

## Year 7: Animal Farm Part 2:

### Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking and leadership.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

### Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

**What are students going to be studying?**

George Orwell's allegorical novella, *Animal Farm*, serves as a powerful tool in educating students about various socio-political concepts, one of them being oracy. Particularly in the second half of the book, we witness Squealer, the eloquent propagandist, utilizing persuasive techniques to manipulate the animals and maintain control over the farm. Students will also look at Barack Obama's 'Yes We Can' to understand the power of oracy in real terms.

In the second half of *Animal Farm*, Squealer exemplifies the immense power of language in shaping opinions and controlling masses. His ability to use language effectively highlights how rhetoric, choice of words, and persuasive techniques can manipulate reality. Squealer's speeches frequently employ persuasive techniques such as emotive language and hyperbole to impel the animals to accept the pigs' authority uncritically.

Squealer's speeches also demonstrate the art of manipulation through strategic language and misrepresentation of facts. He employs techniques such as emotive language and hyperbole to divert attention from the pigs' wrongdoing and maintain their control. One instance is when Squealer addresses the reduced rations, asserting, "Milk and apples contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers." These manipulative techniques teach students to critically analyse persuasive techniques used in real-life situations, fostering their ability to discern and question the motives and methods of those in power.

As the story progresses, Squealer's speeches gradually depict the erosion of freedom. Orwell highlights how individuals can be easily swayed by eloquent speakers, relinquishing their critical thinking abilities. Squealer successfully justifies even the most contradictory actions of the pigs, exploiting the animals' loyalty to the revolution and their fear of reverting to the oppressive reign of Mr. Jones. By doing so, *Animal Farm* serves as a cautionary tale, urging students to question authority, think independently, and guard against manipulation.

By studying Squealer's persuasive techniques, students learn to critically analyse and challenge influential voices, developing a heightened awareness of propaganda and rhetorical strategies that shape public opinion. *Animal Farm* encourages students to become active participants in their own learning, engaging with the text and extracting valuable insights that can be applied to their real-world experiences.

"Yes We Can" by Barack Obama serves as a catalyst for critical thinking, urging individuals to challenge the status quo and work towards positive change. This underlying message can be effectively applied to the study of *Animal Farm*, which revolves around themes of power, leadership, equality, and the potential for change. As students engage with the novel, the slogan prompts them to question the actions of the characters, the motivations behind their decisions, and the implications of their behaviour. By encouraging students to critically analyse the text using Obama's mantra, educators can guide discussions based on critical thinking principles, enabling students to develop and articulate their thoughts effectively.

The mantra "Yes We Can" empowers students to actively participate in class discussions when studying *Animal Farm*. The inclusive and collaborative spirit embodied by this phrase encourages students to share their perspectives, challenge ideas, and engage in debates regarding the novel's themes and messages. Through lively debates and respectful discourse, the classroom becomes a platform for students to refine their oracy skills. By actively applying the "Yes We Can" mentality during discussions, students can learn to express their opinions with clarity, effectively communicate their arguments, and actively listen to diverse viewpoints—a crucial aspect of building strong oral communication skills.

<p><b>Why are students studying this content and what are the links to our rational and ambition?</b></p>	<p>Throughout George Orwell's renowned novel <i>Animal Farm</i>, the character of Squealer serves as an agent of propaganda, using persuasive rhetoric to manipulate the other animals. In the second half of the book, Squealer's speeches play a crucial role in developing empathy, engagement, and confidence in expressing personal views and opinions among the animals. By examining Squealer's speeches, this essay aims to shed light on how they facilitate the growth of the animals' individuality and self-assuredness.</p> <p>Squealer's speeches are designed to evoke emotions and sympathies within the animals, fostering empathy towards one another. Through clever manipulation of language, Squealer paints a picture of an enemy, exploiting the animals' natural tendency to seek unity and safety. For instance, in one of his speeches, Squealer attributes the hardships faced by the animals to the malice of Snowball, a former comrade who has become an outcast. By blaming Snowball for their misfortunes, Squealer directs the animals' anger towards a common enemy and creates solidarity among them. This strategy not only serves the pigs' interests but also instils a sense of empathy among the animals, as they feel a shared sense of suffering.</p> <p>Squealer's speeches in the second half of the book aim to actively involve the animals in the ongoing political developments on the farm. He urges the animals to engage with the pig-led government, making them feel like active participants in decision-making processes. When Squealer announces the need for extra food for the pigs due to their heavy responsibilities, he skilfully appeals to the animals' sense of fair play, encouraging them to contribute willingly. His persuasive technique prompts the animals to take an active interest in the management of the farm, elevating their engagement levels and nurturing a sense of responsibility towards the community.</p> <p>Squealer's speeches not only develop empathy and engagement but also empower the animals to express their views and opinions with confidence. By presenting the pigs as wise and credible leaders, Squealer gives the impression that their opinions are of value. Furthermore, he creates an atmosphere where expressing dissenting views is discouraged through subtle intimidation and fear tactics. However, this repression eventually leads to a breaking point for some animals, particularly Benjamin. As the animals witness Benjamin's courageous act of defiance against the pigs' propaganda, they realize the importance of asserting their own voices and embracing their individual perspectives. Squealer's speeches, in their manipulative nature, inadvertently inspire the animals to question authority and express their opinions bravely.</p> <p>The study of literature is a powerful tool for nurturing empathy and understanding among students, particularly when examining works that address contemporary concerns. In this essay, we delve into the captivating parallels between "Yes We Can" by Obama and George Orwell's <i>Animal Farm</i>. By analysing these texts, we aim to explore how they contribute to the development of empathetic students who are conscious of present-day issues and committed to positive change.</p> <p>Both "Yes We Can" and <i>Animal Farm</i> bring to light the struggle for power and its potential to corrupt individuals and communities. Obama's iconic speech emphasizes the collective power of citizens to instigate change, inspiring listeners to pursue their aspirations and embrace hope. Similarly, <i>Animal Farm</i> serves as an allegory for totalitarianism, illustrating how the quest for power can undermine the principles of equality and justice.</p>
<p><b>How does this unit link back to content of prior learning?</b></p>	<p><b>KS2 Curriculum:</b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>

