

**INTENT: Aims of the Unit**

- For students to explore how social and historical context can influence the meaning of a text.
- Students will explore how the Russian Revolution is told through the form of an allegory.
- To make parallels between real people and moments in history and the characters/scenes in Animal Farm.
- To explore how the Aristotelian Triad and manipulative speech is used by leaders in order to achieve desired effects.
- Students will be encouraged to question why information is presented in certain ways or withheld. A hard focus on propaganda.
- Students will learn about the opposing ideas of capitalism and communism and their influence on both past and present society.
- To explore how AFOREST and descriptive devices (metaphors, alliteration, similes etc.) are used for deliberate effects.
- To analyse how an author uses both language and structural features for deliberate effects.
- To explore how an author uses symbolism within a novel.
- For students to make their own inferences regarding characters, plot, and structure.
- To compare parallel scenes within the novel and analyse the significance of these scenes.
- To use the novel and its ideas as a springboard for writing challenges once a fortnight. These are both descriptive/narrative based and transactional.

**IMPLEMENTATION: Knowledge and delivery**

- Each lesson has an overarching ‘big question(s).’ These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson. Some of these questions may span a series of lessons.
- Teachers should familiarise themselves with the Knowledge Organiser as well as ‘Animal Farm’ and will benefit from extra research into Russian Revolution, Karl Marx and Stalin’s reign of terror.
- The Knowledge Organiser should be given to students at the start of the unit and weekly self-quizzing homeworks allocated on specific sections.
- The Tier 2 and Tier 3 vocabulary that has been picked out (on the Knowledge Organiser) should be explicitly taught at the start of each lesson depending on what ‘big question’ is being covered. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences, and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.
- When reading the novel, the teacher may choose to read out loud themselves or get students to read. The ‘popcorn’ method of reading is encouraged whereby a minimum and maximum amount is given and students ‘popcorn’ + another classmate after they have read. The teacher should model and encourage different methods of fluent reading: tone, pitch, volume, intonation and encourage students to do the same.

**IMPACT: Assessment**

Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their long term memories.

Students will answer reading questions throughout the scheme to ensure understanding of plot, character, and techniques.

The unit will culminate with students writing a response in their purple Assessment books – this will be a transactional writing piece that may focus on either a speech, letter or article. Students will be expected to use rhetoric in order to be persuasive and will be encouraged to use vocabulary from the unit. [ASSESSMENT TO BE DECIDED OFFICALLY BY HOD]

The impact of this unit will hopefully influence students understanding of opposing political and economic opinions – specifically when it comes to communism, capitalism, and socialism. This will assist pupils in discovering ‘truth’ and dissecting propaganda. It should allow people to also explore the idea of ethics and morality in society. It will also build up students ability to be persuasive and recognised when they themselves and trying to be persuaded.

<p><b>Enabling Learning</b></p>		
<p><b>Year 8 pupils will have studied the novel Oliver as the first module of year 7 so have encountered characterisation/authors use of language and structure and how to start analysing a text. Students will have also had the chance to consider how social/historical context influence a text – which is an essential skill to then understanding Animal Farm.</b></p> <p><b>Students will learn about pre-WWII and part of the Russian Revolution in history prior to the unit. This will help pupils understand the basics, such as who were the main historical figures of the time and how they influenced conflict in Europe.</b></p> <p><b>Students in year 7 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students’ Long-Term Memories.</b></p> <p><b>Ideas on conflict and persuasion will lead both into the conflict poetry unit in year 8 and then into the rhetoric unit in year 9. This unit will also lend itself well to the ‘Of Mice and Men’ unit – as pupils will also have to analyse language/structure and historical context. Following this, persuasion and manipulation (propaganda) will be addressed in the year 10’s ‘Gender pay divide’ scheme.</b></p>	<ul style="list-style-type: none"> <li>● Due to the difficulty of the concepts within the novel, the teacher may spend extra time using reciprocal reading: predict, clarify, question, and summarise. This process should be modelled for some of the key extracts in the student resource booklet.</li> <li>● Teacher may need to stop at key points to inform students on connections between the characters and their historical counterpart. Or address connections between instances in the novel and the true moments in history. E.g When Snowball is ousted from Animal Farm obviously reflects Trotsky fleeing the USSR to avoid persecution.</li> <li>● The teacher will use the visualizer to annotate key terminology, devices and techniques used by key characters during key scenes in Animal Farm. This process will be modelled, and the students will follow suit. This will train pupils to then independently identify devices/word classes when needed.</li> <li>● For the delivery of the linked writing challenges. Students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Some of these examples might come from the text, e.g ‘Old Major’s Speech’. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently.</li> <li>● Students should be developing their analytical skills throughout the unit. We encourage that students use the what, how and why method of analysis and some students may benefit from using the PETAL structure in their analytical paragraphs. The teacher should model this process before students are expected to write their own. We recommend using the ‘I do’ ‘we do’ then ‘you do’ approach.</li> <li>● Students will be constantly answering reading and retrieval questions to ensure their</li> </ul>	

