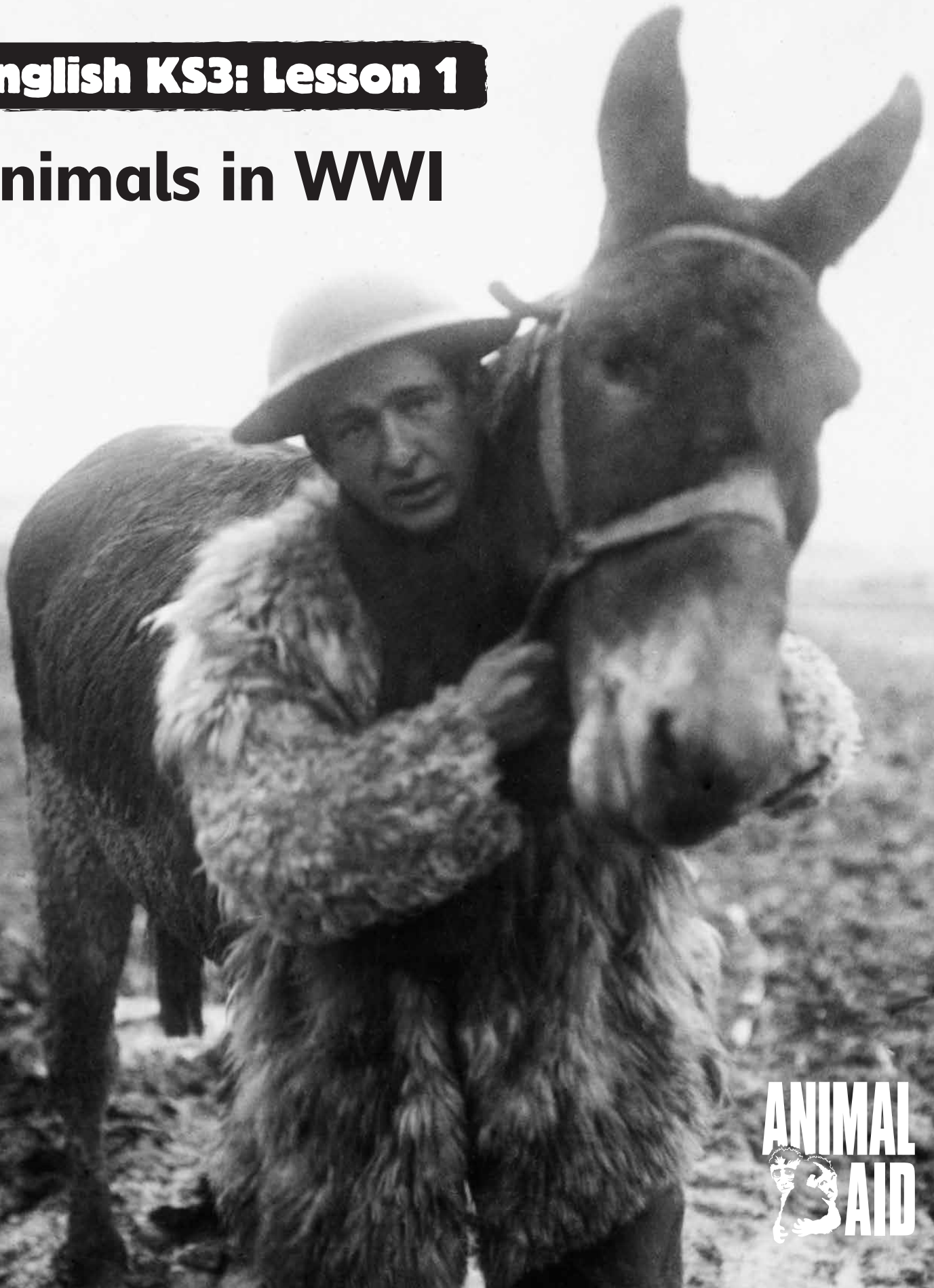


# The Animals' War

**English KS3: Lesson 1**

**Animals in WWI**





# English KS3

# The Animals' War Lesson 1: Animals in WWI



**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, looking at the role of animals in the conflict.

## ■ Aims and Objectives:

- Know how many different species of animal were involved in WWI.
- Discuss the roles of animals and *identify* key facts about their involvement in the war.
- *Imagine* what it might have been like for animals during the war, using the process of empathy.

## ■ Resources:

1. Resource sheet 1: Paw Print outline and questions for starter task (available as PowerPoint slide)\*
  2. PowerPoint 1: *The Animals' War*\*
  3. Resource sheet 2: Student quiz answer sheet
  4. Factsheet: *Animals in WWI part two – Messengers and Protectors*\*
  5. Resource sheet 3: Quiz questions
  6. Resource sheet 4: Quiz questions and answers
- (\* available as download from website)

## ■ Learning tasks:

### Starter Activity (10 minutes)

- Project the image of the paw print and questions onto the white board and invite students to come and write their responses onto the board with their name/initials next to them. Encourage all students to make at least one contribution each.
- Lead a discussion of the student responses, encouraging individual students to expand on their answers/reasons. Use *The Animals' War* PowerPoint (Resource 2) to introduce the topic of animals in WWI.
- Introduce the objectives for the lesson.

