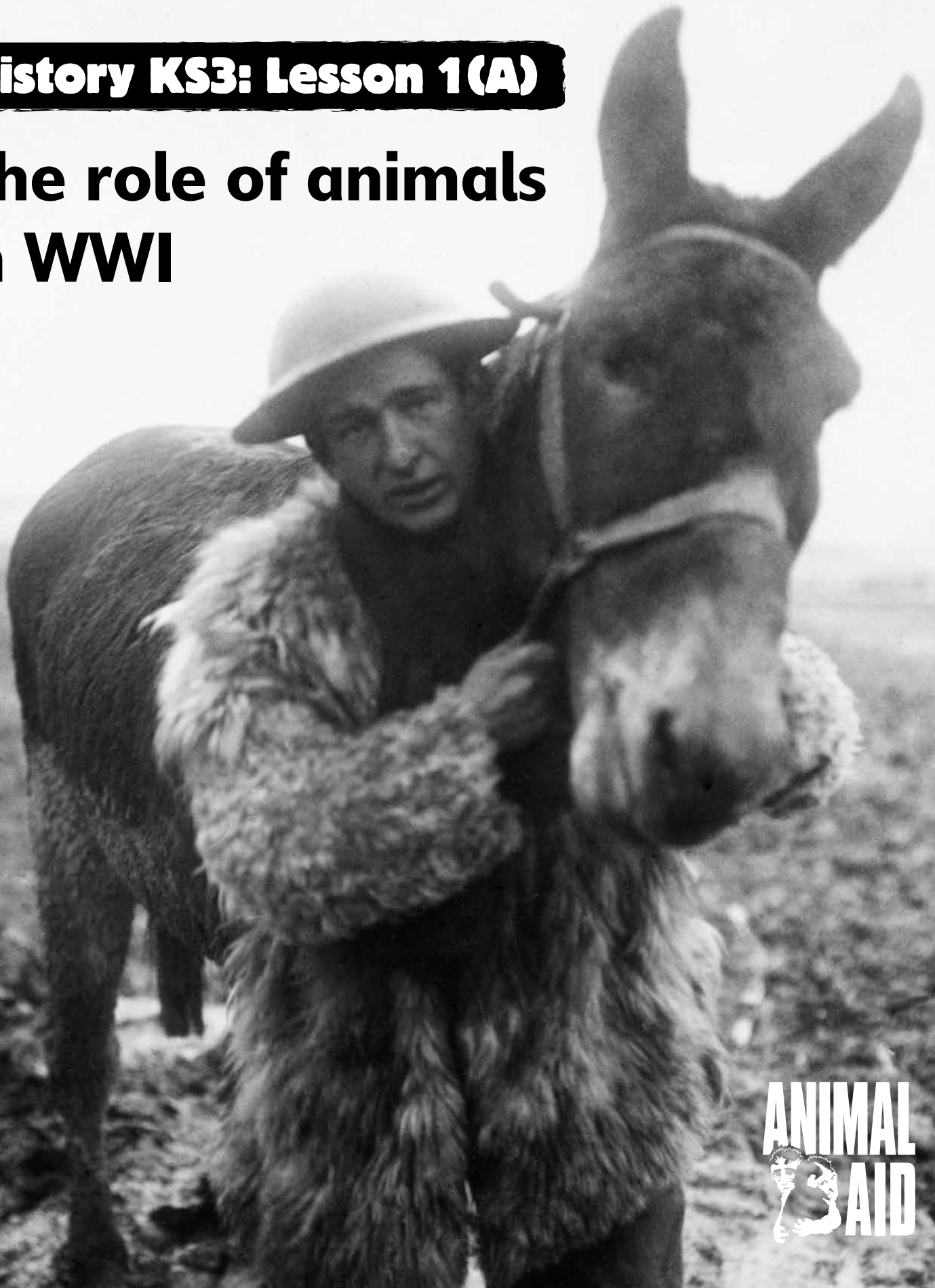


The Animals' War

History KS3: Lesson 1(A)

**The role of animals
in WWI**



Key to symbols:



Teachers' Notes



Action Resource



Reading Resource

History
KS3

Lesson 1(A): The role of 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. Animals played an extensive part in WW1. This lesson looks at which animals were used, and why.

■ Aims and Objectives:

- To explore the varied roles of animals during World War One.
- To research and report back on your findings.

■ National Curriculum coverage:

- KSt3: The First World War. To inspire pupils' curiosity to know more about the past. To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

■ Resources (available as downloads from the Animal Aid website):

- 1 Photo of horses pulling a plough (Source 1)
- 2 Resource sheet 1: Letter from Freda to Lord Kitchener (Source 2)
- 3 Resource sheet 2: Photo of Betty (Freda's horse) (Source 3a) and Lord Kitchener's reply (Source 3b)
- 4 Resource sheet 3: Personal accounts (Sources 4a, 4b and 4c)
- 5 Resource sheet 4: Photos (Sources 5a, 5b and 5c)

■ Learning tasks:

Starter (5 minutes)

- Brainstorm as a class what students already know about the use of animals in World War One. Keep the list as a checklist for future reference.

