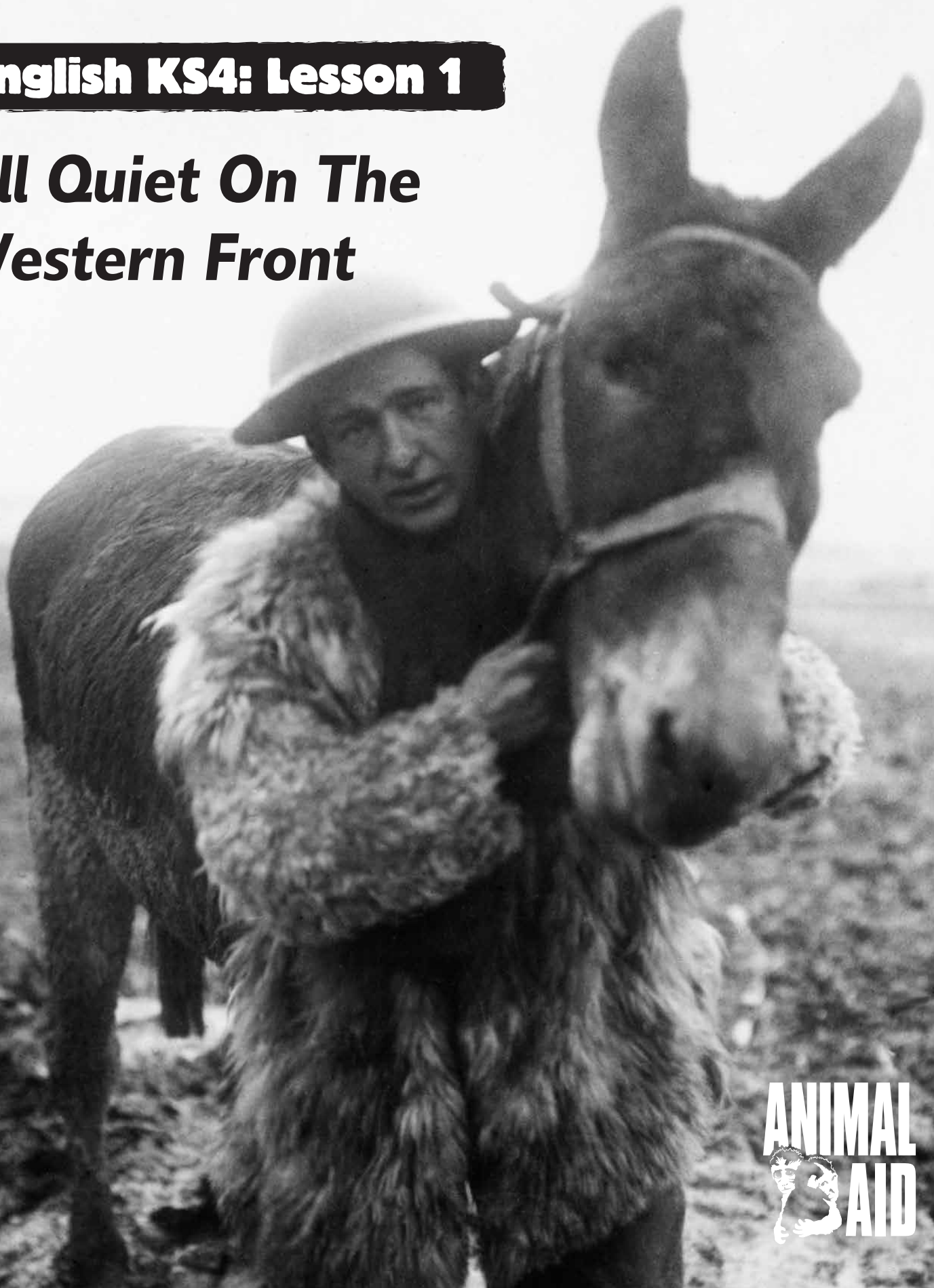


The Animals' War

English KS4: Lesson 1

***All Quiet On The
Western Front***





English KS4

The Animals' War Lesson 1: All Quiet On The Western Front



Lesson Plan Duration: one hour

■ Context of Lesson/Key Ideas:

- The centenary of the First World War is an ideal opportunity to look at the role of animals during this time. This is the first of two lessons, focusing on how language is used for effect.

