

The Animals' War

History KS3: Lesson 2

**What was the war like
for horses during WWI?**





History KS3

Lesson 2: What was the war like for horses during WWI?



Lesson Plan Duration: one hour

■ Context of Lesson/Key Ideas:

The British Army alone used nearly one million horses and mules during World War One. This lesson looks at what they were they used for, and how they were treated.

■ Aims and Objectives:

- To use evidence in order to reach a conclusion about the role of horses in the British Army during WWI.

■ National Curriculum coverage:

- KSt3: The First World War. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

■ Resources (available as downloads from website)

- 1 Resources sheet 1- paintings 1a - 1b
- 2 Resources sheet 2 - photos 2a - 2d
- 3 Resources sheet 3 - photos 3a - 3d
- 4 Resources sheet 4 - posters 4a - 4d
- 5 Selection of contemporary personal accounts (see Animal Aid website)

■ Learning tasks:

Starter (5 minutes)

- Display Alfred Munnings's painting 'Charge of Flowerdew's Squadron' (Resource 2a), and/or Paul Nash's painting 'The Mule Track' (Resource 2b), on the white board. Ask students what the painting tells us about the use of horses during World War One. Discuss how useful the painting is as a source of evidence.

Main (50 minutes)

- Form students into pairs or small groups and ask them to study the evidence provided by the various sources. Tell them to sort it into groups that will help them answer the question:

What was the war like for horses during World War One?

They might sort them into primary and secondary sources; more reliable and less reliable sources; useful and less useful sources; or any other grouping that helps them to answer the question. Ask students to decide which evidence they would give most weight to, and why.

- Ask them if they have enough evidence to answer the question. What else might they need to know? Where might they find this? Do they have any information about other fronts, not just the Western Front in France and Belgium?



- Ask them to decide which **three** pieces of evidence they would choose to answer this question. Why?

Plenary (5 minutes)

- Discuss which is the most useful piece of evidence and why.

Homework/extension

- a) Write a report (or create a PowerPoint presentation), using sources as evidence, entitled:
What the war was like for horses during World War One.
- or b) Write a letter written by an RSPCA inspector from the Western Front to headquarters reporting on the condition and treatment of horses.
- or c) Write a letter from a soldier or cavalry trooper to a 'sweetheart' describing the condition and treatment of horses at the front.



