

Year 9 Animal Farm Overview.

Weeks and key questions.	Suggested content with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Terminology with non-negotiables in red. Underlined content appears on the Knowledge Organiser.	Useful texts or links that enable the exploration of the content and terminology.
<p>Week One</p> <p>Chapter 1, The quest for a better life.</p> <p>Key questions:</p> <p><i>What was Orwell's motivation for writing this novella?</i></p> <p><i>Why is Old Major so unhappy about the animals' current state of existence?</i></p>	<p>Introduce background of George Orwell:</p> <p>-Born in India and his father was an important leader in India when it was still controlled by the British Empire.</p> <p>-He was a Socialist.</p> <p>-He fought in the Spanish Civil War for the Republican government against Fascist rebels.</p> <p>-He wrote 'Animal Farm' in 1945 and died in 1949.</p> <p>Opportunity for exposition here.</p> <p>Read Chapter One p13 – 22.</p> <p>*Consider our first impressions of Mr Jones, '...too drunk to remember to shut the pop-holes' and the firing of his gun when the animals are too noisy. Explain that he is established as an authoritarian.</p> <p>*Questioning opportunity: discuss the description of Old Major and pay close attention to his elevation 'on a sort of raised platform' and the way he is placed 'under a lantern' which may cast a halo of light around him, linking him to something saintly or godly. Could be an allusion to a biblical figure.</p> <p>*A lot of characters enter the barn and therefore the plot quite quickly so ensure that</p>	<p>Socialism: <u>An economic system where the country's trade and profit is shared by the whole community.</u></p> <p>Fascism: <u>A governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism.</u></p> <p>Authoritarian: <u>Favouring complete obedience to authority as opposed to individual freedom.</u></p> <p>Allusion: <u>A brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance.</u></p> <p>Utopia: <u>A state or place in which everything is perfect.</u></p>	<p>Helpful resources:</p> <p>*There is a copy of the full speech given by Old Major in the folder, for closer annotation.</p> <p>*There is a character sheet included in the Week One folder.</p> <p>*There is a complete Animal Farm study guide that you can dip in and out of, during the scheme.</p>

Year 9 Animal Farm Overview.

	<p>students stick in the character sheet to establish who is who.</p> <p>*Old Major addresses the other animals as ‘Comrades’; discuss the connotations of this mode of address and what this implies about the animals’ relationships with each other.</p> <p>*Higher ability: Consider other famous speakers and the dreams that they have shared with the public – Martin Luther King, Greta Thunberg etc.</p> <p>*Discuss the importance of ‘Beasts of England’. Why are anthems important? What do they add or bring to a cause?</p>		
<p><u>Week Two</u></p> <p><u>Chapter Two, Reasons for rebellion.</u></p> <p><u>Key questions:</u></p> <p><i>How does the novella parallel historical events?</i></p> <p><i>What was Orwell’s motivation for writing the novella?</i></p>	<p>*Explore the Russian Revolution of 1917.</p> <p>*Map that Old Major is a combination of Marx and Lenin.</p> <p>*Orwell wanted to find a way of telling the story that was simple enough to be understood by everyone. Having watched a large carthorse being driven along a narrow path by a small boy with a whip he said: ‘It struck me that if only such animals became aware of their strength we should have no power over them, and that we exploit animals in much the same way as the rich exploit the proletariat (working classes).’</p> <p>Read Chapter Two 23-30</p> <p>*Questioning opportunity: discuss how the chapter opens with Old Major’s death. How does this reinforce the biblical allusion?</p> <p>*Note the early categorisation of the animals: ‘The work of teaching and organising the others naturally fell upon the pigs, who were generally</p>	<p><u>Communism:</u> a theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.</p> <p><u>Dictatorship:</u> A form of government in which absolute power is concentrated in a dictator.</p> <p><u>Proletariat:</u> The working class who must sell their labour to financially survive.</p> <p><u>Bourgeoisie:</u> The middle class who typically own most of society’s wealth.</p>	<p><u>Helpful resources:</u></p> <p>*Timeline and details about the parallels are contained on a document in the Week Two folder.</p>

Year 9 Animal Farm Overview.

