical devices and write effectively about them?
6	Writing Academically. How does Orwell present Old Major as a powerful rhetorical figure?
7	What happens in Chapter 2 of Animal Farm? How does Orwell construct the characters to reflect historical events?
8	What happens in the rest of Chapter 2? Does Orwell present the pigs as trustworthy?
9	What happens in Chapter 3? What is propaganda? How is propaganda used in Animal Farm?
10	What happens in Chapter 3? How we can we apply the idea of hierarchy to Animal Farm?
11	To what extent is Animal Farm a place of equality?
12	Extended writing: To what extent is Animal Farm a place of equality?
13	How can we improve our academic writing?

	Lesson Question
14	What happens in Chapter 4? How is Orwell presenting the farm and wider society?
15	How does Orwell present Snowball as a leader in the novel?
16	Extended writing: How does Orwell present Snowball as a leader on the farm?
17	What happens in Chapter 5 of Animal Farm? How do Snowball and Napoleon develop as leaders?
18	How does Chapter 5 unfold? How does Napoleon assume leadership of the farm?
19	Preparing for the midpoint assessment: How does Orwell present fear as a way of control in Animal Farm?
20	Mid point assessment
21	How can we improve our academic writing?
22	What happens in Chapter 6? How is the corruption of Animalism achieved?
23	How does Orwell use irony? How does Orwell present the corruption of animalism in Chapter 6?
24	What happens in Chapter 7? How do the lies in Animal Farm develop?
25	How has the farm changed by the end of Chapter 7? How could it be described as a place ruled by tyranny?
26	How does Orwell present the farm as a place of fear and violence? How was he inspired by real world events?
27	Extended writing: How does Orwell present the farm as a place of fear and violence?
28	What happens in Chapter 8? How does Orwell present the importance of Education?



	Lesson Question
29	What parallels are there between Stalin and Napoleon? How does Napoleon build a “cult of personality”?
30	What happens in Chapter 9?
31	What is the significance of the character of Boxer in the novel?
32	What kind of world is created at the end of the novella?
33	How can we read this text as a thinly veiled critique of the USSR?
34	What is the significance of the pigs in Animal Farm?
35	Preparing for your assessment: How does Orwell present corruption by the pigs in the novel Animal Farm?
36	Preparing for our assessment: Revising academic writing.

**Stating a new opinion:**

- I think/ believe that...
- In my opinion...
- From my perspective...
- Based on..., it seems that...
- After reading... I conclude that...
- Overall, the evidence suggests...
- On the one hand... on the other hand...

**Agree, disagree, or add on**

- I agree with you because...
- That answer makes sense because...
- I respectfully disagree with you because...
- I have a different point of view...
- I would like to add on...
- To expand on what... said...
- This reminds me of...
- To piggyback on what... said...

**Ask for clarification**

- What do you mean by...?
- Why do you think that?
- Will you explain that again?
- I have a question about...
- I don't quite understand. Can you explain it a little bit more?

**Paraphrase or restate your opinion**

- So what you are saying is that...
- In other words, you think...
- I noticed that...
- If I understand you correctly, your opinion is that...

**Building On**

- Y mentioned that...
- Yes—and furthermore...
- The author's claim that Z is interesting because...
- Adding to what X said,...
- If we change Xs position just a little, we can see that...




	<b>What British Values are covered in this topic?</b>
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- 1. Democracy
- 2. Rule of Law
- 3. Tolerance
- 4. Mutual Respect
- 5. Individual Respect

	<b>How will this topic link to the 9 protected characteristics?</b>
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**The 9 protected characteristics are:**

Age	Gender reassignment	Marriage / Civil Partnership
Pregnancy	Disability	Race
Religion or belief	Sex	Sexual Orientation

	<b>How will this topic support my cultural capital?</b>
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	<b>How will this topic support my disciplinary literacy?</b>
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	<b>How will this topic link to us being a sustainable school?</b>
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	<b>How will this topic reflect our school values?</b>
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Listen as your teacher gives an overview of the content you'll be covering during this topic. Complete notes on the topic content below when asked to do so.

Why this?



How does this topic lead on from and build upon your previous learning? Which work is it linked to in previous cycles or years?

Why now?



How will this topic be built upon in future learning? Which topics will require a good understanding of this work?

Why now?



Cross-curricular. How might the learning from this topic be linked to learning in your other subjects across school?



Which careers might be linked to this topic?



Skills Builder: Which skills will we have the chance to develop during this topic?







DO NOW: Knowledge Retrieval and explicit vocabulary

<p><b>Definition:</b></p> <p>A large group of people who live alongside each other in an agreed and organised way.</p>	<p style="text-align: right;"><b>Etymology:</b></p> <p>From Latin <i>societas</i>, from <i>socius</i> 'companion'</p>
<p><b>Exploring the word- synonyms:</b></p> <p>Group, culture, community</p>	<p style="text-align: right;"><b>Used in a sentence:</b></p> <p>We are lucky to live in a tolerant society.</p>

**Society**

Do Now: True or False	True or False
1. We have a responsibility to look after everyone in society, not just our family.	
2. Currently, our society is equal.	
3. In society, everyone has access to everything they need.	
4. In society, some people will naturally be more powerful than other people.	
5. In a society, everyone should have a say in what happens in the future.	
6. It is dangerous when we stop challenging people who are doing the wrong thing in society	



Powerful knowledge: What do we mean by context?

- The word context means the circumstances surrounding a book that inform its writing and meaning.
- When we look at the historical context of texts, we look at what life was like when the book was written and how this may have influenced the text.
- We could also look at the life and personal opinions of the author to see if this may have influenced the text.



## Powerful knowledge: Socialism and Communism

Whilst there is no one main definition, socialism is an economic system where the welfare of people is put above wealth. The elected government controls the means of production (factories), minimises the wealth of people through tax, and reinvests money back into society to ensure there is equality. It could be termed as “social ownership”.

What this means is:

- Wealthy people will be taxed more, therefore limiting their wealth.
- There is more equitable wealth. No one person can gain enormous wealth as the government control what is made and earned by people.
- Services like education and healthcare are free. Everyone is entitled to them.
- There is a lack of hierarchy in society due to wealth or privilege.
- Society works together.
- Communism is an extreme form of socialism, where most property and economic resources are owned and controlled by the state.



Think, Pair Share

How does the image below link to socialism?



### Stating a new opinion:

- In my opinion...
- From my perspective...
- Based on..., it seems that...
- Overall, the evidence suggests...



