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Introduction



This GCSE pack is designed as a ‘route through’ *Animal Farm*, with teaching ideas, accompanying resources and suggestions for differentiation. The pack is based on core assessment objectives for GCSE English Literature (2015) and is designed to be flexible, creative and engaging. It contains all of the Teachit resources you need for teaching this unit of work, many of which were specifically commissioned for this pack.

The pack has been devised for use with the AQA, Edexcel, and OCR GCSE English Literature specifications. There are specific resources and exam practice questions for each of these specifications included within the pack. The activities and ideas will help students to develop a close understanding of the text, explore its social, cultural and historical contexts, consider Orwell’s ideas and perspectives, and analyse his use of language and structure.

The pack has two lessons per chapter with a selection of starter, main and plenary activities (that you can mix and match), as well as exam practice questions specific for each board.

Throughout the pack you’ll find activities which directly address the various GCSE English Literature exams. To help you select activities relevant to the outcomes for which you’re teaching, we’ve included specification grids and matched the activities outlined in the route through to the appropriate Assessment Objectives.

Accessing the resources in this pack

This pack includes copies of the resources featured within it. Many of the pack’s resources are available in adaptable formats on the Teachit website, making it easy to differentiate the tasks by ability. Where we’ve referenced Teachit resources, we’ve also included the file number and name in case you’d like to access it on the Teachit website.

Our thanks go to contributor Carmel Waldron who has written this pack and the accompanying resources.

If you have any questions about the pack, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members - you can do this by adding a comment on the *Animal Farm* teaching pack page on Teachit.

Chapter 2: Lesson 4



Starters

Getting to know the pigs

1. Students re-read Chapter 2 and discuss how Orwell marks the pigs out as different from the other animals. Using [Resource 11, Getting to know the pigs](#) students can match the character descriptions to the images of the pigs. (AO1, AO2)

Moses - true or false?

2. Students re-read the part of the chapter concerning Moses the Raven and discuss what role he plays in the story here and why Orwell included him. To test their knowledge you could give them a number of true/false statements:

Moses is Mr Jones's pet raven.
Mr Jones feeds him on birdseed and water.
Moses tells stories about a place called Sugarcandy Mountain.
All the animals believe they will go there when they die.
The animals all liked Moses.
He said lump sugar and linseed cake grew on hedges in this land.
Moses was a spy and a tale-bearer.
He worked hard and had the animals' interests at heart.
Moses was a clever talker.
The pigs encouraged Moses and believed his stories.
Moses joined the other animals in the Rebellion.
Moses tried to stop Mrs Jones leaving the farm.
According to Moses it was always Sunday in Sugarcandy Mountain.

You could then discuss the reasons for Orwell including Moses in the story, e.g. to show the place of religion in the old system and how it was used. (AO1, AO2)

Main activities

Barn debate

1. Divide students into five groups and hand them each a group from the text to focus on as follows. Each group should write a persuasive speech, convincing the others that theirs is the correct point of view. Each group is then given one minute to make their case to the rest of the class.

Students divide into five groups as follows:

The Old Guard

These are the animals that don't really see the need to change the system. They are used to things how they are. They are represented by Mollie and some others.

The Leaders

These are the pigs that have turned Major's speech into 'Animalism' and are trying to educate the other animals. They want a revolution and completely new start with the men being driven out and the farm run by the animals themselves. They are represented by Napoleon and Snowball.

The Workers

These are the animals like Boxer and Clover who believe in the ideas of Animalism but are not clever enough to learn much about it. They will use their labour to work hard for the new system. They are represented by Boxer and Clover.

The Cynics

These are the animals that are sure whatever the system is they will never be better off. They cannot see that one group of leaders is better than another and are convinced things will always turn out badly. They are represented by Benjamin.

The Religious

These animals believe that the reward for labour will not take place on earth but after death, when they will enjoy an eternal life full of happiness and everything they could want. They are represented by Moses.