<p><i>Is the rebellion just?</i></p>	<p><i>recognised as being the cleverest of the animals.'</i> P23</p> <p>*Revisit the character sheet as we get further details about the characters.</p> <p><i>*What does 'Animalism' sound like?</i></p> <p>*'Those ribbons that you are so devoted to are the badge of slavery.' P24</p> <p><i>*Is the rebellion just? Think about p25 where Mr Jones' failings as a farmer are listed.</i></p> <p>*Consider the animals' first motive, after they chase Mr Jones and his men away – the destruction of the whips, nose rings etc. 'The last traces of Jones' hated reign.' P26</p> <p><i>*Another biblical allusion is made with the animals gathering on the knoll 'in the clear morning light'. P27 Possibly Moses climbing Mount Sinai to receive the Ten Commandments.</i></p> <p><i>*Discuss the Seven Commandments p29 and the revelation that the pigs have secretly taught themselves to read.</i></p> <p><i>*Finish with the foreshadowing of the milk disappearing.</i></p> <p>Opportunity to ask students to write an analytical paragraph here. Teacher to model paragraph example on the board.</p>	<p><u>Allegory: A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.</u></p>	
<p>Week Three</p> <p><u>Chapter 3, The rise of a new regime.</u></p>	<p><u>Read Chapter Three 33 – 39</u></p> <p>Some important references: <i>'The pigs did not actually work, but directed and supervised the others. With their superior</i></p>	<p><u>Mouthpiece: Being a voice for someone.</u></p>	<p>Helpful resources:</p> <p>*Article exploring the conventions of Dystopian fiction.</p>

Year 9 Animal Farm Overview.

<p>Key questions:</p> <p>Why do the pigs rise to power?</p> <p>How does Orwell establish Boxer in the role of a hero?</p> <p>Is the rebellion just?</p> <p>Why does Orwell set Napoleon and Snowball at odds with each other?</p>	<p>knowledge it was natural that they should assume the leadership' P33</p> <p>'With the worthless parasitical human beings gone, there was more for everyone to eat.' P34</p> <p>*Pay close attention to the description of Boxer. P34 'I will work harder.'</p> <p>*Flag with hoof and horn imagery is established. *'The other animals understood how to vote, but could never think of any resolutions of their own.' P35 What does this reveal about our own political systems?</p> <p>*Consider the establishing of Napoleon and Snowball as adversaries. Whilst Snowball establishes endless, pointless committees, Napoleon claims to be interested in educating the young, stealing the puppies away. Structural device.</p> <p>*Squealer is introduced as the mouthpiece for the totalitarian regime with, 'Our sole object in taking these things is to preserve our health...We pigs are brain workers...The whole management and organisation of this farm depend on us...It is for your sake that we drink the milk and eat those apples.'</p> <p>*Orwell himself identifies the milk and apples incidents as 'the turning point' of the story.</p> <p>Teacher to explain use of imagery and symbolism here.</p>	<p>Dystopian: The genre is usually set in a bleak and apocalyptic future with technology used as a tool for power.</p> <p>Totalitarian: A system of government that is centralised and dictatorial and requires complete subservience to the state.</p> <p>Stretch term. Iconography: The traditional or conventional images or symbols associated with a subject and especially a religious or legendary subject.</p>	
--	--	---	--

Year 9 Animal Farm Overview.