## Powerful knowledge: The context of Animal Farm


- ‘Animal Farm’ was written in three months from the end of 1943 to the start of 1944.
- However, Orwell couldn’t get anyone to publish it until 1945.
- The **novella** ‘Animal Farm’ was written during WW2 and a huge time of world-wide political upheaval.
- It was a particularly turbulent political time in Russia. In his novel, Orwell bases many of his characters and events on real aspects of Russian politics!
- Animal Farm is an **allegory** (a story with a hidden meaning) to the Russian Revolution of 1917 and the events which led to the creation of the **Soviet Union** subsequently.
- We are now going to look at the events in the Soviet Union and explore why the writer of Animal Farm was so interested in it.

Info & Task:

Looking at the images below, what do you **predict** the political views of the **Soviet Union** might have been?

Answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



	<p>Task: Watch the following video and then answer the questions about the formation of the Soviet Union. <a href="https://www.youtube.com/watch?v=cV9G1QUIm7w&amp;t=6s">https://www.youtube.com/watch?v=cV9G1QUIm7w&amp;t=6s</a> (from 2.19- 6.19)</p>
1.	In 1917, what were women protesting about?
2.	What did the protest transform in to?
3.	What did Nicholas agree to do?
4.	What did the people want to create?
5.	What was the name of the new leader?
6.	What did he demand and what was the new slogan?



Powerful Knowledge: What happened to the Soviet Union and who was George Orwell?

- Orwell received his education at a series of private schools including Eton - an elite school in England.
- His painful experiences with snobbishness and **social elitism** at Eton made him deeply suspicious of the class system in English society.
- As a young man, Orwell became a **socialist** and spoke openly against the government.
- Unlike many British socialists in the 1930s and 1940s, Orwell was not hooked on the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society.
- He could not turn a blind eye to the cruelties of the Soviet Communist Party, which had overturned the Tsars (Russian royalty) only to replace it with the **dictatorial** reign of Joseph Stalin.
- Orwell became a sharp critic of both **capitalism** and **communism**, and is remembered chiefly as an advocate of freedom and a committed opponent of communist **oppression**.



Think, Pair, Share

What would Orwell have thought about the original Russian Revolution?



Now, record your answer.


**Stating a new opinion:**

- I think that...
- Based on..., it seems that...
- Overall, the evidence suggests...
- On the one hand... on the other hand...



	Now, write down as much as you can remember about the following topics:
The Russian Revolution and the Soviet Union	
George Orwell	
The novella Animal Farm	


Knowledge tracker		RAG
<u>What is socialism? What was the Russian Revolution? Who was George Orwell?</u>		




<p><b>Definition:</b> <i>noun</i></p> <p>A set of beliefs or values that form the basis of how a society is run.</p> <p>An ideology influences the political and economic systems in a society.</p>	<p><b>Etymology:</b></p> <p>From the Greek “idea” meaning pattern and logos meaning discussion. The word ‘ideology’ literally means the science or study of ideas.</p>
<p><b>Ideology</b></p>	
<p><b>Exploring the word- synonyms:</b></p> <p>Beliefs, ideals, values, principles, doctrine</p>	<p><b>Used in a sentence:</b></p> <p>Politicians often have strong ideology to promote.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Write a sentence with ideology in it.</p>
	<p> </p>
	<p> </p>
<p>Then:</p>	<p>Socialism is an ideology: True or False?</p>
	<p> </p>
<p>Next : Retrieval</p>	<p>When was Animal Farm written?</p>
	<p> </p>
	<p>What happened in Russia in 1917?</p>
	<p> </p>


Summary	Powerful Knowledge: Communism and Capitalism in more detail.	Vocabulary
	<p><b>Capitalism:</b> Capitalism is one of the dominant ideologies in many societies. Capitalism is very much focused on the freedom of the individual to make money. In a capitalist country, individual citizens, not governments, own and run companies. These companies compete with other companies for business. They decide which goods and services to provide. They also decide how much to charge for the goods and services and where to sell them. It means prices can go up and down. Critics of Capitalism believe the focus on making money means that those who are rich get richer, and those who are poor do not get the help they need. Those who make money are not necessarily expected to support others in society.</p> <p><b>Communism and Socialism.</b> Communism is often viewed to have its origins within the writings of Karl Marx - a 19th century German philosopher and economist who influenced thinkers like Lenin. Socialism and Communism are often used interchangeably, but actually do have differences. Both belief systems promote the sharing of public resources. However, communism is stricter than socialism. It promotes the idea that all resources are owned by the government. This means the government control everything. In socialism the emphasis is on democracy. The government must be democratically elected and people work together. In communism, this may not be the case. The government is in complete control. Critics of communism argue it creates a lack of freedom for people, and can lead to the government depriving citizens of resources and food.</p>	



For each image below, identify which is capitalist and which is communist:



A cartoon showing a man in a suit standing on a large pile of green banknotes. He is shouting, "YOU JUST WANT FREE STUFF!!". Below him, a group of people are holding signs that say "UNIVERSITY", "HIGHER EDUCATION", and "COLLEGE".



A cartoon showing two hands holding a stack of money with a dollar sign on top. Below the hands, the text "SHARE THE WEALTH" is written.



### Think, Pair, Share

First, discuss with your partner what might be the benefits and disadvantages of both Capitalism and Communism.

Then once we have discussed our ideas, fill out the table below.

### Stating a new opinion:

- I think that...
- Based on..., it seems that...
- Overall, the evidence suggests...

	Benefits	Disadvantages
Capitalism		
Communism		



A recap, what did Orwell think?

- Animal Farm is an allegory to the Russian Revolution of 1917 and the events which led to the creation of the Soviet Union subsequently.
- **The Soviet Union** (a communist state), founded in 1922 after the **Russian Revolution**, arose in Russia when workers and peasants rebelled against the wealthy/ powerful capitalists/ aristocrats.
- The Tsar abdicated and Lenin seized power.
- The new regime took land and industry from private control and put them under government supervision.
- Despite being a socialist, George Orwell was not hooked on the Soviet Union, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society.





Class discussion  
The importance of intention and context

Remember, when we are writing we always need to consider the author's intentions and the context. We need to consider two questions:

- What might have influenced the writer?
- What might the writer be trying to communicate to the reader about this?

Together, let's mind map all the things we know about what influenced Orwell and what he was trying to convey (show) to his reader.

### Orwell's Context



Now, in your own words, answer the question:  
What motivated George Orwell to write *Animal Farm* and what messages did he want to convey to his audience?

