between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Animal Farm: Old Major's dream

How does Orwell make old Major's speech persuasive?

Lesson 3 of 31 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the AQA specification



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What is in this sampler

This is one complete lesson from our Animal Farm scheme for Literature Paper 2, Section A. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 and 2 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared task, with Securing, Strengthening and Soaring support; then a model and an exit ticket. Most Master tasks are What–How–Why paragraphs, and some are creative or other forms: in this lesson, a speech.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters. For students working towards a grade 4.
Strengthening	Prompts for What, How and Why, a paragraph planner and a checklist. For students working at grades 5 and 6.
Soaring	A debatable statement, prompts to think further and an argument planner. For students aiming at grades 7 to 9.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

In the full scheme

- 31 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- Four Feedback Loop progress checks with whole-class feedback sheets and improvement tasks

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- An exam-style end-of-unit essay with a teacher guide, level guidance and annotated model answers
- A Soaring stretch booklet for students aiming at the top levels
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson
- The revision workbook and the model answer pack, to print for every student
- Every licence for the scheme also includes its 30 Raising Achievement drills for intervention sessions

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Lesson 3: Old Major's dream

SEQUENCE 1: CONTEXT AND THE REBELLION · 60 MINUTES

How does Orwell make old Major's speech persuasive?

By the end of the lesson, students can

- Identify rhetorical questions, direct address and a single enemy in old Major's speech
- Explain how each method makes the animals want the Rebellion
- Write a one-minute speech, in the voice of Snowball, that uses two of Major's methods

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 1 and context. Students self-mark from the answer slide.	2–3
8–18	Know	Pre-teach "rhetoric", "comrade", "exploitation" and "rebellion". Set the scene: the big barn, Major on his raised platform under a lantern. Read the extract aloud while students follow, then ask: what does Major say is the cause of every problem on the farm?	4–5
18–28	Apply	Explode the quotation together. Think aloud about the blunt sentence that follows four questions, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	6–7
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	8–9
33–53	Master	Students write Snowball's one-minute speech at a secret meeting in the barn, using their level of support in the student booklet. Share the model speech in the last five minutes; ask two students to read theirs aloud, then check spelling and punctuation (AO4).	10–11
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson.	12

Do Now answers

1	In which country, and in which year, was Eric Blair born?	India, in 1903
2	What was the real name of the writer George Orwell?	Eric Arthur Blair
3	Who led the Bolsheviks when they took power in Russia in October 1917?	Lenin
4	Which two men struggled to rule the Soviet Union after Lenin died in 1924, and which of them won?	Stalin and Trotsky; Stalin won
5	Finish old Major's line from Lesson 1: "Weak or strong, clever or simple, we are all ____."	brothers

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Vocabulary

rhetoric	the art of speaking or writing so as to persuade people
comrade	a friend or fellow member of a group; the name the animals use for one another
exploitation	treating someone unfairly in order to profit from their work
rebellion	an act of fighting against those in power

Reading

Chapter 1: old Major's speech

On a June night the animals of Manor Farm meet in the big barn. Old Major, a prize boar, stands on a raised platform under a lantern and tells them their lives are "miserable, laborious, and short". Now he asks why.

> "But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.

George Orwell, Animal Farm (1945), Chapter 1

Word help **fertile**: good for growing crops · **abundance**: a very large amount · **inhabit**: to live in a place · **produce**: what is grown or made, such as crops, milk and eggs

Explode the quotation

Method
A short, blunt statement after four questions. The capital letter makes "Man" a single enemy, and Major answers his own question so the animals do not have to.

Zoom in
The adjective "only" removes every other cause, and the adjective "real" makes this enemy the true one. Nothing else needs to be blamed.

"Man is the only real enemy we have"

Effect
Readers feel how simple and certain the cause sounds. A single enemy is easy to hate and easy to remember.

Purpose
Orwell lets readers feel the speech working before they ask what it leaves out. Major's certainty is the start of the Rebellion and a pattern the pigs later copy.

Hinge question

Major asks, "Why then do we continue in this miserable condition?" and answers at once. Why does Orwell give him questions that he answers himself?

A. To lead the animals, one step at a time, to the answer he wants, so it feels obvious. (the right answer)

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B. To show that Major is unsure and wants the animals to help him.

C. To give the animals a chance to speak before he goes on.

What the answers tell you

B has read the question marks as real doubt: point to "No, comrades, a thousand times no!" and ask how sure Major sounds. C has treated the questions as invitations: ask whether any animal could answer before Major does. Both have missed that the answers come straight away. These may be your students who start on Securing.

Why the answer is right

Major asks and then answers straight away, so the animals are led to the conclusion he wants and it feels like their own.

Master task: speech

It is Chapter 2, in the three months after Major's death. You are Snowball, at a secret meeting in the barn. One animal says, "Mr. Jones feeds us. If he were gone, we should starve to death." Write a one-minute speech (120 to 150 words) that answers the animal and uses at least two of Major's methods from the extract. AO4 counts: use a range of vocabulary and sentence structures, with accurate spelling and punctuation.

Securing aiming for a 4

A frame for each part of the speech, lines from the extract and a word bank.

"No, comrades, a thousand times no!"

"Why then do we continue in this miserable condition?"

"Remove Man from the scene"

Strengthening aiming for grades 5 to 6

Prompts for each part of the speech and a success checklist.

Open by speaking directly to the animals, as Major does with "comrades"

Answer the animal's claim with one or two questions that have only one answer

Name a single enemy and say what will happen when he is gone

End on a short, strong sentence that the animals can repeat

Soaring aiming for grades 7 to 9

Write the speech so that, like Major's, it sounds certain and complete. Your listeners should be convinced, and a careful reader should be able to see what the speaker leaves out.

Model speech

Comrades, one of you says that Mr Jones feeds us. I ask you: who ploughs the fields? Who pulls the cart? Who lays the eggs and gives the milk? We do. Mr Jones takes our work, hands back the smallest ration he can, and keeps the rest.

If he were gone, would we starve? Look at the hayfield. The grass grows without him, and we cut it. Look at the store-shed. The corn is ours, because our labour grew it. Does a master who beats us feed us, or does he feed on us?

Comrades, we have one enemy, and that enemy is Man. Remove him, and the hunger and the overwork go with him. Fix your eyes on that, and remember that we are all brothers.

What makes it work

- Opens with "Comrades" and asks a run of questions that each have one answer, as Major does
- Names a single enemy, Man, and says what happens when he is gone
- Ends on a line from Major's speech in new words, so the animals are left with something to repeat

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