	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Proficient in sentence structure, including identifying and constructing various sentence types to convey meaning.</li> <li>• Elements of oracy including the need to use Standard English</li> </ul>
<p><b>What is the essential Knowledge</b></p>	<p><u>Chapter 6 – Debate – At this point in the novel the animals are to blame for the decline of animalism. The pigs are only partially responsible</u></p> <p><b>What will students know how to do:</b></p> <ul style="list-style-type: none"> <li>• Use elements of oracy including parts of <b>prosodic</b> and <b>paralinguistic</b> features</li> <li>• Know how to show they have <b>listened</b> through asking <b>questions</b></li> <li>• Know how to <b>link</b> information with what peers have said</li> <li>• Know how to <b>challenge</b> ideas with <b>reasons</b></li> <li>• Know how to build on what has been said</li> </ul> <p><u>Chapter 7 – Squealers speech – Analyse how Orwell uses rhetorical devices in Squealer’s speech.</u></p> <p><b>What they will know about Squealer’s speech</b></p> <ul style="list-style-type: none"> <li>• The different arguments and viewpoints that Squealer puts forward in his speech.</li> <li>• How the speech characterises Squealer as manipulative,</li> <li>• The methods Orwell uses and why (Methods: Direct address, Hyperbole, Repetition, Emotive Language, Rhetorical questions, Imperatives)</li> <li>• Why and how these methods would affect the other animals and the reader.</li> </ul> <p><b>What will students know how to do:</b></p> <ul style="list-style-type: none"> <li>• To <b>annotate</b> the speech, commenting on methods used to influence audience.</li> <li>• Be able to <b>write an analytical paragraph</b> about how Squealer is presented with focus on how he persuades his audience and how he is characterised based on his language.</li> <li>• <b>Big Ideas:</b> Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Squealer is presented and how he persuades his audience.</li> <li>• <b>Evidence:</b> Knowledge of how to select relevant quotations and references to support their big idea sentences</li> <li>• <b>Evidence:</b> Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.</li> <li>• <b>Impact:</b> Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to <b>infer</b> what Orwell suggests about Squealer’ characterisation and how he manipulates the animals based on the language in the extract.</li> <li>• <b>Methods:</b> Knowledge of Identify and comment on the persuasive methods that the speaker has used in the speech in order to achieve their effects.</li> </ul> <p><u>Chapter 8 – Drinking Alcohol – Analyse how Orwell uses dramatic irony to emphasise Squealer’s persuasion.</u></p> <p><b>What they will know about Orwell’s use of dramatic irony and Squealer’s ability to persuade</b></p>

- Orwell uses dramatic irony (the pigs are hungover, rather than dying) to show Squealer is able to persuade the animals Napoleon has made a remarkable recovery – ie: At the end of Chapter 8, Orwell uses dramatic irony to show Squealer is able to manipulate the animals into believing Napoleon is dying, almost as a martyr-like figure - the readers understand he is simply hungover; the animals do not. Through his recovery Squealer gives the impression he makes a remarkable recovery, presenting him as heroic.
- Why and how dramatic irony would affect the reader.
- This can be done on MWBs if needed ie: How does George Orwell use dramatic irony? What does this show about Squealer? How is Squealer attempting to present Napoleon? etc

**What will students know how to do:**

- Be able to **write an analytical paragraph** about how dramatic irony is used to show the power of Squealer’s persuasion and manipulation.
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Squealer is presented and how he persuades his audience.
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases. Knowledge of how to **infer** what Orwell suggests about Squealer’ characterisation and how he manipulates the animals based on the language in the extract.

Chapter 9 – Students write a persuasive speech as chosen animal to overthrow Napoleon after the treatment of Boxer

**What will students know how to do:**

- To know how to plan and write a speech as an animal from the farm showing an understanding of Napoleon’s brutality/tyranny.
- To know how to express their own ideas and/or feelings using suitably ambitious vocabulary in their speech.
- To know how to make the purpose of their presentation clear through a strong opening.
- Use knowledge and understanding of how speakers use the **rhetorical techniques**. (imagery, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole, emotive language, triadic structures, standard English, register and levels of formality.)

