# World War I Primary Resources: Lesson 5

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| Subject: English / Literacy |
| Curriculum links See curriculum links from England, Wales, Northern Ireland and Scotland |
| Cross curricular opportunities: History, Art |
| Year Group / Class: |
| Date of lesson: |

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| Learning objectives |
| * Express thoughts and feelings in imaginative writing * Create a poem showing interesting characters and settings so that the meaning is clear to an audience. |
| Success Criteria |
| * To be able to explore and develop ideas using stimulus of poems or other objects. * To have a deeper understanding of the physical and emotional impact of the First World War on the soldiers involved in it. |
| Resources |
| * White board / lap top. * Operation Ouch film section 1:39 – 2:55 * Web site <http://brendawilliamspoet.co.uk/Warhorse.html> |

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| SEQUENCE OF LESSON – (based on 40 minute lesson) | | |
| Timings10 minutes­ | Introduction Discuss with the class that during WWI there was little media which described what was happening. People relied on war reporters to tell them in their own words what they could see.  Often this was through the writing of poems and there were a number of WWI poets who wrote about the terrible events from a first-hand perspective.  Look online for poems written during WWI and choose one that is appropriate for your class – depending on age range/maturity - to look at as a group.  Below are some suggestions for short poems that you might want to look at:  Siegfried Sassoon, *Does it matter*  Wilfred Gibson, *Back*  John McCrae, *In Flanders fields*  Read your chosen poem aloud and ask pupils to write down one word to say what they think the poet might have been feeling when they wrote the poem. | |
| 25 minutes | Group or class activities The WWI poets wrote about things they saw on the battlefield.  Ask pupils to think about what they have seen in the Operation Ouch film and write a poem about someone who was involved in WWI.  It could be from a soldier, a soldier’s friend or family, or a reporter.  Use the first person perspective and think about how that person might feel, what words they could use to describe their feelings and emotions.  It could even be about a horse getting injured after going into battle.  As a further stimulus look at the website <http://brendawilliamspoet.co.uk/Warhorse.html> This is a poem called ‘War horse’ written by Brenda Williams who was inspired by the book ‘War Horse’ by Michael Morpurgo. | |
| Time available | Plenary Ask pupils what they have learnt from this lesson.   * What made the war poets write the way they did and choose the words they did? * How does poetry from the First World War help us understand the impact of war on individuals? * How might someone be affected by exposure to war and other situations of conflict? * Get the children to read some of their finished poems out loud. * Talk about how war reporters nowadays use Skype and video links to communicate what is happening with people around the world. How does this change how we understand and perceive conflict? | |
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| Opportunities for Assessment | | Differentiation |
| * Speaking & Listening * Observations | | * Task * Outcome * Questioning |
| Evaluation | |  |
| What worked really well in my lesson?  What do I want to focus on to improve future lessons? | | |