Knowledge tracker

RAG

Understanding Political Ideologies: Capitalism, Communism and Socialism



<p><b>Definition:</b> <i>noun</i> To assess evidence to draw conclusions. You make these decisions based on the evidence rather than explicit statements.</p>	<p><b>Etymology:</b> from Latin <i>inferre</i> 'bring in, bring about' (in medieval Latin 'deduce'), from <i>in-</i> 'into' + <i>ferre</i> 'bring'.</p>
<p><b>Inference</b></p>	
<p><b>Exploring the word- synonyms:</b> Deduce, work out, conclude</p>	<p><b>Used in a sentence:</b> I could infer he was hot due to the beads of sweat on his forehead.</p>

	<p>Do Now:</p>
<p>First</p>	<p>What might you infer about me if I am crying?</p>
	<p> </p>
<p>Then: Retrieval</p>	<p>'Most property and economic resources are owned and controlled by the state.' Which political belief does this definition describe?</p>
	<p> </p>
<p>Next : Retrieval</p>	<p>'All citizens share equally in economic resources as allocated by a democratically-elected government.' Which political belief does this definition describe?</p>
	<p> </p>
	<p>'An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.' Which political belief does this definition describe?</p>
<p> </p>	



**Anthropomorphism** - the attribution of human characteristics or behaviour to a god, animal, or object.

When we are reading a text (like Animal Farm) we can use a variety of different clues to support our inferences.

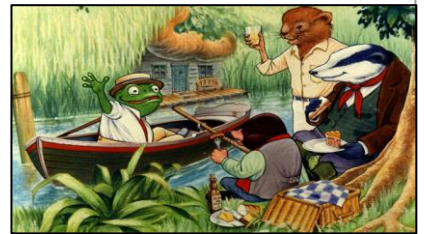
**Things like:**

- Descriptions of a character
- Actions characters make
- Things characters say

can all be used to make inferences

*Anthropomorphism* is when you assign human characteristics or attributes to a non-human entity.

Orwell is very clever at using **anthropomorphism** to guide the reader in making an **inference** about each character.



	Comprehension questions:
1	What is the name of the farm that the animals live on?
2	How does old Major describe the animals' lives?
3	Complete the phrase "whatever goes on two legs is an..."
4	What is the name of the song the animals sing at the end of the speech?



Now, list any characters who are named within the text and what type of animal they are.



Subject knowledge: Understanding inference



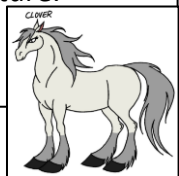
Orwell is very clever at using **anthropomorphism** to guide the reader in making an **inference** about each character. For example:

“Clover was a stout **motherly mare** **approaching middle** life who had never quite **got her figure back** after her fourth foal.”

Caring, parental,  
tendency to worry

Has life experience,  
understands  
‘the way of the world’

Pressured to look a certain way,  
reinforces her motherly nature.



We do:

**What inferences could we make about Old Major from this quotation?**

“He was **twelve years old** and had lately grown rather **stout**, but he was still a **majestic**-looking pig, with a **wise** and **benevolent** appearance in spite of the fact that his tushes had never been cut.”

12 years old

Majestic

Wise

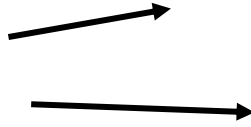
Benevolent



Building understanding

What further inferences could we make about Old Major from this quotation?

“At one end of the big barn,  
on a sort of raised platform,  
Major was already ensconced\*”



\***Ensconced** = established or settled in a comfortable, safe place.



Independent task

**Track back through the Chapter we have just read and complete the tasks below:**

1. **Identify** three characters from the opening chapter. Record a **key quotation** to describe how they look, what they say or how they act.
2. Highlight or underline key words or phrases from the quotations you have found that you think tells us something interesting about their character.
3. What can we infer about the character from how they are described, what they say or how they act?

**For example:** *Through Orwell’s use of the phrase ‘12 years old’ we can infer that Old Major is one of the elder animals who must therefore have a lot of experience and knowledge.*

Quotation 1 - Character: \_\_\_\_\_

What can we infer about the character from how they are described, what they say or how they act?



Quotation 2 - Character: \_\_\_\_\_

What can we infer about the character from how they are described, what they say or how they act?

Quotation 3 - Character: \_\_\_\_\_

What can we infer about the character from how they are described, what they say or how they act?



Challenge: Can you link any of your inferences to the context we have studied so far?

Knowledge tracker

RAG

**What do we find out in Chapter 1? How can I use inference to draw conclusions about characters?**

# LESSON 4

## How does Old Major use rhetorical devices in his speech for effect?

**Definition:** *noun*

The art of persuasive speaking or writing.

**Etymology:**

Middle English: from Old French *rethorique*, via Latin from Greek *rhētorikē (tekhnē)* '(art) of rhetoric', from *rhētōr* 'rhetor'.


### Rhetoric

**Exploring the word- synonyms:**

Rhetoric is often associated with eloquence, which means to speak well and shows a command of language.

**Used in a sentence:**

Aristotle was a greek philosopher famous for discussing how to make rhetoric effective.

	Do Now:
First	Write a sentence with rhetoric in it. <hr/> <hr/>
Then:	What type of animal is Old Major? Where is he sat when he makes his speech? <hr/>
Next : Retrieval	What is the song Old Major teaches the animals? <hr/> What image does it paint of the future for the animals? <hr/>




Think back to last year and your study of rhetoric. What can you remember about


- 1) The point of rhetoric. Why is it used?
- 2) What makes effective rhetoric?
- 3) What careers might you need to use rhetorical speech in?



Task: Match up the rhetorical device with the definition.

Rhetoric Device	Definition	Example
Rhetorical Question	Words such as 'we', 'us', and 'ours' which link speaker and audience.	
Repetition	The repetition of a letter or sound at the start of words.	
Hyperbole	Three words or phrases that are related in some way.	
Emotive Language	The same words or phrase used near one another for effect.	
Alliteration	Something which is true and can be proven.	
Inclusive Pronouns	A view of judgement that has been formed about something.	
Facts	A question which does not require an answer.	
Opinions	Deliberate exaggeration for effect.	
List of Three	Words or phrases which are used to manipulate the audience to feel a certain emotion.	

Summarise	 Let's read and annotate Old Major's speech	Vocabulary
	<p><b>Old Major's Speech</b></p> <p>"Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.</p> <p>But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep--and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word--Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.</p> <p>Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilises it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid in this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old--you will never see one of them again. In return for your four confinements and all your labour in the fields, what have you ever had except your bare rations and a stall?</p>	

Summarise		Vocabulary
	<p>You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come--cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate. You, Boxer, the very day that those great muscles of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and drowns them in the nearest pond.</p> <p>Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious. And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades."</p>	



## Task

Bullet point all the key points of Old Major's speech:

Then: Jot down any links to the previous context we've studied:

**Read through the speech again and highlight any examples of the following language techniques:**

- Rhetorical questions
- Repetition
- Hyperbole
- Emotive language
- Rule of three
- Alliteration
- Directly addressing the audience
- Inclusive pronouns
- Short sentences
- Facts and opinions



Which of Old Major's rhetorical devices do you find the most effective? Why?  
Overall, how effective do you find his speech?