Resource sheet 1 Paintings - sources 1a and 1b



Source 1a) Painting: **Charge of Flowerdew's Squadron** by Alfred Munnings, 1918



Source 1b) Painting: **The Mule Track** by Paul Nash 1918

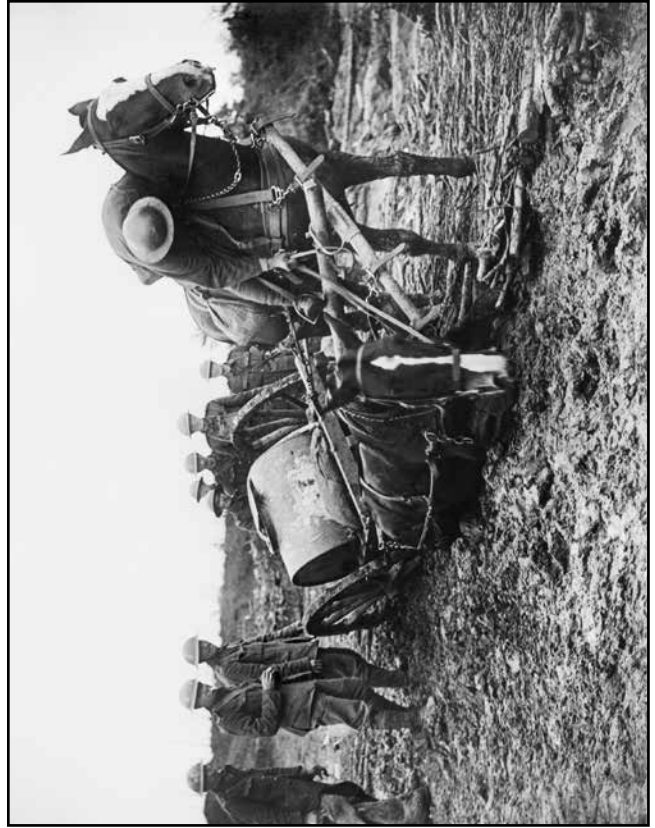


Resource sheet 2 Photographs - sources 2a - 2d



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2b



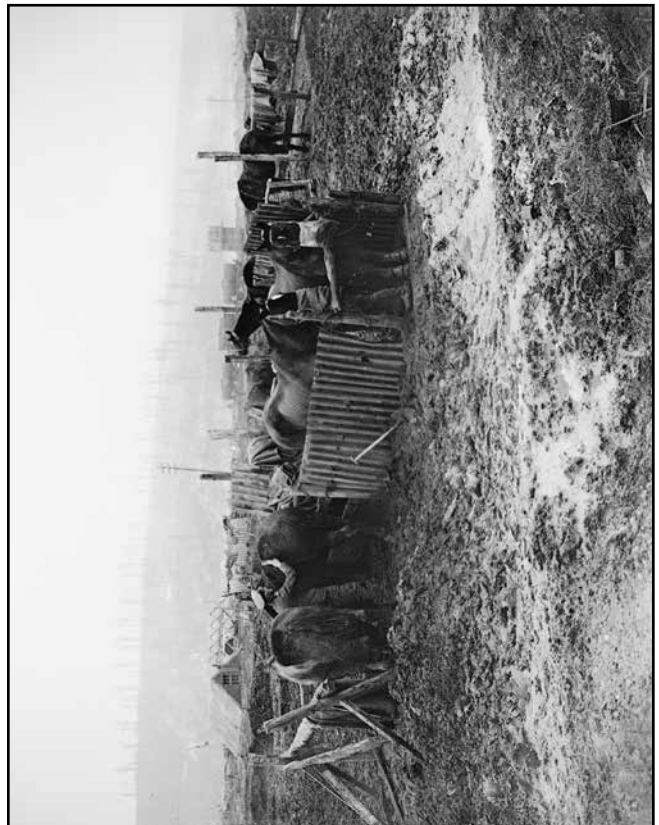
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2d