	<p>knowledge of plot and characters is retained throughout the scheme.</p>	
<p><b>Key Vocabulary</b></p>		<p><b>Wider Learning</b></p>
<p><i>Tier 2: High frequency / Multiple meaning</i></p> <p>Inference, connotations, rhetoric, tyrant, rebellion, propaganda, utopia, dystopia, prosperous, corrupt, cult, communism, capitalism, diligent, able-bodied, equality, democracy, compulsion, economy, political, proletariat, bourgeoisie,</p> <p>See knowledge organiser and booklet for definitions.</p>	<p><i>Tier 3: Subject related.</i></p> <p>Simile, metaphor, personification, alliteration, imagery, foreshadowing, parallel scenes, dramatic irony, foil, juxtaposition, imagery, fact, allegory, symbolism, anecdote, opinion, emotive language, statistic, tripling, repetition, rhetorical question, manipulative devices, antithesis, speech, letter, article.</p> <p>See knowledge organiser and booklet for definitions.</p>	<p><b>SMSC / RWCM / CEIAG</b></p> <p><b>Writing challenges will aid writing communication – along with the analysis of certain extracts. Reading questions will be constantly included to improve reading skills, along with practising reading for fluency and thus improving understanding. (Please see implementation.)</b></p> <p><b>Students will learn about class divide, (proletariat versus bourgeoisie) political/economic opinions of opposing groups, propaganda and about the conflict between capitalism and communism in our society. This will hopefully enable students to separate truth from lies and understand the inequalities present in our society. Students will be encourage to discuss their opinions, practice persuasive speech, and offer political views in a safe environment. Students will hopefully leave the unit with a understanding into how persuasive speech can be.</b></p>

<p>Week One</p>	<p>What is the difference between a <b>fairytale</b> and an <b>allegory</b>?</p>	<p>What is <b>satire</b> and how is it used to convey Orwell's <b>message</b>?</p> <p><i>(How are political leaders and historical events woven into the story?)</i></p>	<p>How is Mr. Jones presented?</p>	<p>How does Old Major reflect the ideals of Karl Marx?</p> <p><b>(AFOREST/ OLD MAJOR writing challenge link)</b></p>
<p>Week Two</p>	<p>What is <b>symbolism</b> and how is it used in Animal Farm?</p>	<p>How does Orwell present the theme of <b>inequality</b> in Animal Farm</p> <p><i>(How does Orwell present the Pigs? How does Orwell present the other main characters?)</i></p>	<p>How does Orwell present the theme of <b>inequality</b> in Animal Farm</p> <p><i>(Persuasive speech and arguing point of view.)</i></p>	<p>How does Orwell present the <b>division of labour</b> on the farm?</p> <p><i>(Contribution on the farm and understanding of a hierarchy.)</i></p> <p><b>BOXER journalist writing challenge.</b></p>
<p>Week Three</p>	<p>What is <b>propaganda</b> and how is it linked to <b>rhetoric</b>?</p>	<p>What is <b>propaganda</b> and how is it linked to <b>rhetoric</b> cont.</p>	<p>How does Orwell present the character of <b>Mollie</b>?</p>	<p>How does Orwell explore different forms of leadership on the farm?</p>

Week Four	<p>What is the difference between <b>democracy</b> and a <b>dictatorship</b>?</p> <p><b>Election leaflet writing challenge</b></p>	How do the pigs use <b>persuasive techniques</b> to control the farm?	How do the animal's <b>attitudes</b> to work differ?	How does Orwell present the <b>negative effects</b> of rebellion?
Week Five	<p>What was the '<b>Great Purge</b>' and what similarities are there between <b>Stalin</b> and <b>Napoleon</b>?</p>	How does Orwell explore manipulation and twisting facts?	What is a Cult of Personality?	How has social order changed on the farm?
Week Six	How has animal farm come full circle?	Extra time for reading/assessment	Extra time for reading/assessment	Extra time for reading/assessment

