



English Mastery

Year 8 Unit of Work

Literature Unit 3: *Animal Farm* by George Orwell

Traditional Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	George Orwell Allegory Animal Farm	George Orwell was influenced by his context to challenge the status quo; an allegory is a story with a moral; a farm has a variety of animals who perform different functions.	
Week 2	Old Major's Dream The Rebellion First Harvest	Old Major makes a speech about making a better life for the animals; this will be achieved by having a rebellion; Mr Jones is a tyrant who exploits the animals; the rebellion is successful; Napoleon, Snowball and Squealer are the main pigs on the farm; the animals have a good harvest; Napoleon and Snowball disagree on key issues; the pigs take the milk and apples for themselves.	
Week 3	Russian Revolution Battle of the Cowshed Napoleon and Snowball	The story is an allegory for the Russian Revolution; the animals develop the seven commandments; Boxer and Snowball are heroes in a battle against Farmer Jones trying to retake the farm; Napoleon has Snowball violently run out of the farm; the pigs are corrupt and edit the commandments; the pigs use the other animals for their own gain.	
Week 4	Corruption The Windmill Propaganda	Squealer spread propaganda to manipulate the other animals; the windmill is destroyed by a storm; the pigs want to create Snowball as an enemy so say he destroyed it; Napoleon uses show trials and public executions to scare the animals; Napoleon creates a cult of personality around himself.	
Week 5	Show-Trials Stalin The Battle of the Windmill	The animals sustain heavy losses when the neighbouring farms attack them; the pigs continue to abuse their power; Boxer is weak and is sent to the knacker's year; evaluating whether Boxer is a hero or a fool; The pigs are completely corrupt and become like humans.	
Week 6	Treachery Boxer All Animals Are Equal	The corruption of the pigs leads to the failure of Animalism; creating revision resources on the main plot and characters.	
Week 7	Animal Farm Revision Assessment preparation		

Week 1

Key terms:
moral, influence, authority, allegory, third person, literal

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> George Orwell was a modern British writer He wrote 'Animal Farm', 'Nineteen Eighty Four' and other influential works He was influenced and inspired by contemporary events His writing often challenges authority He has influenced others 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Ask students to list the books they have studied in English since Year 7. Can they remember when the books were written and who were the main characters?</p> <p>Extension: What were the morals of the stories studied?</p> <p>Introduction Part a) Slide 5 Explain that writers often write a story to teach us something or to make a comment on the world they live in. Ask students to discuss in pairs what was happening in society to influence Oliver Twist, The Tempest and Sherlock Holmes. Part b) Slide 6 Again in pairs, ask students to discuss what they think was the main message/moral/purpose of the three texts. Take feedback from both questions.</p> <p>Reading Read the biographical information sheet about George Orwell. Discuss the information sheet together and recap the key information.</p> <p>Check for understanding Ask students to complete the 6 comprehension questions in pairs. Do you want students to write down the answer?</p> <p>Development Use slides 11, 12 & 13 to explain that Orwell has influenced many other writers and musicians. He is a popular writer because he challenges the status quo. Introduce the idea of 1984 and the violent masters. Discuss the two questions about the boot together as a class.</p> <p>Consolidation Explain that Orwell 's writing often challenges authority. Link back to the earlier discussions about writer's intentions. Students complete the activity on slide 15 independently.</p> <p>Mastery quiz Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>1 – George Orwell biography</p> <p>1 – Texts studied</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> An allegory is a story that has a hidden meaning, especially a moral one It is similar to an extended metaphor 'Animal Farm' is an allegory 'Animal Farm' is a novel written in the third person 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Ask students to complete questions 1-3. What does the metaphor mean? What is the tenor? What is the vehicle?</p> <p>Extension Can a metaphor be longer than a few lines?</p> <p>Introduction Introduce the concept of allegory. You might ask students to note down the definition. Read the example allegories and discuss the moral of each allegory. Ask students to complete the questions for The Shepherd's Boy independently. What do all the allegories we have read have in common? Discuss in pairs and list three things. Take feedback and share answers found on slide 15.</p> <p>Recap Revise what is meant by the third person. Revise what is meant by prose. Use examples from Oliver & Sherlock to support explanation.</p> <p>Development Recap the three main features of an allegory and explain why allegories are written in that way using slide 19.</p> <p>Narrative perspective Use the picture activity to illustrate how a third person narrative perspective gives a wider view. This viewpoint is perfect for this form as it allows the reader to see more of the situation which helps us better understand the moral.</p> <p>Independent thinking Ask students to consider the two questions and write down their answer independently.</p> <p>Mastery Quiz Students to complete mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 1