<p><u>Week Four</u></p> <p><u>Chapter 4 and 5, Conflict grows.</u></p> <p>Application check falls in or around this week.</p> <p><u>Key questions:</u></p> <p><i>How is propaganda used throughout the novel to manipulate the animals?</i></p> <p><i>Are we surprised by Napoleon's actions?</i></p> <p><i>Why do you think Orwell chooses to depict such a</i></p>	<p>Read Chapter Four p41 – 46.</p> <p><i>*Discuss the importance of propaganda with the 'flights of pigeons' telling the story of the Animal Farm rebellion (p41).</i></p> <p><i>*Consider the campaign of slander that is typical of political campaigns 'It was given out that the animals there practised cannibalism...' (p42)</i></p> <p><i>*Link back to the dystopian themes: 'And when the human beings listened to it [Beast of England], they secretly trembled, hearing in it a prophecy of their own doom' (p42).</i></p> <p><i>*Key event – The Battle of The Cowshed. Discuss Snowball's ingenuity as a war commander with the false retreat; Boxer's enormous strength in attacking the stable boy but then also his remorseful reaction to his actions; Snowball and Boxer receive 'Animal Hero, First Class' award and Napoleon's notable absence from events.</i></p> <p>Teacher exposition will be required as the class reads through.</p> <p>Read Chapter Five p49 – 58</p> <p><i>*Discuss Mollie's defection from Animal Farm to return to a life of domestication. P49/50</i></p> <p><i>*Orwell builds rising action with the turn in the weather 'In January, there came bitterly hard weather' (p50) and the growing tensions</i></p>	<p><u>Irony:</u> A literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.</p> <p><u>Propaganda:</u> Information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p><u>Doublespeak:</u> A term invented by Orwell in his novel '1984'. This describes the way that governments tell blatant lies as if they were truths. For example 'collateral damage' could mean killing people or destroying hospitals.</p>	<p><u>Helpful resources:</u></p> <p>*Squealer's apple speech and analysis. In folder.</p> <p>*Squealer's speech from Chapter Five.</p> <p><u>Helpful links:</u></p> <p>More on where propaganda appears in the novella.</p> <p>http://animalfarmmichilo103.weebly.com/propaganda.html</p>

Year 9 Animal Farm Overview.

<p><i>gruesome scene?</i></p>	<p>between Snowball and Napoleon. Snowball's visions for the windmill remind us of the desire to ease the working lives of the proletariat. In contrast Napoleon sabotages the plans with control of the sheep and petty acts like urinating on the blueprints for the windmill.</p> <p>*Consider the ramping up of the political campaigns: <i>'Vote for Snowball and the three day week'</i> and <i>'Vote for Napoleon and the full manger'</i> (p52).</p> <p>*Climax of this chapter is the escalation of Snowball's impassioned speech, followed by Napoleon's summoning of the dogs. Focus on the horror created, especially with the sounds <i>'high-pitched whimper'</i> and <i>'terrible braying sound'</i>.</p> <p>*Key moment: <i>'Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech'</i> (p55) This symbolises the end of the Utopian vision set out by Old Major and the beginning of the descent into dystopia.</p> <p>*Squealer is deployed to spin the events of Snowball's expulsion and then there is the surprise U-turn of Napoleon announcing that the building of the windmill will commence (p57).</p> <p>Model an answer to the following question: <i>How is propaganda used throughout the novel to manipulate the animals?</i></p>		
-------------------------------	--	--	--

Year 9 Animal Farm Overview.

<p>Week Five</p> <p><u>Chapter 6 and 7, Life gets harder for the many.</u></p> <p><u>Key questions:</u></p> <p><i>Why do the animals continue to work harder, even though they aren't being treated fairly?</i></p> <p><i>Why do you think Napoleon punished the animals so publicly?</i></p>	<p>Read Chapter Six p61 – 69.</p> <p>Teacher explanation to discuss the following:</p> <p>*Discuss how the life of the proletariat becomes harder with sixty-hour weeks and then work being introduced on Sundays (p61) and then the imagery which mirrors scenes of slavery as the animals struggle to break and move the rocks for the windmill.</p> <p>*Discuss Boxer's continued rise as the hero of the farm: '<i>Nothing could have been achieved without Boxer..</i>' (p62) and his motto '<i>I will work harder</i>' (p62). Obviously this ensures that when Boxer is betrayed, the readers feel a real sense of injustice.</p> <p>*P63 sees Napoleon announcing that there will be trading with neighbouring farms which mirrors the Russian Revolution.</p> <p>*Squealer is deployed once more to spin Napoleon's U-turn, '<i>Are you certain that this is not something that you have dreamed, Comrades?</i>' (p64)</p> <p>*The pigs continue to adopt human habits and move into the farmhouse, a pre-cursor to the final lines of the novel.</p>	<p><u>Status quo:</u> <u>The existing state of affairs, especially regarding social or political issues.</u></p> <p><u>Rising action:</u> <u>A series of relevant incidents that create suspense, interest, and tension in a narrative.</u></p> <p><u>Climax:</u> <u>The climax (from the Greek word meaning "staircase" and "ladder") is the point of highest tension and drama.</u></p> <p><u>Pathetic fallacy:</u> <u>Giving human qualities to aspects of nature or using nature to reflect human emotions or events in a story.</u></p>	<p><u>Helpful resources:</u></p> <p>*Extracts of all of Squealer and Napoleon's speeches. In folder.</p>