1. Key Characters		2. Political Leaders (context)		4. Rhetoric Devices		7. Key Vocabulary	
<b>Napoleon</b> - The pig who emerges as the leader after the Rebellion. Based on Joseph Stalin. Napoleon uses military force to intimidate the other animals and consolidate power.		<b>Joseph Stalin (1878 – 1953)</b> First the General Secretary of the Communist Party of Russia, then a Soviet dictator after the death of Vladimir Lenin. He ruled for more than two decades, instituting a reign of death and terror.		<b>Anecdote</b> - a short amusing or interesting story about a real incident or person.		<b>Allegory</b> – A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral or political.	
<b>Snowball</b> - The pig who challenges Napoleon for control. Based on Leon Trotsky. Snowball is intelligent, eloquent and less devious than his counterpart.		<b>Leon Trotsky – (1879 – 1940)</b> A communist theorist, leader in Russia's October Revolution in 1917. In the struggle for power following Lenin's death Stalin emerged the victor. Trotsky was exiled and later assassinated.		<b>Fact</b> - a thing that is known or proved to be true.			
<b>Boxer</b> - The carthorse with incredible strength, dedication and loyalty. Boxer shows devotion to ideals but little ability to think independently. His mottos are 'I will work harder' and 'Napoleon is always right.'		<b>Karl Marx – (1818 -1883)</b> A German economist and socialist revolutionary. He wrote the Communist Manifesto.		<b>Opinion</b> - a view or judgement formed about something, not necessarily based on fact.		<b>Tyrant</b> – someone who has total power and uses it in a cruel and unfair way.	
		<b>Vladimir Lenin – (1870 – 1924)</b> Founder of the Russian Communist Party, inspirer and leader of the Bolshevik Revolution. He was the first head of the Soviet state. Partly responsible for our current world view of communism.		<b>Rhetorical Question</b> - a question asked to create a dramatic effect, not to be answered.		<b>Rebellion</b> – an action or process of resisting authority, control or government.	
<b>Squealer</b> - The pig who spreads Napoleon's propaganda among the other animals and justifies the use of resources. Orwell used Squealer to explore the use of rhetoric to twist the truth in society.		<b>3. Biographical Information</b>		<b>Emotive Language</b> – word choices used to evoke an emotional response from the audience.		<b>Propaganda</b> – information of a biased or misleading nature used to promote a political course.	
				<b>Statistics</b> - a fact or piece of data obtained from a study of a large quantity of numerical data.		<b>Utopia</b> - an imagined place or state of things in which everything is perfect.	
<b>Old Major</b> -The boar whose vision of a socialist utopia serves as the inspiration for the Rebellion. He teaches the animals "Beasts of England." Orwell based Major on both Karl Marx and Vladimir Lenin.		1. 'Animal Farm' was written in 1945.		<b>Tripling</b> – listing three words for dramatic effect.		<b>Prosperous</b> : bringing wealth and success.	
		2. It was written by George Orwell.		<b>5. Animalism</b>		<b>Corrupt</b> – when people use their power in a dishonest way in order to make life better for themselves.	
		3. 'Animal Farm' was influenced by the events of World War II				1. Whatever goes upon two legs is an enemy. 2. Whatever goes upon four legs is a friend. 3. No animal shall wear clothes. 4. No animal shall sleep in a bed. 5. No animal shall drink alcohol. 6. No animal shall kill any other animal. 7. All animals are equal.	
<b>Mr. Jones</b> – An unkind master who indulges himself while the animals lack food; he represents Tsar Nicholas II, whom the Russian Revolution ousted.		4. Orwell wanted to write about the cruel leaders of Europe during World War II		<b>6. Transactional Writing (TAP)</b>		<b>Cult of personality</b> – where a leader convinces people to worship him or her and treat them like a god.	
		5. 'Animal Farm' is an allegory for the events of the Russian Revolution.				<b>Rhetoric</b> – the art of effective or persuasive speaking or writing.	
		6. Orwell believed that England had an unfounded loyalty towards the USSR		<b>8. Social and Political Vocabulary</b>		<b>Communism</b> – A theory or system of social organisation in which all property is owned by the community and each person supports and receives according to their ability and needs.	
		7. 'Animal Farm' was rejected by four publishers before its publication.		<b>Type</b> - The style you are writing in (e.g letter, speech, article, leaflet, etc.).		<b>Capitalism</b> - 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. (example: United States of America)	
		8. Orwell strongly believed in the famous saying: 'I defest what you say; I will defend to the death your right to say it' (Voltaire).		<b>Purpose</b> - What do you hope to achieve? Is it to persuade, argue, inform, advise, comment, review?			
				<b>Audience</b> - This means who you are writing for. You need to change your tone and formality based on the audience.			
<b>9. Themes in Animal Farm:</b>		<b>Class divide</b> - The animals, like the working class of Russia, had short, difficult lives, working to produce things that the ruling class would take for themselves. The Rebellion on the farm seeks to change this, but the revolutionary pigs soon adopt the ways of the ruling class that they sought to abolish. After the revolution there is still a definite hierarchy on the farm.					
		<b>Equality and inequality</b> - Orwell uses the animals and their actions to make the reader think about equality and inequality. Before 1917, the majority of Russian people suffered from great inequality - they had far less money and food than the ruling classes. The commandment changes to: 'all animals are equal but some are more equal than others.'					
		<b>Power and control</b> - Orwell explores the idea of power leading to corruption. Many of the characters in the novel are eventually corrupted by the power they have, particularly the pigs, as they manipulate their position of leadership to exploit other animals. The pigs use propaganda and the 'animalism' commandments to maintain control on the farm.					