Key terms:
moral, influence, authority, allegory, third person, literal

Lesson 3

Mastery Content

- On the farm there are pigs, dogs, hens, pigeons, sheep, cows, horses, a goat, a donkey, ducks, a cat and a raven.
- These animals have different uses on the farm
- Horses are used to do a lot of the physical labour on a farm

Lesson guide

Do Now

Ask students to label the cartoon of a farm.

Extension: What is a plough? Why is it used? Why do hens have their own house?

Run through the answers to check everyone is correct.

Reading

Read the first few pages of Animal Farm

Check for understanding:

Students to discuss and complete comprehension questions in pairs.

Farmyard trivia

Students complete the factsheet about farmyard animals. They have until the end of the song to complete the worksheet.

Run through answers. It is important students have the correct answers noted down as it will enhance their understanding of the main characters in the story.

Farming in 1945

Prep students for the video they are about to watch. It shows how a number of things were done on a farm in 1945.

The audio will start automatically. Make sure you click the play icon on the video.

Students to watch video.

Following the video, there are a number of questions about farming in 1945. Students discuss and then write down their answers to the questions.

Mastery quiz

Students complete mastery quiz

Resources

3 – Do Now – Visualising the farm

3 – Farm animals

Week 2

Key terms:
tyrant, rebellion, inspired, Snowball, Napoleon, Squealer, commandment, harvest

Lesson 4

Mastery Content

- Old Major says that life on the farm is hard and miserable for all of the animals
- Old Major describe Jones' rule as a tyranny
- Old Major says that a rebellion will lead the animals to happiness
- Old Major dreams of a future where animals will rule themselves peacefully

Lesson guide

Do Now

Which animal has the worst life on a farm?

Extension: In Animal Farm, what do all of these animals have in common? *They all work for Mr Jones, they can all speak, they all live at Manor Farm.*

Reading – Chapter 1 – Old Major's Dream

Read from page 3 to page 5

Writing activity

How is life hard for the animals on Animal Farm? Make notes specific to each animal under the following headings:

- Cows
- Chicken
- Horses
- Pigs
- Dogs

Answers provided on slides 12-14. Ensure students have the correct answers. It is the animals' collective hardships and misery that unites them in the need for a rebellion!

Vocabulary – tier 2 – tyrant

Introduce students to the word tyrant. Give students the opportunity to practise saying the word and then complete the quiz and pair activity.

Why does Old Major think that Mr Jones is a tyrant? Take verbal feedback.

Reading

Read till the end of chapter 1 (page 9). Use the glossaries to support reading.

Discuss in pairs

Why does Old Major think a rebellion is necessary?

Written response – independent

What does Old Major think life will be like after the rebellion?

Mastery quiz

Students complete mastery quiz

Resources

Lesson 5

Mastery Content

- The animals stage a rebellion against Jones
- Napoleon, Snowball and Squealer are the three main pigs on the farm
- The animals write seven commandments on the barn wall

Lesson guide

Do Now

Why do the animals want to start a rebellion on the farm?

Extension: Give one way life would be better for the animals after a rebellion?

Plot and vocabulary recap

- Tyrant
- Life without Man
- Fallen upon Evil days

Reading

Read chapter 2 – pages 10-14

Check for understanding

In pairs, students discuss questions 1-5

Links to other books we have studied

- The rebellion takes place on Midsummer's Eve
- The animals usurp Mr Jones

Reading

Read from page 14 – 18 to the end of the chapter 2

Character sheet – ask student to stick this resource in their books. They will complete the resources as the unit progresses.