Obama’s ‘Yes We Can’ speech - Analyse the rhetorical devices used by Obama and their impact

**What they will know about Yes We Can – Barack Obama**

- The different arguments and viewpoints that Obama puts forward in his speech.
- The methods Obama uses and why
- Why and how these methods would affect the audience.

**What they will be able to do having read Yes We Can – Barack Obama:**

- Be able to **infer** what a speaker’s viewpoint is based on the language they have chosen.
- To **annotate** a speech, commenting on methods used to influence audience.
- Be able to **write an analytical paragraph** about how effectively Obama persuades his audience.

Chapter 10 – Students write a perform the first two paragraphs of a speech explaining how Old Major’s Vision of Animal Farm has been corrupted?

**What will students know how to do:**

- To know how to write two paragraphs of a speech explaining how Old Major’s Vision of Animal Farm has been corrupted.
- To know how to express their own ideas and/or feelings using suitably ambitious vocabulary in their speech.

	<ul style="list-style-type: none"> <li>• To know how to make the purpose of their presentation clear through a strong opening.</li> <li>• To know how to deliver two paragraphs of a speech and listen attentively and offer feedback within a pair.</li> <li>• To know how to use gesture and eye contact to address and engage their partner when delivering the speech.</li> <li>• Use knowledge and understanding of how speakers use the <b>rhetorical techniques</b>. (imagery, rhetorical questions, anecdotes, addressing counter arguments, facts and opinions, hyperbole, emotive language, triadic structures, standard English, register and levels of formality.)</li> </ul> <p>Knowledge of vocabulary: <b>Dramatic Irony, Deceit, Influence, Scapegoat, Dictatorship, Manipulated, Corruption, Equality, Commandment, Tyranny, Allegory, Satire, Comrade, Democracy, Rhetoric, Propaganda, Rhetorical Question, Emotive Language, Hyperbole, Imperative, Direct Address, Exclamative, Repetition</b></p>
<p><b>How will this unit link to the content of future learning?</b></p>	<p><b>All future years –</b></p> <p><b>Rhetoric</b> – Introduction to rhetoric in the text developed further in focused units in y8 and y9.</p> <p><b>Persuasive writing</b> – Assessments and units across Y8 &amp; 9 employ persuasive writing techniques (Power and Protest, Dystopian, The Sign of the Four) and assists in consolidating what students must know, understand and remember for LP2, particularly Q3 (analysing) and Q5 (writing)</p> <p><b>Dystopian genre</b> revisited in Y9 – including revisiting Orwell in exploration of opening of 1984.</p> <p><b>Allegory</b> – revisited in ‘Once Upon a Time’ Nadine Gorrimer / Inspector Calls</p>
<p>Assessment 1:</p>	<p>➤ <b>Write a speech for an assembly to persuade your peers to join a cause you are passionate about.</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• Independently plan and write the opening and three further paragraphs of a speech to persuade their peers to join a cause they are passionate about.</li> <li>• Understanding when a new paragraph should be started.</li> <li>• Write in a variety of persuasive sentences outlined on the Purbeck School writing mat – specifically, vary sentence openers, use relative clauses, use adverbials of certainty (without a doubt, undoubtedly) fronted adverbials, embedded adverbials, minor sentences, simple and compound sentences.</li> <li>• Knowing what a topic sentence is and what it does.</li> <li>• Knowing how to use discourse markers to add cohesion – e.g. ‘now that I have spoken about ‘a’, I would like to draw your attention to ‘b’.</li> <li>• Write using a wide range of punctuation including those listed on the Purbeck School writing mat - : / ; / ... / . / , / ( ) .</li> <li>• Choose suitably persuasive vocabulary to convey the importance of joining their cause.</li> <li>• Use a range of persuasive methods: Triadic structure, repetition, direct address, emotive language, rhetorical questions, anecdote, expert evidence, imperatives and hyperbole.</li> <li>• Write using expanded noun phrases.</li> </ul>
<p>Assessment 2:</p>	<p>➤ <b>Performance of the speech written. Introduction and first paragraph performed only.</b></p> <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> <li>• To know how to deliver a speech of three paragraphs and listen attentively and offer feedback within a group of 4.</li> <li>• To know how to use gesture and eye contact to address and engage the group when delivering the speech.</li> <li>• To know how to express their own ideas and/or feelings using suitably ambitious vocabulary in their speech.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• To know how to use prosodic features ie: understanding when to pause for dramatic effect, to know which words to emphasise for effect.</li><li>• To know how to make the purpose of their presentation clear through a strong opening.</li><li>• Use knowledge and understanding of how great speakers in the text use the rhetorical techniques. (rhetorical questions, anecdotes, opinions, hyperbole, expert evidence to support arguments, emotive language, triadic structure.)</li><li>• To know how to vary tone for effect.</li><li>• To understand how to use standard English and an appropriate formal register.</li><li>• To know how to memorise key parts of their speech using their book or cue cards.</li><li>• To know how to listen attentively and offer constructive feedback.</li></ul> |
|--|---|