Main (45 minutes)

- Ask students to:
 1. Search the resources on the Animal Aid website and compile a list of all the different kinds of animals used by both sides in the war.
 2. For each animal, make a list of all the different kinds of activities they performed.
 3. Study sources 1 - 4 and comment on where the animals used in the war came from.
 4. Use Resource sheet 4: Photos (5a, 5b and 5c) to report on how these animals were trained for their part in the war.

Plenary (10 minutes)

- Ask students how the lists of activities they have researched compare with their 'brainstorm' list from the starter activity.



- Discuss the hardships and hazards the animals would have faced.

Homework/extension

- Ask students to:
 - a) Investigate what happened to animals at the end of the war.
 - b) Decide whether or not you think that they were fairly treated when hostilities ceased.
 - c) Write a report giving your opinion, stating reasons and giving evidence.

Source 1



1) Photograph of a farm horse ploughing a field.



Resource sheet 1: Source 2

Source 2) Letter from Freda, Poppy and Lionel Hewlett to Lord Kitchener (Minister of State for War)

TELEPHONE 515. i THE COTTAGE,
HAIGH,
WIGAN.
Aug: 11th 14.

Dear good Lord Kitchener,

We are writing
for our Pony which we are
very afraid may be taken for
your army! Please spare her!
Daddy says she is going to be
a Mother early next year +
is 17 years old - it would

break our hearts to let
her go - We have given
2 others + 3 of our family
are now fighting for you
in the Navy.

Mother + all will do
anything for you but
do do please let us keep
her Betty + send official
word quickly before

Anyone comes.
Your troubled little Britishers
P. L. of Freda Hewlett.



Resource sheet 2: Sources 3a and 3b



3a) Photograph of Freda, Lionel and their horse Betty

13th August 1914.

Dear Miss Freda Hewlett,

Lord Kitchener asks me to say
in reply to your letter of the 11th August,
that if you will show the enclosed note to
anyone who comes to ask about your pony,
he thinks it will be left to you quite safely.

Yours very truly,

Private Secretary.

3b) Letter of reply from Lord Kitchener's Private Secretary



Resource sheet 3 Personal accounts - sources 4a, 4b and 4c

4a) Len Whitehead (1907–2004) aged seven in 1914

The horses were very important to us. We only had four – two of them were beautiful shire-type horses – they took those and another bay mare – three of them, and left us with just one horse. I was sad all day at school. I think I cried myself to sleep that night. Meant a lot to us those horses. Boxer, Duke and Violet were their names. Never saw them again of course.

Source: War Horse: The Real Story, Channel 4 TV documentary

4b) Elizabeth Owen, English schoolgirl aged seven in 1914

I was seven and I was playing in the garden when I was asked to go and speak to my grandmother. She said, 'Now children, I have got something very serious to tell you. The Germans are fighting the British, there is a war on and all sorts of people will be killed by these wicked Germans. And therefore there must be no playing, no singing and no running about.' And then she took from us all our toys that were made in Germany, amongst them a camel of which I was very fond.

Then we heard that the khaki men were coming to take away all the horses from the village. Everything in the village was done by horses. The station was about a mile or a mile and a half away and the train was met by a brake drawn by horses. The milk was delivered by horses and the butter used to be collected from the farms and brought in by horses to the butter market.

There was a farmer who had a lovely pair who we called the prancers. He thought he would try and hide these horses but the khaki men found them. They tied them all together on a long rope, I think there was about twenty – all horses we used to know and love and feed. Then they started trotting them out of the village and as they went out of sight we were all terribly sad.

Source: Tommy's Ark, Richard Van Emden, p240

4c) Jimmy and Jane

A few months later and another part of the line: an irregular and hastily convened court martial was under way; two lives were at stake. The trial had been set up with all the attributes of a military court with its appointed judge, prosecution and defence. Witnesses were on standby as the two defendants waited impatiently in the wings, as it were.

Jimmy and Jane, a gander and a goose belonging to A Battery, 52nd Brigade, Royal Field Artillery, had been purchased in early December 1915 and were being rapidly fattened up for Christmas Day lunch. However, their 'personalities' had captured the imagination of some men in the unit who suggested that instead of being eaten they might make excellent battery mascots. After due deliberation, the jury 'acquitted' Jimmy and Jane and the pair took up their new role, travelling to the mess cart, heads hanging over the side, to general amusement.

They subsequently went everywhere with the unit, enduring not only counter-battery fire but also a brief kidnapping by an acquisitive farmer. Rescued, the pair survived the war and were sent to England and a zoo. Jimmy died in 1920 while Jane lived in retirement on a Berkshire farm until 1931.

Source: Tommy's Ark, Richard Van Emden, p1



Resource sheet 4

Photographs - Sources 5a, 5b & 5c

5a) Photograph of dogs undergoing training



IWM

5b) Photograph of horses undergoing gas drill



IWM

5c) Photograph of pigeons in mobile loft



IWM