The three pigs

In pairs, ask students to discuss what each of the pigs are like? How are they similar and/or different?

Ask students to make detailed notes on the three pigs in their Character List resource.

The Commandments

Introduce students to the commandments and explain what a commandment is. Give them the commandment worksheet to stick into books. Discuss why each commandment is important.

Mastery Quiz

Students complete mastery quiz

Resources

Animal Farm character list

The Seven Commandments

Week 2

Key terms:

tyrant, rebellion, inspired, Snowball, Napoleon, Squealer, commandment, harvest

Lesson 6

Mastery Content

- The animals complete a successful harvest
- Napoleon and Snowball disagree on a number of issues
- The pigs take the apples and milk for themselves
- The pigs convince the other animals that they need the milk and apples more than the other animals
- George Orwell wants us to question the behaviour of the pigs

Lesson guide

Do Now

Why is the following commandment important: Whatever goes upon four legs, or has wings, is a friend.

Extension: What other commandments can you remember?

Introduction

Use slide 4 to support the feedback taken from the Do Now and to cement the idea that the commandments is designed to unite the animals in their common purpose.

Reading

Students to read from 'How they toiled' to 'was given up to recreation.' Pages 19-22

Text exploration

With a partner, list 5 reasons the animals' first harvest was so successful.

Reading

Read to the end of chapter 3.

Character List

In pairs, students discuss what more we have learnt about Napoleon and Snowball. Students to add notes for these two characters.

The mystery of the apples and the milk

Read the final three paragraphs of Chapter 3 again. What happened to the apples and milk? Ask students to discuss the questions on slide 27 together and then ask them to complete the questions on slide 28 in the English books independently.

Stretch question

Why is this such an important part of the story? What does this mean for Animalism and Animal Farm?

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Week 3

Key terms:
allegory, Russian Revolution, communism, Stalin, Trotsky, Lenin, Marx, animalism, Tsar, corrupt, scandal

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Animal Farm is an allegory The characters and events in Animal Farm are an allegory for the events of the Russian Revolution The leaders of the Rebellion represent the leaders of the Russian Revolution 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Recap: what are the features of an allegory? Extension: What are the features of an allegory in Animal Farm? Introduction: In today's lesson we will explore the deeper meaning of the allegory. We will look at the Russian revolution. Introduce some of the key facts about Russia using slide 6 to support discussion. Exploring context Read the information sheet about 20th Century Russia. Check for understanding In pairs, ask students to discuss their answers to the comprehension questions. Take feedback/share correct answers. How does the Russian Revolution link to Animal Farm? Students complete the worksheet mapping the events in The Russian Revolution to the events in 'Animal Farm'. Run through the correct answers to ensure students have the correct information. Why did Orwell want to write about The Russian Revolution? Use slide 12 to support discussion. Extension Comparing the animals' flag with the Soviet flag and 'The Internationale' with 'Beasts of England'. Mastery quiz Students to complete the mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>The Russian Revolution Animal Farm and Allegory</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 8</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> News of the rebellion on Animal Farm has spread across half the country Mr Jones and other humans attempt to reclaim the farm from the animals The animals defeat the humans in the Battle of the Cowshed Snowball and Boxer are the heroes of the Battle of the Cowshed 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now: What kind of information do you think might be spreading around the country about Animal Farm? Extension: Snowball and Napoleon deliberately spread this information. Why? Introduction: Explain that the battle in Chapter 4 is significant because it demonstrates the continued conflict between man and beast Reading – Chapter 4 Read from, 'By the late summer ...' Read to, '... prophecy of their future doom.' Check for understanding In pairs, ask students to discuss and answer questions 1-6 on slide 9 Reading Read from '...early in October.' Read to the end of the chapter Check for understanding Sequencing exercise on the eight stages of the Battle of the Cowshed Character analysis Why are Snowball and Boxer the heroes of the Battle of the Cowshed? Discuss in pairs. Independent analysis Re-read, 'All the men were gone except one ...' to '... his eyes were full of tears.' What more do we learn about the values of Animalism and Animal Farm in this passage? Mastery quiz Students to complete the mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 3