Year 9 Animal Farm Overview.

	<p>*Boxer’s efforts were for naught as a terrible storm destroys the windmill. Link to dystopian themes as a greater force seems responsible for this act of punishment.</p> <p>Read Chapter Seven p71 – 81</p> <p>*Consider Orwell’s use of pathetic fallacy. The chapter opens with a description of harsh weather and the chapter contains some of the more gruesome events of the novel.</p> <p>*The hens’ eggs are cruelly snatched away and when they try to protest they are starved, resulting in the deaths of nine hens (p73).</p> <p>*This is followed by the forced confessions of several animals who admit, falsely, to being coerced by Snowball. <i>‘And so the tales of confessions and executions went on, until there was a pile of corpses lying before Napoleon’s feet and the air was heavy with the smell of blood, which had been unknown since the expulsion of Jones’</i> (p78).</p> <p>*The animals return to the knoll and huddle together. This is a reference back to the moment in Chapter 2 (p27) where they stood on the knoll and surveyed their paradise. They sing a pitiful rendition of ‘Beats of England’</p> <p>*Squealer then appears to snatch away their final symbol of the rebellion, saying the song will no longer be sung.</p>		
<p><u>Week Six</u></p>	<p>Read Chapter Eight p83-95. Opportunity for questioning here:</p>	<p><u>Motifs:</u> Motifs are recurring structures, contrasts, and literary</p>	<p><u>Helpful resources:</u></p>

Year 9 Animal Farm Overview.

<p>Chapter 8, Memories are manipulated.</p> <p>Key questions:</p> <p><i>Why are the commandments such an integral part of the novella?</i></p> <p><i>Which character do you think has changed the most, since the start of the novella?</i></p>	<p>*Discuss the further adaptation of the commandments, 'No animal shall kill any other animal <i>without cause.</i>' P83</p> <p>*Explore why Napoleon appears less and less in public. Why does he have a '<i>retinue of dogs</i>' and the '<i>black cockerel</i>'? Why does he sleep in separate quarters in the farmhouse? Can you be a '<i>Leader Comrade</i>'? Or do those two titles act in conflict? P84</p> <p>*Key event – the windmill is finished. P87</p> <p>*Napoleon sells timber to Frederick but it turns out the banknotes are forged. P89</p> <p>*Key event – Frederick and other men attack the farm and blow up the windmill. '<i>The fear and despair they had felt a moment earlier were drowned in their rage against this vile and contemptible act.</i>' Reflect on Boxer now brutally breaking the heads of the men in comparison to his earlier reticence to use violence.</p> <p>*'<i>What victory?</i>' Boxer on p92</p> <p>*The pigs celebrate by drinking whisky but in an amusing moment fear that Napoleon is dying when it is later revealed it is simply a hangover p94.</p>	<p><u>devices that can help to develop and inform the text's major themes.</u></p> <p>Omniscient narrator: <u>An omniscient narrator can tell or show the reader what each character thinks and feels in a scene, freely, because she/he/it is not one of them.</u></p>	
---	---	--	--

Year 9 Animal Farm Overview.