### Stating a new opinion:

- I think/ believe that...
- From my perspective
- After reading... I conclude that...

### Agree, disagree, or add on

- I agree with you because...
- I respectfully disagree with you because...
- I have a different point of view...
- I would like to add on...





Thinking further  
Think, Pair, Share then record

Why does Old Major use the persuasive techniques he does? Why would he need the animals to engage with him?


Knowledge tracker		RAG
<u>How does Old Major use rhetorical devices in his speech for effect?</u>		36

How can I deepen my analysis of rhetorical devices and write effectively about them?



<p><b>Definition:</b> <i>noun</i> A story with a hidden meaning (often political or moral).</p>	<p><b>Etymology:</b> From Old French <i>allegorie</i> (12c.), from Latin <i>allegoria</i>, from Greek <i>allegoria</i></p>
<p><b>Allegory</b></p>	
<p><b>Exploring the word:</b> Allegory uses the pre-fix al, which can mean beyond. So, the story has a meaning “beyond” what you see.  Synonyms- fable, parable, metaphor</p>	<p><b>Used in a sentence:</b> An allegory is used by writers when they want to convey a message without being too obvious.</p>

	<p>Do Now:</p>
<p>First</p>	<p>What is Animal Farm an allegory for?</p>
	<p> </p>
	<p> </p>
<p>Then:</p>	<p>Who was Old Major?</p>
	<p> </p>
<p>Next : Retrieval</p>	<p>What are inclusive pronouns?</p>
	<p> </p>
	<p>What is emotive language?</p>
<p> </p>	



## Subject Knowledge

When we look at quotations and consider what they imply, we need to think about really zooming in on specific choices the writer makes in terms of the words they pick. This is called analysis. We can do lots of things when we analyse.

1) We can think about the connotations and associations of a word. Why have these words been used?

**Connotation** - an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.

**Association** - ideas linked to a word.

This is what it might look like:

**Association** = ideas linked to a word

*Interestingly, the noun 'comrades' also has militaristic **associations** and is often used to refer to an organisation or fellow socialist.*

**Connotation** = an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.

*Interestingly, the noun phrase 'order of nature' has **connotations** of something that should be naturally occurring and therefore inherent, fixed and unchangeable which has led the animals to believe that their miserable existence is somehow normal and unquestionable.*

2) We can think about the methods used and why they have been used.

Alongside looking at connotations and associations, we might also consider the effect of the author's choice of methods. Last lesson, we looked at methods when we looked at the rhetorical devices in Old Major's speech. We might ask ourselves why the writer has chosen to do this.

When we think about why they have been used, we might want to think about the image they create, the mood it creates or the tone it creates. Then we ask ourselves, why has this been done?



## I do: Quotation Analysis

Why use the inclusive pronoun?

What are the connotations of this word?

**Let us** face it: our lives are **miserable, laborious and short**"

What mood is created and why?

Why use this list of three?



We do: Quotation Analysis

What are the connotations of forced?

Why use this emotive language? What do we associate with this?

Forced to work to the last atom of our strength

Overall, why is this image being created?



You do: Quotation Analysis

I feel it is **my duty** to pass **onto you** such **wisdom**



You do: Quotation Analysis

Your own quotation from Old Major's speech.



Subject knowledge: Writing analytical paragraphs  
I do.

Whenever you write formal responses to questions about what you have read, we want you to use analytical paragraphs as part of your response.

To write an effective paragraph, we want you to go through these steps and use the sentence stems we have provided at the front of this booklet.

State the big idea. Tell the reader where it happens, what the quotation is (embed it) and what is happening in the quotation.

*George Orwell presents Old Major as a powerfully persuasive character during his speech at the beginning of Animal Farm when he asks the animals “but is this simply the order of nature?”*

Explain what the quotation suggests.

*This suggests that Old Major believes that the way the animals are living at the moment is not something they should accept.*

Analyse how the quotation works. Try to ensure you say as much as you can about it and use the subject terms (like connotations and associations).

*In particular, the noun phrase “order of nature” is typically associated with the correct way of seeing the world, implying that Old Major believes the animals have been taught to see this way of living by the humans. Furthermore, by phrasing it as a rhetorical question, Old Major is challenging the animals to consider whether this is something that they should accept or is perhaps encouraging them to question it.*

Use another quotation to reinforce the idea. Explore this quotation.

*This idea of Old Major inviting the animals to challenge their thinking is reinforced when he asks “is it not crystal clear..that all evils..spring from the tyranny of man?”. At this point Old Major’s rhetoric gets stronger. Orwell’s use of emotive language at this point conveys Old Major’s desire to paint man as evil, dangerous and something the animals need to be free of.*

Explain why the writer has done this. What were their intentions?

*Ultimately, Orwell is aiming to present Old Major as a powerful persuasive figure in order to reflect how powerful orators can present their ideas in such a manner that they gain huge enthusiasm and support, and perhaps also to demonstrate to the reader how revolutions such as the one in Russia can occur.*




We do: Together, we are going to write a paragraph about one of our quotations together.

Knowledge tracker		RAG
<u>How can I deepen my analysis of rhetorical devices and write effectively about them?</u>		40

# LESSON 6

## Writing Academically. How does Orwell present Old Major as a powerful rhetorical figure?

<p><b>Definition:</b> <i>noun</i></p> <p>An economic system of co-operation where the government controls the means of production (factories) and provides goods and services for a population. It is about social ownership.</p>	<p><b>Etymology:</b></p> <p>Early 19th century: from French <i>socialisme</i>, from <i>social</i> (see <a href="#">social</a>).</p>
<p><b>Socialism</b></p>	
<p><b>Exploring the word:</b></p> <p>One way of remembering what socialism means is to remember it links to the word “society”, which is a group of people. Socialism supports society working together.</p>	<p><b>Used in a sentence:</b></p> <p>Socialism promotes greater equality in society.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Write a sentence about George Orwell with socialism in it.</p>
	<p> </p>
<p>Then:</p>	<p>What ideology was similar to socialism but more extreme?</p>
	<p> </p>
<p>Next : Retrieval</p>	<p>What type of animals were Boxer and Clover?</p>
	<p> </p>
	<p>What was the name of the farmer who owned the farm?</p>
<p> </p>	





## Independent writing task: Exercise books

In your exercise books, you are going to answer the question:

“How is Old Major presented as a powerful persuasive figure at the start of *Animal Farm*?”