Key terms:
allegory, Russian Revolution, communism, Stalin, Trotsky, Lenin, Marx, animalism, Tsar, corrupt, scandal

Lesson 9

Mastery Content

- Napoleon and Snowball debate the issue of whether to build a windmill
- Napoleon has trained the puppies to defend him and attack others
- Napoleon chases Snowball off the farm
- Napoleon takes control of the farm
- Napoleon has been planning to take control of the farm for a while

Lesson guide

Do Now

Who are these four people? What did they do in the Russian Revolution?

Extension: Which characters in 'Animal Farm' represent these people?

Recap correct answers.

Reading

Read Chapter 5: The Windmill.

Read from, 'As winter drew on, ...'

Read to, 'no one had ever heard him utter before.'

Paired Discussion

Use the image to help you discuss what happened in the extract we just read.

Take student feedback .

Reading

Read from, 'By the time he had finished speaking...'

Read to, '...without further questions.'

Paired discussion

Use the second image to discuss, in pairs, what happened in the second half of the chapter.

Napoleon the leader

Ask students to make a list of all the things Napoleon has done to make himself the leader on the farm. Students should use their knowledge of the whole text. Students should complete the activity independently.

Take feedback. Use the answers on slide 30 to support feedback and add to the list if any aren't displayed.

Mastery quiz

Students to complete mastery quiz.

Resources

Week 4

Key terms:
propaganda, show trials, cult of personality

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 10</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> The pigs are corrupt The animals work on building the windmill The pigs take advantage of the other animals on the farm The animals on the farm do nothing to stop the corruption on the farm The pigs edit the commandments 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Which commandments have been broken? Which animals have broken the commandments? Extension: Look at the commandments that have been broken. Why were these commandments important? Take feedback and use the answers on slide 4 to support explanations.</p> <p>Vocabulary work Introduce the word corrupt in the context of the story. Display the different examples of the word corrupt in context. Which situations describe something that is corrupt? Display the correct answers and discuss any misconceptions. Revise the word scandal from Scandal in Bohemia and link back to the text. The pigs are corrupt. Why won't this lead to a public scandal?</p> <p>Reading Chapter 6 – Corruption on Animal Farm Read from, 'All that year...' Read to, '... no one was able to imagine.' As we read, look for examples of how the pigs are becoming more corrupt.</p> <p>Text zoom – 10 minutes maximum Reread the quotation from the opening of chapter 6. In pairs, discuss the two questions: 1. How does the paragraph make the life for the animals sound positive? 2. How does the paragraph make the life for the animals sound negative?</p> <p>Reread the quotation about Boxer and his strength. Why should we admire him? Is he foolish? Discuss in pairs.</p> <p>Reading Chapter 6 – Corruption on Animal Farm Read from, 'One Sunday morning...' Read to, '... no complaint was made about that either.'</p> <p>Commandment number 4 Reread commandment number 4. How has the commandment changed? How do the pigs justify this? Students to edit their commandment sheet accordingly and make notes on the commandment change.</p> <p>Text analysis – set for homework if time is short. Why don't the animals on the farm get angry about how corrupt the pigs are becoming? Write two paragraphs using the bullet points as a guide.</p> <p>Mastery Quiz Students complete mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>The Seven Commandments</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 11</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> A storm destroys the windmill Napoleon claims that Snowball is responsible The animals are instructed to rebuild the windmill The construction of the first and second windmills represent Stalin's first and second Five-Year Plans for modernising Russia 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now How have the animals' lives already improved as a result of building the windmill?</p> <p>Extension: Has the process of building the windmill been entirely positive for the animals – are some negative effects starting to emerge?</p> <p>Introduction: Recap the reasons why the animals are building the windmill using the passage on Snowball's original intentions for the windmill in Chapter 5</p> <p>Prediction task What do you think life will actually be like for the animals once the windmill has been completed? Do you really think they will be able to 'graze at their ease'?</p> <p>Reading Read from, 'By the autumn the animals were ...' Read to the end of Chapter 6</p> <p>Checking for understanding Comprehension questions</p> <p>Audio What are the similarities between the windmill in 'Animal Farm' and Stalin's 'Five-Year Plans' to modernise Russia?</p> <p>Writing task How does Orwell use the collapse of the windmill as a way of criticising Stalin's rule of the Soviet Union?</p> <p>Mastery Quiz Students complete mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 4