<p>Week Seven</p> <p><u>Chapter 9 and 10, The betrayal of a hero.</u></p> <p><u>Key questions:</u></p> <p><i>How does Orwell manipulate the readers' emotions when it comes to Boxer?</i></p> <p><i>Why don't the animals ever stand up to Napoleon?</i></p>	<p><u>Read Chapter Nine (p97 – 108).</u></p> <p>*The chapter opens with a focus on how long Boxer's hoof takes to heal, a subtle indicator of his age and worn out body.</p> <p>*Rations are reduced, except for the pigs and dogs.</p> <p>*A school room is built for the sole purpose of educating the pigs, p98.</p> <p>*P102 Orwell builds up the rising action by describing Boxer's haggard appearance, explore the emotive language used. When Boxer finally collapses, he is stoic and thinks only positively as he looks forward to his retirement. P102</p> <p>*P103 -105 The ultimate betrayal occurs as Boxer is fooled into thinking he is going to the hospital when in fact he is being sent to slaughter. Discuss the importance of being able to read; only Benjamin understands the sign on the side of the van. Consider the irony that Boxer, who was once strong, cannot break his way out of the van. <i>'The time had been when a few kicks from Boxer's hoofs would have smashed the van to matchwood.'</i></p>	<p><u>Emotive language:</u> The term used when certain word choices are made to evoke an emotional response.</p> <p><u>Microcosm:</u> A miniature example of a larger system, community or issue.</p> <p><u>Stretch terms.</u></p> <p>Syndetic listing: This is where a list of words is joined with a conjunction e.g. "We were warm and sheltered and protected."</p> <p>Asyndetic listing: This is where a list of words is joined without the use of a conjunction, but with commas instead e.g. "We were warm, sheltered and protected."</p>	<p><u>Helpful resources:</u></p>

Year 9 Animal Farm Overview.

<p>Have any positives come from the rebellion?</p> <p>Does the ending feel satisfying? How does the ending fit with the conventions of a dystopian text?</p>	<p>Opportunity to analyse and provide a model based on the language used here.</p> <p>*Squealer manipulates the animals into thinking the van just had a on old sign on the side to win them over.</p> <p>*The pigs use the profits from the sale of Boxer to buy more whisky. P107</p> <p>Read Chapter Ten p109 – 118.</p> <p>*The chapter opens with an enormous passing of time and it is important to discuss how the once magnificent rebellion has been forgotten.</p> <p><i>*Discuss the bleak tone established by the listing of the dead and forgotten, 'Muriel was dead; Bluebell, Jessie and Pitcher were dead...'</i></p> <p><i>*Discuss the contrast between the fat bourgeoisie (Napoleon and Squealer) with the overworked and physically crippled Proletariat (Clover). P109</i></p> <p><i>*Consider how the misuse of technology (the windmill and planned second windmill) embodies the dystopian conventions: 'Somehow it seemed as though the farm had grown richer without making the animals themselves any richer – except, of course, for the pigs and the dogs.'</i></p> <p>*Consider how control of information is used to manipulate with Squealer using boardroom jargon to confuse the animals: <i>'files, reports, minute and memoranda'</i> (p110).</p> <p>*Discuss the famous quotation, <i>'If we forget our history, we are doomed to repeat it'</i> in relation</p>		
--	--	--	--

Year 9 Animal Farm Overview.

	<p>to the animals' inability to remember the days of the Rebellion and Jones' expulsion (p111).</p> <p>*Biblical allusions are made to 'the second coming' with the idea that The Republic of Animals could still happen: <i>'The Republic of the Animals which Major had foretold, when the green fields of England should be untrodden by human feet, was still believed in. Some day it was coming...'</i> p111.</p> <p>*Discuss the dramatic simple sentence <i>'It was a pig walking on his hind legs'</i> p112 and the ultimate image of the dictator Napoleon <i>'He carried a whip in his trotter'</i> p113. Then the ultimate betrayal with the corrupting of the motto: <i>'Four legs good, two legs better'</i> p113</p> <p>*The Seven Commandments are reduced to one on p114 <i>'All animals are equal but some are more equal than others.'</i></p> <p>*Consider the ludicrous and gawkish portrayal of the pigs trying to walk on two legs and the hideousness of their appearance in human clothes.</p> <p>*As Napoleon strikes further deals with the other farmers, the final iconography of Animalism is altered – such as the flag (p117) and Major's skull is buried and removed from sight.</p> <p>*Final harrowing line, <i>'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.'</i> P118 Link to dystopian conventions, not a happy ending!</p>		
--	--	--	--