You should write about three of the quotations we have analysed. This means you should have three analytical paragraphs.


You should use the framework we have given you for academic writing at the start of the booklet.

We will live mark it according to the targets at the front of your booklet.

Knowledge tracker		RAG
<u>Writing Academically. How does Orwell present Old Major as a powerful rhetorical figure</u>		42

What happens in Chapter 2 of Animal Farm? How does Orwell construct the characters to reflect historical events?

<p><b>Definition:</b> <i>noun</i> A government where the ruler has ultimate power and control over the running of the country. (This can often be gained through force and can include cruel or unfair treatment.)</p>	<p><b>Etymology:</b> The term dictatorship comes from the Latin title dictator, which in the Roman Republic designated a temporary magistrate who was granted extraordinary powers in order to deal with state crises.</p>
<p><b>Dictatorship</b></p>	
<p><b>Exploring the word:</b> Words we might associate with dictatorship include tyranny and autocracy which means total rule.</p>	<p><b>Used in a sentence:</b> North Korea is governed by a dictatorship.</p>

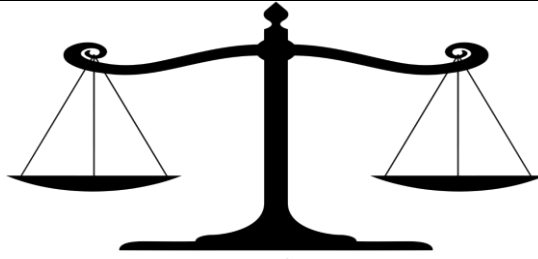
	<p>Do Now:</p>
<p>First</p>	<p>Write a sentence telling me what you think about the idea of dictatorship. You must use the word dictatorship.</p>
<p>KO QUIZ Next : Retrieval</p>	<p>1. What is Animal Farm an allegory for?</p>
	<p>2. What was Russia called after the revolution?</p>
	<p>3. Complete the quotation “no animal in England is ...”</p>



Write down everything you can remember about Communism and Capitalism. Leave space so we can come back to it.

## COMMUNISM

Left-wing  
Society



## CAPITALISM

Right-wing  
Individual



Powerful knowledge.

- In chapter two we get introduced to a concept called **Animalism**.
- Whenever you see a word that has the suffix 'ism' it should give you a clue that the word will refer to a **practice, philosophy** or **political belief**.

**For example:**

- **Feminism** is a philosophy and political belief that advocates equality.
- **Vegetarianism** is the practice of not eating meat.
- **Communism** and **capitalism** are political and economic theories.



Read chapter 2 up to “Manor Farm was theirs”  
Comprehension Questions: Write your answers in full sentences.

1.	What is the name of the three pigs who created animalism?
2.	What does Moses the raven keep talking about, and what does he say that makes it sound attractive?
3	Which two characters seem most devoted to animalism?
4.	Write down two things Mr Jones did that finally caused the rebellion.



Powerful Knowledge: Key vocab

**Proletariat** – Russian working class.

**Bourgeoisie** - The middle class, with reference to their perceived materialistic values.

**Capitalism** - An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the government.

**Elite class** - A select group that is superior in terms of ability or qualities in comparison to the rest of a group or society.



We are now going to read some information about how these characters link to the Russian revolution.  
Once we have read the information, add the character to the correct side of our Communism and Capitalism diagram.

Boxer and Clover

**BOXER AND CLOVER:**

**Boxer and Clover** represent the proletariat (the Russian working class). They work in difficult, challenging conditions and never see the profit of their labour – it all goes to Jones, the farmer, who represents the elite class in Russia at this time.

**TASK:**

**Would Boxer and Clover benefit most from a capitalist or communist society and why? Add your ideas onto the correct side of your scale.**



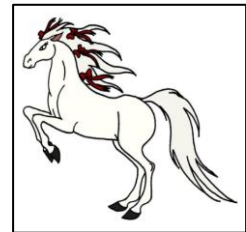
Mollie

**MOLLIE:**

**Mollie** is a different class – she would be considered the bourgeoisie. She has many luxuries that the others don't have (sugar and ribbons). She represents the middle class in the Russian Revolution. They supported the Revolution – but only up until the point that they had to give up their luxuries.

**TASK:**

**Would Mollie benefit most from a capitalist or communist society and why? Add your ideas onto the correct side of your scale.**



Napoleon, Squealer and Snowball

**NAPOLEON, SQUEALER AND SNOWBALL:**

**Napoleon, Squealer and Snowball** – the three pigs – represent the Bolsheviks, the Communist group who led the Revolution. They were part of the educated class who claimed to want to help the proletariat.

**TASK:**

**Would the pigs benefit most from a capitalist or communist society and why? Add your ideas onto the correct side of your scale.**



Now, return to your diagram on capitalism and communism and add quotations to each animal which demonstrates the political side they seem to be on, or exemplify the part of society they are from.

Knowledge tracker


RAG

What happens in Chapter 2 of Animal Farm? How does Orwell construct the characters to reflect historical events?

# LESSON 8

What happens in the rest of Chapter 2? Does Orwell present the pigs as trustworthy?

<p><b>Definition: noun</b> A system of government where the people have a say in how the country is run and who will lead them.</p>	<p><b>Etymology:</b> Late 15th century: from French <i>démocratie</i>, via late Latin from Greek <i>dēmokratia</i>, from <i>dēmos</i> 'the people' + <i>-kratia</i> 'power, rule'</p>
<p><b>Democracy</b></p>	
<p><b>Exploring the word:</b> A democracy is associated with freedom and justice as, in theory, everyone has a voice.</p>	<p><b>Used in a sentence:</b> We voted for our government in the election as we live in a democracy.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Write a sentence about Old Major with the word democracy in it:</p>
	<p> </p>
<p>Then:</p>	<p>What type of creature was Mollie?</p>
	<p> </p>
<p>Next : Retrieval</p>	<p>What is the name of the system of thought created by the pigs?</p>
	<p> </p>
	<p>What members of Russian society do the pigs represent?</p>
<p> </p>	



## Powerful Knowledge

- Napoleon is a real historical figure who fought in the French Revolution (when the French people overthrew the royal family and took control of the country).
- After this, Napoleon eventually took control of the French army, declared himself Emperor, and tried to take over the world!



### Agree, disagree, or add on

- I agree with you because...
- That answer makes sense because...
- I respectfully disagree with you because...
- I have a different point of view...