Key terms:
propaganda, show trials, cult of personality

Lesson 12

Mastery Content

- The pigs are corrupt
- The meaning of the word propaganda
- Why and how propaganda is used
- The pigs use propaganda to control the animals

Lesson guide

Do Now

Give three examples of things the pigs have done that show they are corrupt.

Extension: The pigs are one of the only animals on the farm that can read. Is this important?

Take feedback and display answers

Introduction

Introduce the meaning of the word 'propaganda'. Look at the example of a propaganda poster from communist Russia. Discuss the questions together as a class.

Now look at the anti-communist propaganda poster and discuss the questions together as a class.

Development

Develop their understanding of propaganda further by exploring the ways propaganda is used and introducing the term, 'propagandist.'

Battle of the Cowshed recap

In chapter 7, the pigs rewrite history by telling the animals that Snowball is a traitor. To fully understand this lie, students need to have a secure knowledge of what ACTUALLY happened at the Battle of the Cowshed.

Reading - chapter 7

Read from, 'It was a bitter winter.'

Read to, '...“lurking among us at this moment!”'

Recap the main events of chapter 7 using slide 30. Use the questions for checking understanding.

The pigs lies

Reread Squealer's description of Snowball. In pairs, ask students to discuss the questions.

Ask students to complete **The pigs' lies** worksheet. Model the first example if needed.

Mastery quiz

Students to complete mastery quiz

Resources

12 – The pigs' lies

Week 5

Key terms:
corruption, Boxer, privileges, treacherous, knacker's yard

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 13</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • Mastery Content: • The pigs kill animals in a show trial • This is an allegory for the show trials in Soviet Russia • The show trials terrorise the animals and scare them into doing what the pigs tell them 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now What is propaganda? Why do people use propaganda?</p> <p>Extension What example of propaganda are there in 'Animal Farm'? Take feedback and run through answers on slide 4.</p> <p>Introduction Ask students to independently review the commandments and ask them to answer questions 1-3 in their English books</p> <p>Reading Read pages 60 -66</p> <p>Check for understanding In pairs, ask students to discuss the comprehension questions.</p> <p>The Seven Commandments Ask students to return to The Seven Commandments worksheet and edit commandment 6 accordingly. Ask them to make notes beneath on how the pigs justify the executions and change to the commandment.</p> <p>Allegory recap Ask students to discuss and answer the three questions.</p> <p>Context recap Recap context and watch the two videos about Stalin and Russia Students complete analytical questions about the show trials and the impact they have on the animals.</p> <p>Mastery quiz Students complete mastery quiz</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 14</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • Stalin built a cult of personality around himself in Russia • Napoleon built a cult of personality around himself on Animal Farm • The pigs continue to spread propaganda about Snowball • Napoleon has used many strategies to ensure he is the leader of the farm 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now How are these propaganda posters meant to make you feel about Stalin? How are they successful?</p> <p>Extension: why would Stalin need to use propaganda posters?</p> <p>Introduction Use slides 4, 5 & 6 to introduce the idea of cult of personality.</p> <p>Development Read the worksheet entitled: <i>Stalin's cult of personality</i></p> <p>Check for understanding What are the five main things Stalin did to create a cult of personality? Ask students to record their ideas on the worksheet entitled: Cult of personality</p> <p>Reading Chapter 8 - pages 66 to 69</p> <p>Cult of personality Ask students to return to the Cult of personality worksheet and complete the section for Napoleon (they completed the section for Stalin earlier in the lesson). If the techniques are the same then they should write it in the same row.</p> <p>Reading Read pages 69-73</p> <p>Check for understanding Ask students to discuss questions in pairs. Take feedback and share correct answers.</p> <p>Analysis How has Napoleon made himself the leader of Animal Farm? Encourage students to discuss their ideas in pairs first before starting their response. The ideas on slide 29 will also help to guide them.</p> <p>Mastery quiz Students complete mastery quiz.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>14 – Stalin's cult of personality</p> <p>14 – Cult of personality worksheet</p>