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2a

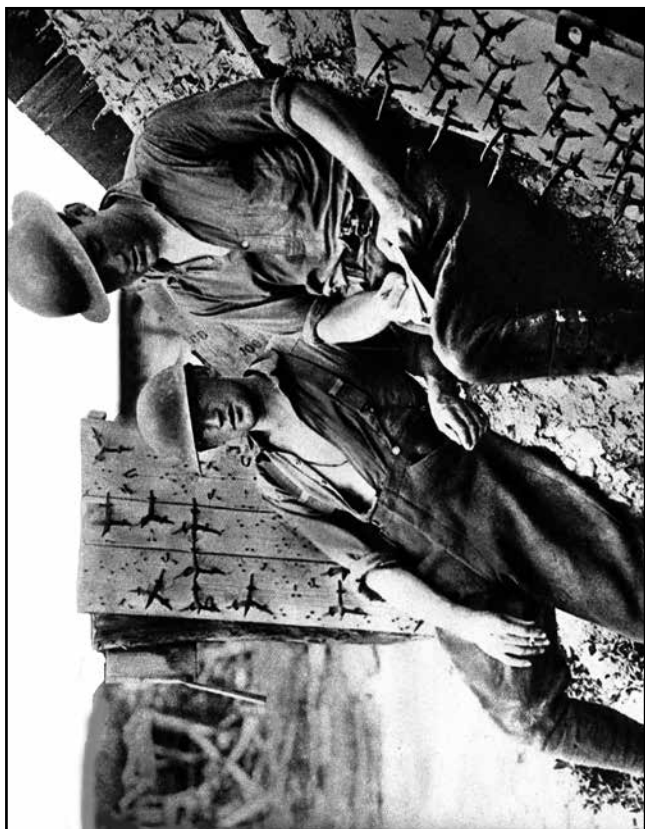


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2c

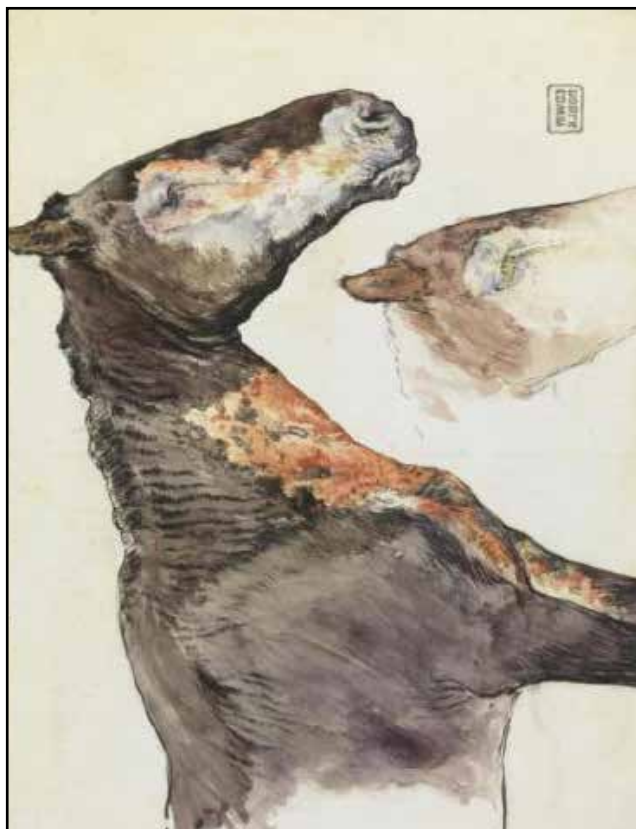


Resource sheet 3 Photographs - sources 3a - 3d



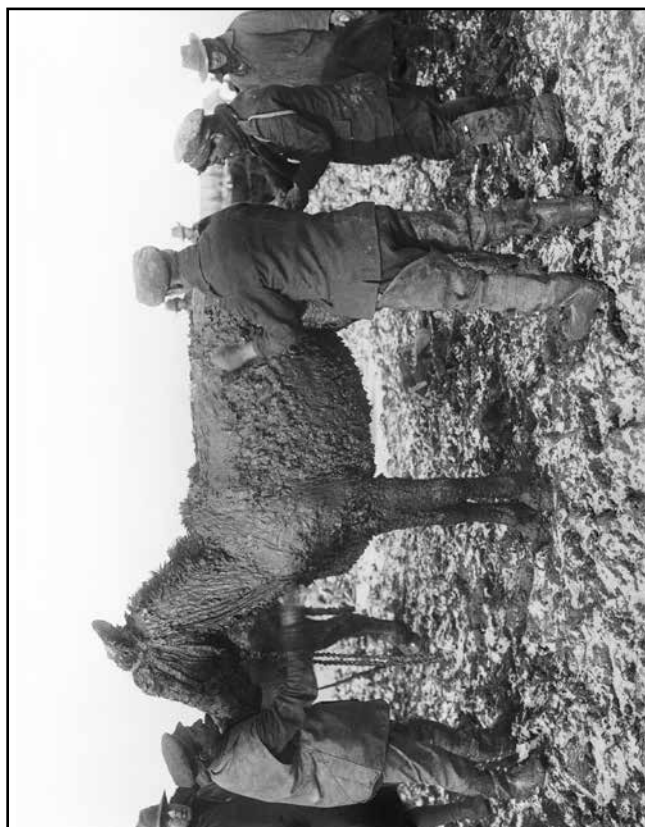
Simon Butler

2b



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2d



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2a



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2c

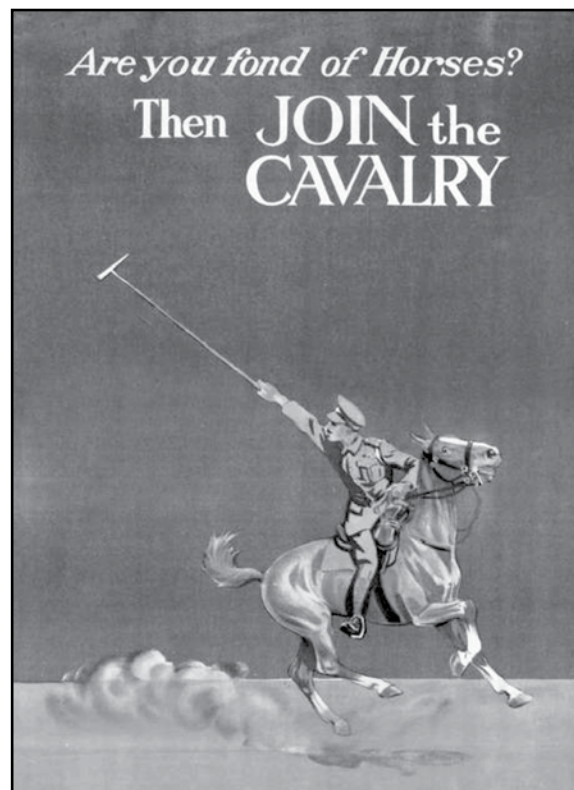


Resource sheet 4 Posters - sources 4a - 4d



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Source 4a) **Blue Cross Fund** poster



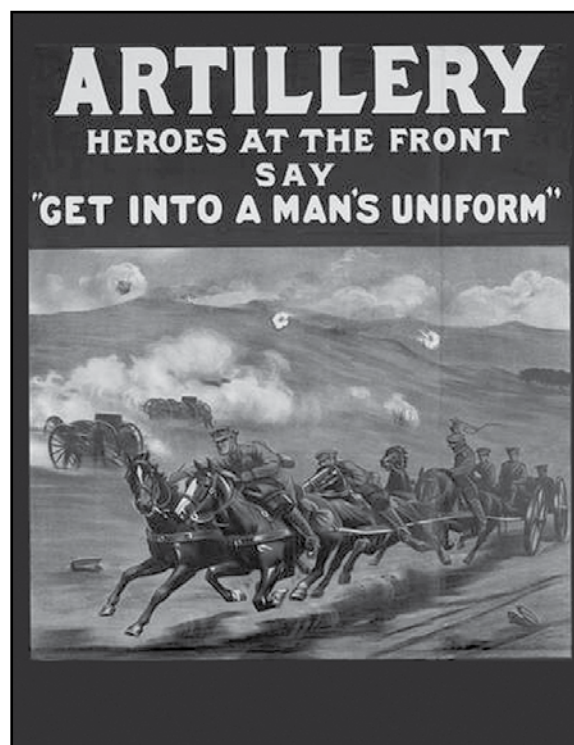
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Source 4b) **Join the Cavalry** poster



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Source 4c) **At the Front!** poster



Source 4d) **Heroes at the Front** poster