### Think, Pair, Share

What prediction might you make about Napoleon based on this knowledge?



Last lesson we were given more insight into the **three pigs**.

For each quotation in your table, note down what **inferences** we can make about each of their characters.

\*Vivacious = attractively lively and animated.

Napoleon	Snowball	Squealer
'rather fierce-looking'	'more vivacious*'	'twinkling eyes'
'not much of a talker'	'quicker in speech'	'brilliant talker'
'reputation for getting his own way'	'more inventive'	'he could turn black into white'





Everybody Reads: Read to the end of chapter 2 from “Manor Farm was theirs”  
Answer the comprehension questions.

What does Snowball burn and why?


2. What do the animals decide about the farmhouse after the walk around it?


3. What have the pigs learnt to do in the last three months?

--

4. Write down two of the seven commandments.


5. Who says “never mind the milk comrades”?




Think, Pair, Share  
How trustworthy are the pigs?



Now, write a paragraph in your book explaining your thoughts.

*In Chapter two Orwell presents the pigs as trustworthy/not trustworthy... This is best seen in the quotation “...” which suggests...*

However, try to use our sentence stems from the front to write a more developed paragraph.

**Stating a new opinion:**

- I think/ believe that...
- In my opinion...
- From my perspective...
- Based on..., it seems that....
- After reading... I conclude that...
- Overall, the evidence suggests...
- On the one hand... on the other hand...

Knowledge tracker


RAG

What happens in the rest of Chapter 2? Does Orwell present the pigs as trustworthy?

# LESSON 9

What happens in Chapter 3? What is propaganda? How is propaganda used in Animal Farm?

<p><b>Definition:</b> <i>noun</i></p> <p>Information, ideas or pictures that only show one side of a situation. These are spread and discussed to influence people’s opinions.</p>	<p><b>Etymology:</b></p> <p>The modern word "propaganda" is derived from the Latin verb propagare, meaning to propagate, to disseminate, to spread.</p>
<p><b>Propaganda</b></p>	
<p><b>Exploring the word:</b></p> <p>Synonyms include promotion and advocacy.</p>	<p><b>Used in a sentence:</b></p> <p>Propaganda was used heavily in World War 1.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Look at the frayer model. When might propaganda have been used?</p>
	<p> </p>
<p>Then</p>	<p>Which pig is described as fierce looking?</p>
	<p> </p>
<p>Finally</p>	<p>Who are the two horses who support Animalism fully?</p>
	<p> </p>
	<p>What is Animal Farm an allegory for?</p>
<p> </p>	



Propaganda can take many forms such as posters, adverts, leaflets, TV/radio broadcasts, songs, speeches and so on.

- How this propaganda is communicated is usually through **persuasive techniques, or as we have called them, rhetorical techniques**. We saw, in Chapter 1, how Old Major used persuasive techniques to encourage the animals to share his dream.
- **Propaganda can encourage feelings of hope that the current situation can be improved or changed.**
- A more negative aspect of propaganda is that **fear is a common technique** used to effectively persuade people. It makes the audience scared that something terrible will happen if they do not agree with the propagandist's idea, opinion or thought.
- Ultimately, the goal of propaganda is to influence the masses and encourage them to agree with a certain political viewpoint and conjuring negative emotions can be very persuasive.



Think, Pair. Share

Look at these images from World War 1. They are propaganda images.

- 1) Do they create fear or hope?
- 2) What rhetorical devices do they use?


Jot down your ideas around the images.



Look at the table on the next page. For each extract from Animal Farm, answer the questions asked.

<p><b><u>Moses and Sugar Candy Mountain</u></b></p> <p>“In Sugarcandy Mountain it was Sunday seven days a week, clover was in season all the year round, and lump sugar and linseed cake grew on the hedges...the pigs had to argue very hard to persuade them that there was no such place.”</p>	<p>1) Is it true?</p> <p>1) What emotion is created? Hope or fear?</p> <p>1) What rhetorical devices do you notice? Annotate them.</p> <p>1) How can it be considered propaganda?</p>
<p><b><u>Old Major’s speech</u></b></p> <p>“You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come—cows, pigs, hens, sheep, everyone...Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds.”</p>	<p>1) Is it true?</p> <p>1) What emotion is created? Hope or fear?</p> <p>1) What rhetorical devices do you notice? Annotate them.</p> <p>1) How can it be considered propaganda?</p>
<p><b><u>Beasts of England songs</u></b></p> <p>“Bright will shine the fields of England, Purer shall its waters be, Sweeter yet shall blow its breezes On the day that sets us free.</p> <p>For that day we all must labour, Though we die before it break; Cows and horses, geese and turkeys, All must toil for freedom's sake.”</p>	<p>1) Is it true?</p> <p>1) What emotion is created?</p> <p>1) What rhetorical devices do you notice? Annotate them.</p> <p>1) How can it be considered propaganda?</p>


	<p><b>Everybody Reads.</b> Read Chapter 3, up to “never growing tired of it” then answer the questions in full sentences.</p>
1.	<p>What did the Pigs do as the other animals worked?</p>
2	<p>What did Benjamin say when people asked him if he was happy with the outcome of the revolution?</p>
3	<p>What happened on Sundays?</p>
4	<p>What do Boxer and Clover manage to read?</p>
5	<p>What slogan do the sheep keep bleating?</p>

	Consolidation task
<p>How could the slogan Snowball teaches the animals be considered propaganda?</p>	

Knowledge tracker		RAG
<u>What happens in Chapter 3? What is propaganda? How is propaganda used in Animal Farm?</u>		53

What happens in Chapter 3? How can we apply the idea of hierarchy to Animal Farm?

<p><b>Definition:</b> <i>noun</i> A system in which members of an organisation or society are ranked according to relative status or authority.</p>	<p><b>Etymology:</b> Late Middle English: via Old French and medieval Latin from Greek <i>hierarkhia</i>, from <i>hierarkhēs</i> 'sacred ruler'</p>
<p><b>Hierarchy</b></p>	
<p><b>Exploring the word:</b> Other words for hierarchy include ranking, order, social scale.</p>	<p><b>Used in a sentence:</b> Each school has a hierarchy with the Headteacher at the top.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Write another sentence with the word hierarchy in:</p>
	<p> </p>
<p>Then</p>	<p>Which animals could read and write?</p>
	<p> </p>
<p>Finally</p>	<p>What letter could Boxer read up to?</p>
	<p> </p>
	<p>What is propaganda?</p>
<p> </p>	



Think, Pair, Share

Consider the animals so far. Do you think there is a hierarchy starting to emerge? Why?