Week 5

Key terms:
corruption, Boxer, privileges, treacherous, knacker's yard

Lesson 15

Mastery Content

- The animals suffer terrible losses in the Battle of the Windmill
- The battle is less successful than the Battle of the Cowshed
- The pigs continue to abuse their power and re-write the commandments

Lesson guide

Do Now

How does Napoleon use propaganda to hide his corruption?

Extension: How has Napoleon used propaganda to create a cult of personality around him?

Recap – chapter 8

Recap the trading plot from last lesson. Ask students to discuss questions in pairs. Take feedback.

Recap - the Battle of Cowshed

Ask students to complete true/false quiz about the Battle of Cowshed.

Reading – chapter 8

Read from page 73-77

Check for understanding

In pairs, ask students to discuss and answer questions 1-6 on slide 15.

Reading response

How was the Battle of the Windmill different to the Battle of the Cowshed? Ask students to write a one paragraph response independently. Students should use the bullet points to guide them.

Reading – chapter 8

Read from page 76 (for recap) to the end of chapter 8

The Seven Commandments

1. Ask students to describe what is happening in the picture and what events led to this?
2. Ask students to return to the Seven Commandments sheet and edit the fifth commandment and explain how it has changed.

Mastery quiz

Students to complete mastery quiz.

Resources

Week 6

Key terms:
rebellion, propaganda, show trials, failure

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 16</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> The pigs are treacherous The pigs are the most intelligent animals on the farm The pigs are awarding themselves much greater privileges than the other animals Boxer collapses TS Eliot thought that the pigs were the rightful leaders of Animal Farm because they were the most intelligent animals 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now: How are the pigs more intelligent than the other animals? Give 3 examples</p> <p>Extension: In what ways have the pigs misused their superior intelligence? Is this true of all pigs?</p> <p>Vocabulary work Introduce the word treacherous. Students to complete the quiz. Which sentences use the word treacherous accurately?</p> <p>Reading 1 Read from, 'Boxer's split hoof ...' Read to, 'Crown Derby soup tureen.'</p> <p>Check for understanding Comprehension questions</p> <p>Reading 2 Read from, 'But if there were hardships ...' Read to '... good bed of straw for him.'</p> <p>Check for understanding Comprehension questions</p> <p>Non-fiction Activity Read TS Eliot's rejection of 'Animal Farm' What were his reasons for rejecting the novella?</p> <p>Mastery quiz Students complete mastery quiz</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>16 – Eliot's rejection of Animal Farm</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 17</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Boxer is injured The pigs send Boxer to a knacker's yard If Boxer hadn't been so foolish, he could have ended the pigs' tyrannical reign 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now What is Boxer's greatest characteristic?</p> <p>Extension: Does Boxer have any weaknesses?</p> <p>Introduction The characteristics and function of Boxer in 'Animal Farm' so far. Match descriptors with quotations. Prediction activity</p> <p>Reading Read from, 'For the next two days ...', Read to, 'Boxer was never seen again.'</p> <p>Analysis How does Orwell create pathos in Boxer's final moments.</p> <p>Reading Read from, 'Three days later it was announced ...' Read to, '... another case of whisky.'</p> <p>Checking for understanding Where did the pigs get the money to buy whisky?</p> <p>Character analysis Is Boxer the tragic hero of the novel or is he a fool? Ask students to debate the two statements. Ask students to use their ideas to write an analytical paragraph.</p> <p>Mastery quiz Students complete mastery quiz</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 6

Key terms:
rebellion, propaganda, show trials, failure

Lesson 18

Mastery Content

- The pigs break the final commandment
- The pigs begin to walk on two legs
- The pigs are no better than Man
- The farm is called Manor Farm once again
- 'Animal Farm' is an allegory
- There is more than one moral in the story of 'Animal Farm'
- The most important moral is that too much power corrupts

Lesson guide

Do Now

Seven Commandments

- 1) Why was commandment 1 important?
- 2) Which commandment have the pigs not broken?