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding ...
<p><b>Tyrant</b> (noun)</p>	<p>someone who has total power and uses it in a cruel and unfair way.</p>		<p>The people universally feared the tyrant, who was notorious for his frequent use of torture.</p> <p>Stalin, the tyrant, allowed his people to live under the constant threat of violence.</p>	<p>Who do you think was the worst tyrant in history?</p>
<p><b>Rebellion</b> (noun)</p>	<p>an attempt by some of the people in a country to change their government, (sometimes using violence).</p>		<p>The Red Army of Russia swooped in and suppressed the rising rebellion.</p> <p>When citizens are living under constant oppression, there is no other option but to start a rebellion.</p>	<p>What kind of reasons do you think justify a rebellion?</p>
<p><b>Propaganda</b> (noun)</p>	<p>ideas or statements that may be false or present only one side of an argument that are used in order to gain support for a political leader or party</p>		<p>Pravda is a Russian broadsheet newspaper, formerly the official newspaper of the Communist Party of the Soviet Union. Stalin used the newspaper to spread his Communist propaganda.</p> <p>Communist propaganda told people that everything in the West was corrupt.</p>	<p>What is a current, modern day example of propaganda that you see on a frequent basis?</p>

<p><b>Utopia</b> (noun)</p>	<p>an imagined place or state of things in which everything is perfect</p>	<p>Utopia, imaginary and ideal country in Utopia (1516) by Sir Thomas More, from Greek ou not, no + topos place</p>	<p>The town's founders wanted to create a Christian utopia so he outlined a set of rules everyone had to follow.</p> <p>By getting rid of the tyrannical leader, Mr. Jones, the animals sought to create a utopia on Animal Farm.</p>	<p>Do you believe humans are capable of creating a utopia? Why or why not?</p>
<p><b>Prosperous</b> (adjective)</p>	<p>bringing wealth and success.</p>		<p>The state has good railway communications and a prosperous trade.</p> <p>Napoleon wanted Animal Farm to become a prosperous business, however the animals were put at a disadvantage due to their lack of farming knowledge.</p>	<p>Is being prosperous more important than happiness?</p>
<p><b>Corrupt</b> (adjective)</p>	<p>when people use their power in a dishonest way in order to make life better for themselves.</p>	<p>Middle English: from Latin corruptus, past participle of corrumpere 'mar, bribe, destroy', from cor- 'altogether' + rumpere 'to break'.</p>	<p>Napoleon the pig was corrupt, he forced the other animals to do the work then took all the profit for himself.</p> <p>The mayor was corrupt and stole from the city's budget.</p>	<p>Is it considered corrupt to live in a machiavellian way?</p>
<p><b>Cult of personality</b> (noun)</p>	<p>where a leader convinces people to worship him or her and treat them like a god.</p>		<p>In the Soviet Union a cult of personality was formed around Stalin, he was seen as less of a man and more of a god.</p> <p>Throughout history, monarchs and other heads of state were often admired for their power, many had generated a cult of personality.</p>	<p>How has mass media played an instrumental role in forging national leaders' cults of personality?</p>

<p><b>Rhetoric</b> (noun)</p>	<p>the art of effective or persuasive speaking or writing.</p>		<p>The rhetoric used in the newspaper article made the readers feel like they were a part of the event.</p> <p>Squealer uses rhetoric in order to convince the animals that if they don't do what Napoleon asks, that Mr. Jones will come back.</p>	<p>Can rhetoric be used in an immoral or corrupt way?</p>
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