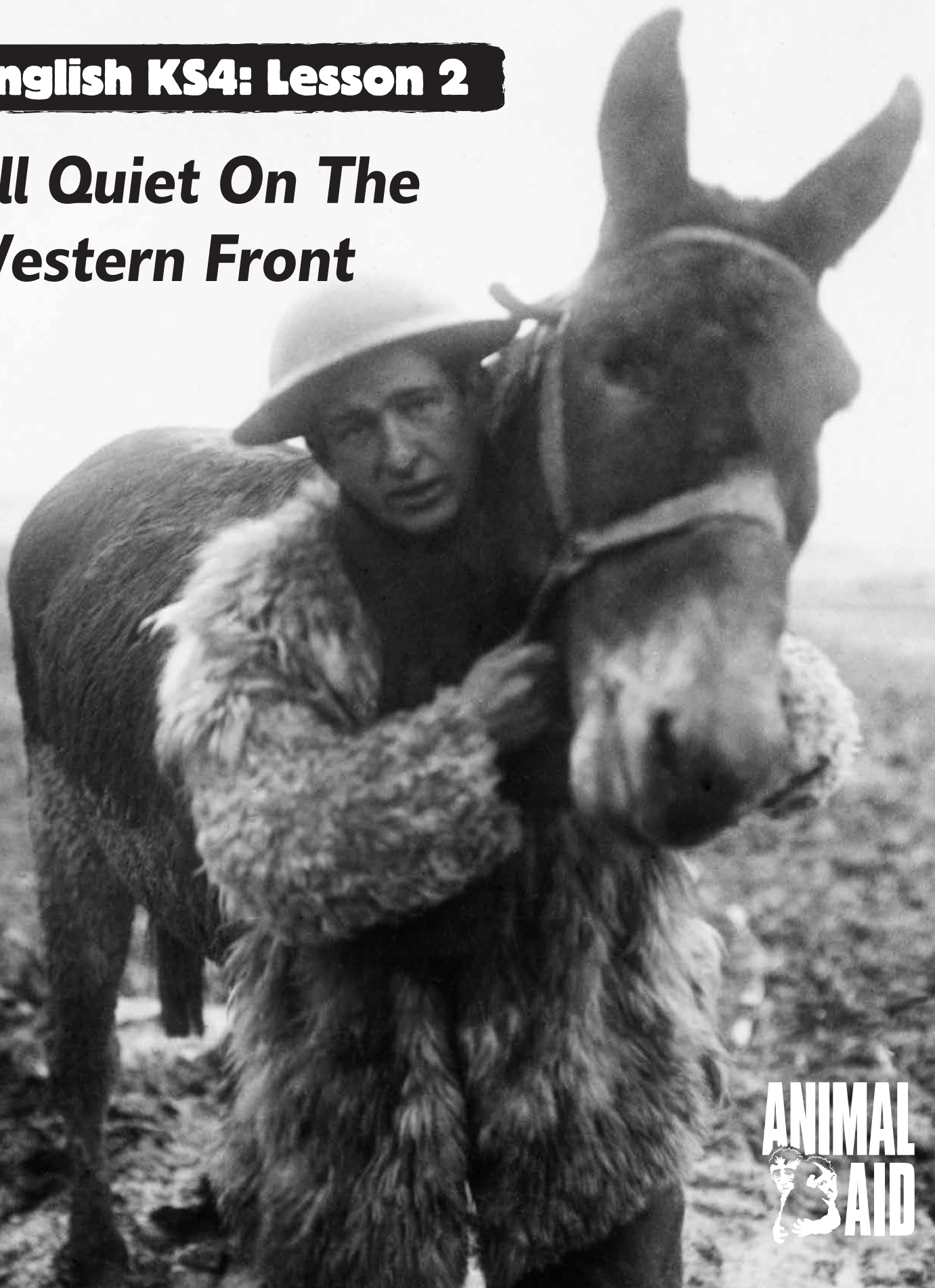


The Animals' War

English KS4: Lesson 2

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



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English KS4

The Animals' War Lesson 2: 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 second of two lessons, which concentrates on group work using a quotation from *All Quiet on the Western Front* as stimulus.

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.
- Spoken Language: Speak confidently and audibly; work effectively in groups; contribute to discussions and build on others' ideas.

Aims and Objectives:

- To recap the first lesson, focusing on the representation of horses in the extract.
- To use some context material to assist students with their understanding.
- To use a quotation from the novel as a stimulus for group work.

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: *The Animals' War – War Horses**
- Pictures: Painting of *Charge of Flowerdew's Squadron* by Alfred Munnings, photos of horses in WWI and illustrations of WWI posters*
- Resource sheet 4: Discourse markers (to be used according to the ability/needs of students)
(* available as download from website)

Differentiation:

- Resource sheet 4: Discourse markers (to be used according to the ability/needs of students).

Learning tasks:

Starter Activity (15 minutes)

- Review the topic and discuss students' prior knowledge from last lesson. Show students the images (Alfred Munnings painting and photos) and remind them of the last task from the previous lesson: the representation of horses in the extract. Students work in pairs to write a PEE/PEA paragraph focusing on the way horses were treated.
- Discuss responses. Revisit the PowerPoint, factsheet and the images. Focus on the context and how animals (particularly horses) were used/treated.



Main/Development (35 minutes)

- For the main task, put students into groups of three or four.
- Remind students of the quotation '*I tell you this: it is the most despicable thing of all to drag animals into a war.*' Ask for initial thoughts regarding this quotation.
- Students need to use the quotation to produce a mini-presentation (about 3 minutes*) where they argue for or against this quotation. Resource sheet 4: Discourse markers should help with structuring the argument.

(*The length of the presentations will depend on the ability of the students. It may be that teachers choose to extend this task into a further lesson).

Plenary (10 minutes)

- Show a selection of the posters from the website. As a means of eliciting responses from students, ask them what the messages are in the posters. Sum up the purpose of the two lessons.

**Resource sheet 4 Discourse Markers**

To add an idea or an opinion	In addition; Moreover; Additionally; Further to this; Furthermore; Also; Besides; What is more.
To make contrasting points	Alternatively; However; On the other hand; In contrast.
To explain a situation	Because; Since; As; Insofar as; This suggests that; This proves/shows that.
To look at the outcome/result of something	Consequently; In consequence; Therefore; As a result; Accordingly; For this reason; Because of this.
To strengthen your argument	In fact; Indeed; On the contrary; As a matter of fact.
To sequence your ideas	Firstly; Secondly, A further point is; Next.

Discourse markers (or connectives) are useful to help structure your argument. You will probably need to use some of these for your presentation. You do not need to use all of them and you may have some of your own, which you prefer.