Reading

Read chapter 9 from page 92 to 98

Seven commandments

- 1) What does: *All animals are equal but some are more equal than others* mean?
- 2) Ask students to return to their Seven Commandments sheet and edit the 7th commandment and explain how it has been changed.

Quotation analysis

Reread the quotation about Napoleon's majestic appearance. In pairs, ask students to take on the role of either Benjamin or Napoleon. Explain what both characters are thinking and feeling at this point in the novel?

Reading

Read from page 98 to the end of the novel.

Check for understanding

Ask students to discuss in pairs questions 1-3 on slide 29

Allegory

Remind students that 'Animal Farm' is an allegory. What is the moral of the story? Assign pairs a number - 1, 2 or 3. Students, in pairs, have to explain how 'Animal Farm' shows that moral and why it is important.

Writer's intention

Ask students to pick the moral they feel is the MOST important and to write a paragraph explaining why.

Mastery Quiz

Students to sit mastery quiz

Resources

Week 7

Key terms:

Lesson 19	Mastery Content	<ul style="list-style-type: none"> Animalism is a vision for all animals to be equal on the farm Old Major wanted Animalism to be a success for all animals 'Beasts of England' describes what Animalism would have looked like if it was successful Animalism is unsuccessful because of the corruption of the pigs 	Lesson guide	<p>Do Now: What is the name of this character? What did he do in 'Animal Farm'?</p> <p>Extension: Which person from the Russian Revolution is this character an allegory for?</p> <p>Recap Recap the character of Old Major and his role on the farm in Chapter 1.</p> <p>Reading: 'Beasts of England' Re-read the passage where Old Major explains what Animalism is and why it would be such a good thing for the animals on the farm.</p> <p>'Beasts of England' Re-read the anthem. In pairs, students need to contrast Old Major's vision for the farm with the reality of life on the farm at the end of the novel.</p> <p>Animalism Even though Animalism failed, the Rebellion ended up being a huge success for the pigs on the farm. Students need to consider whether the events following the Rebellion could be considered a success for the named characters.</p> <p>'Beasts of England' Eventually, 'Beasts of England' is banned by Napoleon. Students consider why Napoleon banned the song and how it benefitted him.</p> <p>Mastery Quiz Students to sit mastery quiz</p>	Resources	19 – Beasts of England
Lesson 20	Mastery Content	<ul style="list-style-type: none"> The main characters in 'Animal Farm' The main events in 'Animal Farm' Ideas for how and why the farm fails Advice for the assessment 	Lesson guide	<p>Do Now: Why do the pigs keep on changing the commandments on the farm? Why don't the other animals say anything about it?</p> <p>'Animal Farm' revision There is a resource that will allow students to recap the main events and characters in 'Animal Farm'. Students need to work through the resource. There are answers as well. Again, students know the answers to these questions themselves. Take feedback from the group before showing the answers and try to only use the answers to reinforce or confirm the responses students have already provided.</p> <p>Why does the farm fail? Introduce the assessment conditions and task. Students have been preparing for this question throughout the unit, thinking about what Napoleon has done to take control, and why Boxer was a fool on the farm. Students need to make notes on the A3 resource to explain how each character is responsible for the failure of the farm. Students cannot take this resource into the assessment, but they can use it to revise.</p> <p>Exam prep Remind students of the key facts for the assessment. Also introduce some tips for writing their assessment.</p> <p>Mastery Quiz Students to sit mastery quiz</p>	Resources	<p>20 – How and why does the farm fail in Animal Farm</p> <p>20 – Animal Farm revision</p>