Once we have shared, write your answer here:

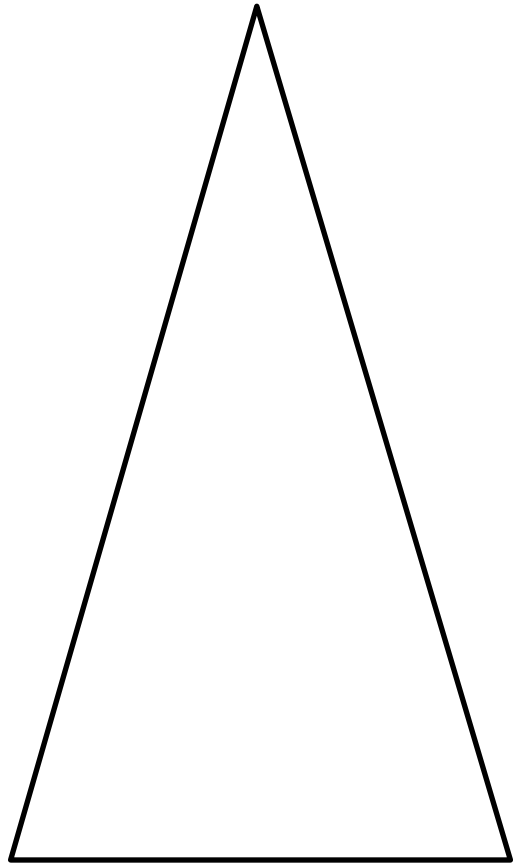


Based on what you know so far, plot the animals in order of power, showing their place on the hierarchy.

- 1) First, write the type of animal/ their names.
- 2) Then add quotations for each.

MOST POWER


LEAST POWER



Everybody reads.

Let's read to the end of Chapter 3.

As we read, consider what you are learning about the hierarchy.

  Summarise	<p>Class Annotation</p> <p>As we read this extract we need to consider:</p> <ol style="list-style-type: none"> <li>1) What are the pigs doing to suggest they are top of the hierarchy?</li> <li>2) How are they using language when speaking to the other animals? What do we notice about what they say and how they say it?</li> </ol>	<p>Language and vocabulary</p>
	<p>The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening, and the grass of the orchard was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness-room for the use of the pigs. At this some of the other animals murmured, but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanations to the others.</p> <p>"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for YOUR sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"</p> <p>Now if there was one thing that the animals were completely certain of, it was that they did not want Jones back. When it was put to them in this light, they had no more to say. The importance of keeping the pigs in good health was all too obvious. So it was agreed without further argument that the milk and the windfall apples (and also the main crop of apples when they ripened) should be reserved for the pigs alone.</p>	<p>56</p>





Consolidation task

How does Orwell present the pigs as more powerful by the end of Chapter 3?


In your answer include:

- The ways they are more powerful
- An explanation of how they use language to gain power
- Some examples of quotations


Knowledge tracker		RAG
<u>What happens in Chapter 3? How can we apply the idea of hierarchy to Animal Farm?</u>		57

To what extent does Orwell present Animal Farm as a place of equality?

<p><b>Definition: noun</b> Where all members of a society have the same status, rights, opportunities and responsibilities.</p>	<p><b>Etymology:</b> Late Middle English: via Old French from Latin <i>aequalitas</i>, from <i>aequalis</i> (see <a href="#">equal</a>)</p>
<p><b>Equality</b></p>	
<p><b>Exploring the word:</b> When we are talking about society not being equal, we talk about inequality.</p>	<p><b>Used in a sentence:</b> In the campaign for gender equality, the boys wore shorts to school.</p>

	<p>Do Now:</p>
<p>First</p>	<p>Write another sentence with the word equality in:</p>
	<p> </p>
<p>KO Retrieval questions</p>	<p>What does Communism mean?</p>
	<p> </p>
	<p>What version of the future does Old Major paint?</p>
	<p> </p>
	<p>Complete this quotation:</p>
	<p><i>All animals are...</i></p>



## Everybody reads - recap

Socialism is a way of thinking that promotes a more equal society. Communism is a more extreme version of socialism where the government own and control everything. The philosophy of socialism and communism had origins with German philosopher Karl Marx.

### Question

- 1) **What political ideology did George Orwell support?**
- 2) **What did George Orwell believe about communism?**



Think, Pair, Share

To what extent do you think Animal Farm is a place of equality? Put a mark on this line after you have discussed it to show how equal you think this place is.

---

Not Equal

Equal



## Subject knowledge: Writing a thesis

We are going to write a developed answer to our lesson question: 'To what extent do you think that Animal Farm is a place of equality?' There will be three analytical paragraphs (at least).

When we write a Literature response to a question, we should start with a thesis statement. To help you write a thesis, we have included a thesis builder at the start of this booklet. We will look at it together. The approach you take is:

- 1) Write a context driven clause
- 2) Write the big ideas that link to the question
- 3) Say why the writer is doing this



We do: Together, let's write a thesis statement:


	<p>Now, we are going to annotate some quotations from chapter three that prove our thesis. We are going to do two together, then you are going to find two more and repeat the process:</p> <ol style="list-style-type: none"> <li>1) How does the quotation link to our thesis?</li> <li>2) How does the language in the quotation work to prove our thesis?</li> </ol>
<p><i>“The pigs did not actually work, but directed and supervised the others.”</i></p>	
<p><i>“Nobody stole, nobody grumbled over his rations, the quarreling and biting and jealousy which has been normal features of the old life had disappeared.”</i></p>	

Knowledge tracker		RAG
<u>To what extent does Orwell present Animal Farm as a place of equality?</u>		60

# LESSON 12

## Extended writing: To what extent is Animal Farm a place of equality?

**Definition: noun**

A government where the people have a say in how the country is run and who will lead them.

**Etymology:**

Late 15th century: from French *démocratie*, via late Latin from Greek *dēmokratia*, from *dēmos* 'the people' + *-kratia* 'power, rule'.


### Democracy

**Exploring the word:**

A democracy is associated with freedom and justice as, in theory, everyone has a voice.

**Used in a sentence:**

We voted for our government in the election as we live in a democracy.

	Do Now:
First	Do we live in a democracy? Explain why/why not.
Then:	Write a sentence with the word democracy in it.
Next : Retrieval	What happened to the milk and why?
	What is a thesis statement?



Subject knowledge: Recap of analytical paragraph

State the big idea. Tell the reader where it happens, what the quotation is (embed it) and what is happening in the quotation.