(AO3, AO4)

Hot seating activity

2. Students work in five groups. Each group is assigned one of the following characters:

Moses
Mollie
Snowball
Boxer
Mr Jones

One student takes on the character and is given two assistants to help to prepare the answers. The rest of the group come up with some suitable questions to try and elicit the character's thoughts about the Rebellion.

Each group takes it in turn to perform the hot seating activity, while the rest of the class makes notes. (A01, A02)

Reading

3. Read Chapter 3, focusing on how hard the animals are working and the milk and apples 'incident'. (A01, A02)

Plenaries

The pigs are seen as being natural leaders.

1. Students discuss in pairs the following:
 - why this is the case
 - whether they think the animals are right to follow them
 - what Orwell is saying about the importance of education.

One of the pair should then be ready to feed back to the whole class.

(A01, A02)

Focus on Moses

2. Have a class discussion about the role of Moses. What is Mr Jones trying to achieve by sending Moses into the animals to tell them about Sugarcandy Mountain and why do the pigs insist it is all lies? Can they think of other examples when people are sold a 'myth' to persuade them to behave a certain way? (A02, A03)

Extension activities/homework**No longer equal**

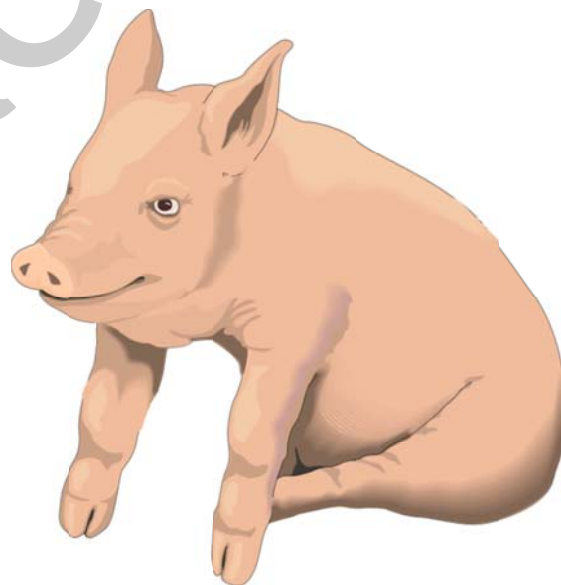
1. Students look closely at this chapter to analyse how Orwell creates a slight sense of unease, even at this early stage of the Rebellion. Can they find five key quotations that suggest the animals are no longer equal? (Hint: look at pigs' behaviour).
(A01, A02)

Getting to know the pigs

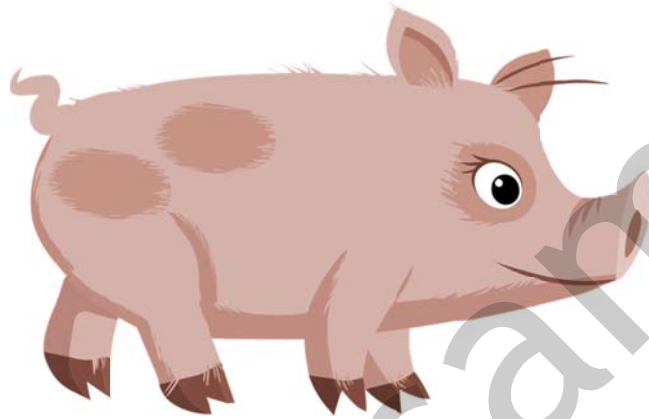
Read the quotations below. Cut them out and stick them around the image of the pig that they relate to. All these quotations are taken from Chapter 2.

Large rather fierce looking Berkshire	A small fat pig
A more vivacious pig than Napoleon	Not much of a talker
Quicker in speech and more inventive	Round cheeks, twinkling eyes, nimble movements, and a shrill voice
With a reputation for getting his own way	A brilliant talker
Quicker in speech and more inventive	A way of skipping from side to side and whisking his tail
Not considered to have the same depth of character	He could turn black into white

Napoleon



Snowball



Squealer