### Setting the context (25 minutes)

- Arrange students into teams of four or five and ask them to nominate a team captain and scribe and devise a team name, which must be written on their quiz paper (Resource sheet 2). Explain that they will be quizzed on key information from a factsheet on animals in World War One.
- Hand out copies of the *Messengers and Protectors factsheet* (Resource sheet 4) and ask students to read through it as a team, taking turns to each read a section out loud to their small group. After 10 minutes (or when all teams have finished reading) collect the fact sheets back in, ready for the quiz.
- Using the quiz question sheet (Resource sheet 3), ask each question, allowing enough time for teams to confer and write down their answers.



- Ask teams to swap answer sheets for the marking. Read out the answers and ask team captains to add up the scores then pass papers back to teams. Announce and applaud the winning team (a prize could be given).
- Redistribute the factsheets and ask teams to discuss the question posed in the last paragraph: Heroes or victims? Lead a brief class discussion of this, once teams have had the chance to discuss their responses.

**Showing empathy towards animals (20 minutes)**

- Ask the class the following question: What must it have been like for these animals in the war? Answers can be taken as part of a whole class discussion.
- Ask students if they know what the word EMPATHY means. Invite responses then give a brief explanation: seeing and feeling the world through someone else's eyes. Explain how this is more difficult to achieve for an animal because we can't talk to them to help us understand how they are feeling. We have to use our imaginations more to gain an understanding.
- Based on knowledge gained during the quiz, each student should select an animal to focus on and then think about how this animal might have felt during the war. Students can share their thoughts with a partner initially and then write them down in note form. Using the notes, ask students to write a paragraph (or a short poem) in first person, from the perspective of their chosen animal during the war. They must try to convey the animal's thoughts and feelings as vividly as possible in this piece of creative writing.
- Once complete, students may share their pieces with a partner or small group and, teacher-prompted, a selection can be read to the class.
- Ask students to summarise, using examples from the creative pieces, what empathy is, and then define it again for reinforcement.

**Plenary (5 minutes)**

- Recap the nature of the roles that animals played in the First World War and explain the value of empathy in being able to imagine how they must have felt.

**Extension Task/Homework**

- Ask students to do their own research into the topic of horses during the First World War, using the school resource centre and/or the internet. The research should include factual information and list some works of literature that have been inspired by the topic. They must bring one page of notes to the next lesson.
- Ideas of websites for students to visit  
Animal Aid: [www.animalaid.org.uk/youth/animalsinWWI](http://www.animalaid.org.uk/youth/animalsinWWI)  
BBC iWonder: Who were the real warhorses? (<http://www.bbc.co.uk/guides/zp6bjxs>)  
National Army Museum: War Horse Fact & Fiction: ([www.nam.ac.uk/microsites/war-horse/explore](http://www.nam.ac.uk/microsites/war-horse/explore))  
Channel 4 programme: <http://www.channel4.com/programmes/war-horse-the-real-story/4od>



**Resource sheet 1 Paw Print**

**How many different species of animals were involved in World War One?  
Which species contributed to the war effort and how?**

**Write your ideas in the paw print.**





**Resource sheet 2 Quiz Answer Sheet**

**Team Name:** \_\_\_\_\_

1.	.....
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....
7.	.....
8.	.....
9.	.....
10.	.....
<b>Total points:</b>	.....



**Resource sheet 3 Quiz Questions**

1. What happened to many of the dogs who failed training and didn't make the grade for war? (1pt)
2. How many miles could a messenger dog travel in a period of 1-2 hours? (1pt)
3. Which two dangerous obstacles did the dogs have to travel through or over? (2pts)
4. Which other popular household pet was a mascot for soldiers during the war? (1pt)
5. Which two qualities did carrier pigeons have, which made them a very valuable asset in the war? (2pts)
6. Out of the 100,000 pigeons used in the war, how many were killed in action? (1pt)
7. Why were camels used instead of horses during the First World War? (1pts)
8. What were the three main causes of death for camels during the war? (3pts)
9. What role did mice and canaries play in the war? (1pt)
10. Which three species of animal were used in the chemical weapons experiments at the Royal Engineers Experimental Station during 1916? (3pts)

**Total: 16 points**



**Resource sheet 4 Quiz Questions (and answers)**

1. Where did the army get many of their horses for the war?  
**A: from farms, hunt stables and omnibus companies (3pts)**
2. What was the name of the girl who wrote to Lord Kitchener asking for her horse Betty not to be taken for the war?  
**A: Poppy Hewlett (1pt)**
3. List the three main jobs that horses were used for in the war.  
**A: cavalry, transporting supplies, pulling artillery (3pts)**
4. Name two new weapons that made cavalry charges extremely dangerous.  
**A: machine guns and explosive shells (1/2 point for barbed wire)**  
(2pts max)
5. What was the name of the army corps that used most horses?  
**A: Army Service Corps (ASC) (1pt)**
6. How did horses die in the mud of the battlefield?  
**A: they became trapped and drowned (1pt)**
7. How many horses, mules and donkeys died in WWI?  
**A: 8 million (1pt)**
8. What were the four main causes of death for horses during the war?  
**A: cold, hunger, exhaustion and disease (4pts)**
9. How many of the one million horses in the British army at the end of the war, were returned to Britain?  
**A: 25,000 (1pt)**
10. Who set up the hospital in Egypt to look after horses who were abandoned after the war?  
**A: Dorothy Brooke (1pt)**

**Total: 16 points**