Literature Paper 2: *Animal Farm*	Road Map			
In this unit you analyse how writers use linguistic and structural methods in a modern text to communicate ideas to a reader. **LG1**: Knowledge **LG2**: Application **LG3**: Skills	Assessment Grades			

Lesson Title	Learning Goals/Outcomes/Content	👍	🤛	👎
1. How can pre-reading activities help me to develop my understanding of *Animal Farm*?	**LG1:** To explore the ideas of allegory and satire and consider the impact of animal imagery. **LG2:** To form satirical links between famous people and animals and identify animal imagery. **LG3:** To explore how context develops understanding of plot and characters.			
2. Can we all truly be equal?	**LG1:** To make predictions about *Animal Farm.* **LG2:** To design a new school system using ideas about communism. **LG3:** To explore the idea of communism and equality and whether it works for everyone.			
3. Who was George Orwell and why did he write *Animal Farm*?	**LG1:** To gather biographical information related to George Orwell and *Animal Farm*. **LG2:** To compile a fact file detailing important biographical and contextual information. **LG3:** To develop a useful revision tool to enable me to explore context.			
4+5. What is the historical context behind *Animal Farm*?	**LG1:** To explore the real life events that are paralleled in *Animal Farm*. **LG2:** To fill the context grid with relevant historical information. **LG3:** To develop a useful revision tool to enable me to explore context.			
6+7. How are the characters presented to us in the opening chapter?	**LG1:** Describe the main characters introduced in Chapter 1. **LG2:** Explain how the characters are presented in Chapter 1 to us and why. **LG3:** Evaluate how the writer uses language to impact on us as readers in Chapter 1.			
8. What is the significance of Old Major's speech and 'Beasts of England'?	**LG1:** To explore the key messages in 'Beasts of England'. **LG2:** To explain how Old Major takes advantage of language in his speech to convince his audience he is right. **LG3:** To evaluate how Old Major envisions the future without humanity and what assumptions he makes about animals and humans.			
9. How important are the pigs in the revolution?	**LG1:** To describe how the pigs are presented in this chapter and why. **LG2:** To explain how the animals are representative of other ideas in this chapter. **LG3:** To evaluate how the narrator presents the pigs' ideas and why they are presented this way.			
10. How does the narrator describe the pigs?	**LG1:** To describe the key elements of a summary. **LG2:** To explain how the pigs manipulate the animals in the rest of Chapter 2. **LG3:** To evaluate how the narrator implies the pigs are untrustworthy in the rest of Chapter 2.			
11. What changes do we start to see with the characters?	**LG1:** To describe the plot of Chapter 3 and how the characters change. **LG2:** To explain how Snowball, Squealer and Napoleon are presented to the reader. **LG3:** To evaluate how the development of their characters impact on the reader.			
12+13. What is the significance of the Battle of the Cowshed?	**LG1:** To describe the importance of Animal Farm's neighbours and predict their influence later in the text. **LG2:** To explain how the animals fight back against the humans. **LG3:** To evaluate how Snowball and Boxer react after the end of the Battle of the Cowshed.			

14. What significance does the Windmill hold?	**LG1:** To describe how and why Mollie leaves the farm. **LG2:** To analyse the different ways Snowball and Napoleon are presented in chapter 5. **LG3:** To evaluate the importance of the Windmill and the way Snowball and Napoleon react to it.			
15. How are the characters of Napoleon and Squealer presented?	**LG1:** To describe how Squealer manipulates the animals in Chapter 5. **LG2:** To analyse the different ways Squealer and Napoleon are presented in these parts of the text. **LG3:** To evaluate the Squealer's use of language in this part of the text.			
16. How are the animals manipulated by the pigs?	**LG1:** To describe the links between Chapter 6 and historical context. **LG2:** To explain how key quotations present the pigs. **LG3:** To evaluate how the pigs are able to manipulate the other animals in Chapter 6.			
17. How shocking are the events of chapter 7?	**LG1:** To describe what you believe will happen in the final stages of the novella and why. **LG2:** To explain how a reader may be shocked by the events of chapter 7. **LG3:** To evaluate the importance of key quotations through language analysis.			
18. What happens as a result of The Battle of the Windmill?	**LG1:** To describe Napoleon's cult of personality and how it connects to the historical context. **LG2:** To explain what happens as a result of The Battle of the Windmill. **LG3:** To evaluate the symbolic importance of alcohol in the text.			
19+20. How have the lives of the animals changed on Manor Farm?	**LG1:** To describe how truth is manipulated in chapter 9. **LG2:** To explain how the lives of the animals, particularly the pigs, are changing throughout the chapter. **LG3:** To evaluate how the animals are deceived into accepting their own hardship.			
21. What significance do the characters of Moses and Boxer hold in the story?	**LG1:** To describe why Moses returned and the pigs allowed him to stay. **LG2:** To explain what happens to Boxer and why Orwell wanted us to see this. **LG3:** To evaluate how Orwell conveys the terror of the animals when they see the pigs in chapter 10.			
22. What impact does the ending of *Animal Farm* have?	**LG1:** To describe how *Animal Farm* ends and why it ended in this way. **LG2:** To analyse the ending of *Animal Farm* and consider what type of ending it is. **LG3:** To evaluate the effects the ending has on the reader and why.			
23. What is significant about each of the character in *Animal Farm*?	**LG1:** To identify key traits of the main characters. **LG2:** To explain and justify descriptions of key characters. **LG3:** To evaluate the impact these characters have in the novella.			
24. How might the farm have been different with Snowball in charge?	**LG1:** To consider the differences between Napoleon and Snowball. **LG2:** To explain and justify my points of view in relation to a character. **LG3:** To persuade an audience to agree with my views.			
25+26. What are the main themes of *Animal Farm*?	**LG1:** To list a range of themes present in the novella. **LG2:** To identify and explain how key themes are explored through character and plot. **LG3:** To evaluate the impact that key themes have on a reader.			
27. What do I need to revise in preparation for an assessment?	**LG1:** To explore all important information from Animal Farm. **LG2:** To select and organise information for revision. **LG3:** To compile revision notes in preparation for an assessment.			
28+29. What will the assessment look like?	**LG1:** To explore all important information from *Animal Farm*. **LG2:** To select and organise information for revision. **LG3:** To compile revision notes in preparation for an assessment.			
30. How well do I know *Animal Farm*?	**LG1:** To make use of appropriate knowledge of plot, characters, themes and context. **LG2:** To use my planning effectively to answer an exam question. **LG3:** To complete an exam question under timed conditions.			