*George Orwell presents Old Major as a powerfully persuasive character during his speech at the beginning of Animal Farm when he asks the animals “but is this simply the order of nature?”*

Explain what the quotation suggests.

*This suggests that Old Major believes that the way the animals are living at the moment is not something they should accept.*

Analyse how the quotation works. Try to ensure you say as much as you can about it and use subject terms (like connotations and associations).

*In particular, the noun phrase “order of nature” is typically associated with the correct way of seeing the world, implying that Old Major believes the animals have been taught to see this way of living by the humans. Furthermore, by phrasing it as a rhetorical question, Old Major is challenging the animals to consider whether this is something that they should accept, or is perhaps encouraging them to question it.*

Use another quotation to reinforce the idea. Explore this quotation.

*This idea of Old Major inviting the animals to challenge their thinking is reinforced when he asks “is it not crystal clear..that all evils..spring from the tyranny of man?”. At this point Old Major’s rhetoric gets stronger. Orwell’s use of emotive language at this point conveys Old Major’s desire to paint man as evil, dangerous and something the animals need to be free of.*

Explain why the writer has done this. What were their intentions?

*Ultimately, Orwell is aiming to present Old Major as a powerful persuasive figure in order to reflect how powerful orators can present their ideas in such a manner that they gain huge enthusiasm and support, and perhaps also to demonstrate to the reader how revolutions such as the one in Russia can occur.*



**We do:** Together, we are going to copy up our thesis and write a paragraph about one of our quotations on equality together in our exercise books.



**You do.** You are going to write the rest up on your own. Remember to use the sentence stems in your booklet.

I will come round and live mark your work, using the assessment target sheet on the next page.

Knowledge tracker

RAG

Extended writing: To what extent is Animal Farm a place of equality?

## English: Strength and Target codes

<b>1</b>	Link your ideas clearly to the question and make sure you have answered the question. What is the big idea you are exploring?
<b>2</b>	Look at your quotation. Have you chosen the most effective one for answering the question?
<b>3</b>	Use a wider range of quotations.
<b>4</b>	Make sure you have contextualised your quotation. Where is it happening in the book? What is happening in the quotation?
<b>5</b>	Make sure you have said what the quotation suggests or implies. Don't just repeat the quotation.
<b>6</b>	Use subject terminology. Mention the word class, or the method the writer is using.
<b>7</b>	Go deeper and say more. Can you push what the word choices suggest further? Is there another interpretation of the quotation?
<b>8</b>	Add in another quotation to reinforce the idea.
<b>9</b>	Add in context. Explain why the writer has done this. What did they want the reader to realise, understand? What are they challenging about society?
<b>10</b>	Academic tone. Remember to embed quotations and use the best academic verbs.

## Feedback highlighters

<b>GREEN</b>	Great work!	<b>PINK</b>	Re-think	<b>BLUE</b>	Embed evidence	<b>YELLOW</b>	Add detail
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## Marking for literacy

SPaG Key. You will see and use these codes to correct and improve SPaG in your written work.

<b>Sp</b>	<b>P</b>	<b>//</b>	<b>G</b>
Spelling error	Punctuation error	New paragraph	Grammatical error

# Newton Abbot College Learning Journey: English

## Cycle 2: Language and Literature revision

- Revision of key texts
- Consolidation of approaches to Language and Literature
- Consolidation of both writing academically and creatively.

## Revision and GCSE Exams

### Cycle 1 :Viewpoint and Perspectives

- Identifying viewpoint
- Summary
- Consolidation of analysis of non fiction texts
- Consolidation of discursive writing

Year  
11

### A level Literature

- Application of Critical Theory
- Critical evaluation and analysis
- The significant of context

### A level Language

- Applications of methods of analysis
- Applications of critical theory
- Writing academically and creatively

### Cycle 3: Romeo and Juliet

- A study of Romeo and Juliet
- Shakespearean tragedy and Shakespeare's world
- Consolidation of analysis of the writer's' craft
- Consolidation of essay writing approaches

### Cycle 2: Poetry and Language

- Understanding how meaning is made across Literary forms
- The poem as a mode of expressing writer's' beliefs
- Developing comparison skills
- Writing: writing to develop a narrative or descriptive voice
- Developing careful comparisons

## Cycle 2: Revolution and Rebellion

- Literature of the 19th century
- Writing as a reflection of societal change
- Conventions of Literary forms
- Developing comparisons
- Forming a thesis and developing academic tone
- Fictional writing: how to craft a voice

### Cycle 3: Social Commentary and An Inspector Calls

- Non fiction texts: interpreting and deconstructing viewpoint
- Rhetoric: discursive writing
- A study of Inspector Calls
- Academic writing: consolidation of thesis

Year  
10

### Cycle 1: A Christmas Carol

- A study of A Christmas Carol
- Literature as a tool for social reform
- Analysis of language and structure linked to writer's intent
- Academic writing: forming a cogent and compelling argument

### Cycle 1:Animal Farm

- Writing as a form of social commentary and political polemic
- Analysis of methods linked to writer's intent
- Forming a thesis and developing an argument

Year  
9

### Cycle 3: Love in the Time of Shakespeare

- Literary Heritage: the presentation of love in the Elizabethan era
- Thematic approaches to texts
- Shakespeare's language
- Academic writing: developing responses

### Cycle 2: Telling Stories

- Writing as a reflection of context
- Making connections across forms
- Developing an authentic voice through character and setting
- Writer's craft: analysis of methods
- Academic writing: developing detail in analysis

## Cycle 2: The Gothic

- Literary heritage
- Plays and stories as social constructs
- The writer's craft: presenting character and setting
- Inference and Analysis
- Academic writing: introduction to the academic writing structure.

### Cycle 3:The Bone Sparrow

- Non Fiction: communicating viewpoints
- The writer's craft: developing our understanding of how character and setting are constructed
- The influence of context
- The writer's craft: analysing methods

Year  
8

### Cycle 1: Rhetoric and Voices of the people

- The writer's craft in nonfiction
- Transactional writing: writing for rhetorical impact
- Logos, ethos and pathos
- Grammar for writing

### Cycle 1: Heroes and Monsters

- Conventions in storytelling
- Character and characterisation
- Conscious crafting in writing
- Writing for accuracy and impact

Year  
7

### Courses

GCSE English Language is a requirement for post 16 courses.

GCSE English Literature is highly regarded as an excellent academic qualification.

### Careers

It is important for most careers but especially useful in: Journalism, Marketing, Law, Teaching, Publishing and Writing.

### Skills

Critical thinking, oracy, written communication, analysis and evaluation.

### Real World

Asking/answering questions about your world.

Understanding how communication is created and why it is created.



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