■ National Curriculum coverage:

- Reading: High quality, challenging and classic literature; analysing a writer's choice of language, for effectiveness and impact.
- Writing: Using details and quotation effectively – for support and emphasis.

■ Aims and Objectives:

- To understand the way the writer of a fiction text uses adjectives and verbs to create impact.
- To use knowledge of language in order to focus on how effective it can be.
- To understand the role of horses in WWI and to show how language in the extract reinforces this.

■ Resources:

- Passage concerning artillery horses hit by shellfire during barrage from *All Quiet on the Western Front* by Erich Maria Remarque, (full extract p36-45 and selected passage p44-45)*
- Factsheet: *Animals in WWI part one – War Horses**
- PowerPoint 2: *War Horses**
- Resource sheets 1 – 3 (to be used according to the ability/needs of students)
(* available as download from website)

■ Differentiation:

- Resource sheet 1: List of verbs and adjectives (useful to prompt less able)
- Resource sheet 2: Using PEE/PEA to analyse language
- Resource sheet 3: Example PEE paragraph

■ Learning tasks:

Starter Activity (10 minutes)

- Introduce the topic and discuss students' prior knowledge. Link this into how horses were treated during the artillery barrage in the extract. The factsheet: *Animals in WWI part one – War Horses*, is a useful resource to support this.



Main/Development (40 minutes)

- Students skim-read pages 44-45 of the extract, from 'And as if on purpose...' through to '... drag animals into a war.' Using different colours, students highlight verbs and adjectives – at least five of each. Resource sheet 1 can help with this.
- Optional depending on time/ ability of students:
Ask students to explain the effects of the verbs and adjectives in the extract.
Encourage students to use PEE/PEA to do this (Resource sheet 2).
- Ask students to write about how language has been used in the extract to show the plight of the horses. They should aim to write two PEE/ PEA paragraphs. Resource sheet 3 can help with this.

Plenary (10 minutes)

- Ask students to find two or three references to horses in the extract. Finish the lesson by getting students to describe what the writer is trying to show the reader through these references (this will feed into the next lesson).



Resource sheet1 List of Verbs and Adjectives

Verbs	Adjectives
Swells	Quiet
Gallop	Silver
Collapse	Invisible
Run	Wounded
Ripped	Dark
Trailing	Black
Crying	Terrible
Groaning	Cold
Howling	Big
Screaming	
Twitch	
Knocks	
Penetrates	
Bolted	



Resource sheet 2 Using PEE/PEA to Analyse Language

When analysing language in a text, it is important to make sure you are analysing in detail. To do this, you should use PEE (Point/Evidence/Explain) or you may be more familiar with PEA (Point/Evidence/Analysis). The most important aspect of this is that you are analysing words in detail. Here is an example linked to the writer's use of verbs:

“

In the text, Remarque uses verbs to create a strong effect on the reader (POINT). Some of the verbs he uses are part of the same semantic field¹, reinforcing the nature of war and how horrific it would have been for all involved. For example, he uses words such as 'groaning', 'howling' and 'screaming' (EVIDENCE). These verbs are emotive² and make the reader feel how awful it would have been to have been part of the artillery barrage. Furthermore, they are onomatopoeic verbs³ and these force the reader to imagine or identify with the experiences of the soldiers and the horses. It is a nightmarish experience and the writer makes the reader understand this through the use of verbs, perhaps encouraging empathy at the same time (EXPLANATION/ANALYSIS).

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- 1 Semantic field: A group of words linked to a specific topic or theme.
- 2 Emotive language: Language, which plays on the reader's emotions.
- 3 Onomatopoeic words: Words which sound like what they represent.



Resource sheet 3 Example PEE? Paragraph

The plight of the horses:

“

Remarque uses language effectively to show the reader how traumatic the experience would have been for the horses. He describes the ‘... screams of the animals...’ and how the landscape was ‘... quiet, silver.’ This reinforces the way the horrific sounds would have been contrasting to the almost lifeless landscape. Evidently, the horses were ‘wounded’ and suffering in immeasurable ways. The way Remarque describes the horses as ‘... black mounds that are moving’ and the way some ‘collapse’ makes the reader imagine a terrible scene, with helpless animals needing human support but panicking due to not understanding what is going on.

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