

Introduce Topic - Co-operative Learning Group Activity

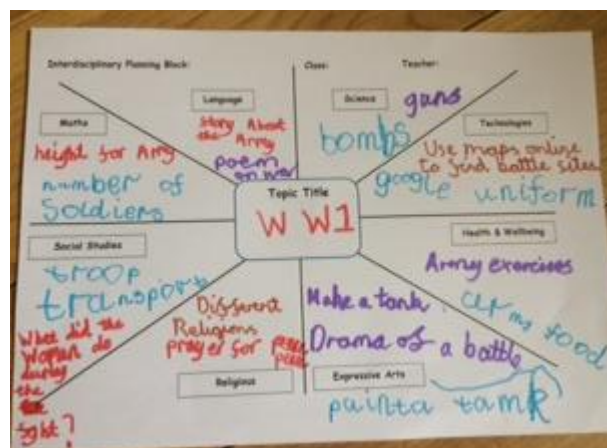
Children work in co-operative learning groups of 3 or 4 to complete their topic web diagram.

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a

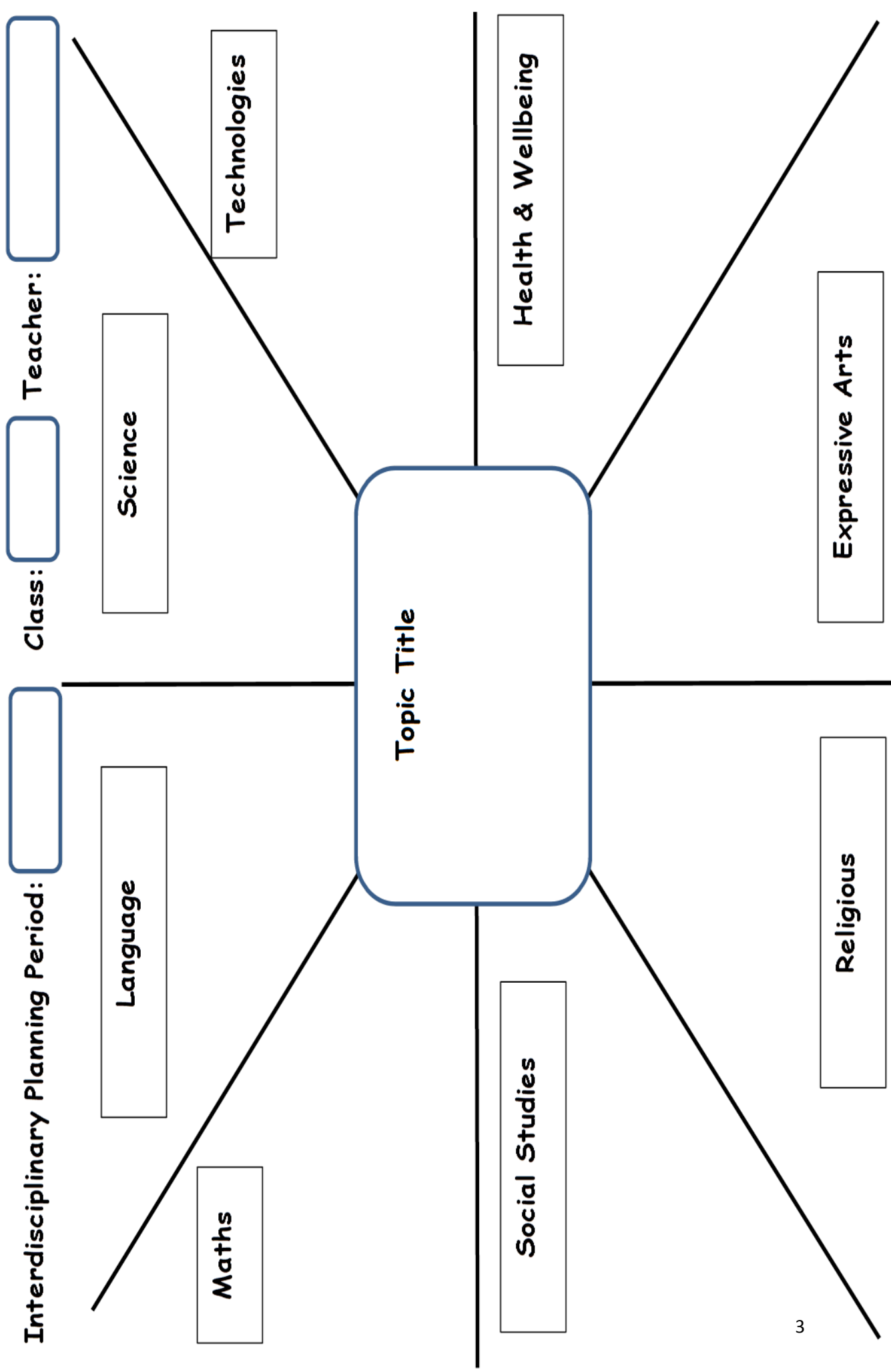
I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a

Each group has an A3 enlarged blank topic web sheet. Each child uses a different colour of pen to add their ideas for learning and teaching onto the topic web. Teacher has enlarged sheet pinned to the board and uses this to guide children and record their ideas.



Teacher takes the completed sheets from every group and uses these to construct overall topic web.



Active Learning Plan - Ghost Soldier / World War 1 - 2nd Level

Primary

Teacher

Term

Art	Language	Maths	Social Studies	HWB	Science
We can use different art materials to create an Egg Box Poppy Wreath.	We can redraft our story writing using pen and ink.	We can gather information on WW1 battles and casualties and present this information in graphical or tabular form.	We can label countries, sites of battle and different sides' trench line positions on a map.	We can demonstrate basic first aid skills by: * explaining the importance of hygiene for infection control * cleaning and dressing a fake wound * using a triangular bandage	We can experiment with the shape of the front of toy vehicles and observe and record the effect this has on the distance they travel.
I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing them and combining them for specific tasks. EXA 2-02a	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a	By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
1. Introduce WW1 Topic	<ul style="list-style-type: none"> *Contribute to class and group topic discussion *Work within our co-operative learning group *Complete topic plan within group. 	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a
		I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.	HWB 2-11a
		I value the opportunities I am given to make friends and be part of a group in a range of situations.	HWB 2-14a
2. Investigate what started WW1.	<ul style="list-style-type: none"> * Research information from different sources including song lyrics, jotter notes, internet searches and fact sheets. *Make notes and summarise our findings. 	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	EXA 2-19a
		As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.	LIT 2-04a
		Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.	LIT 2-14a
		I can use primary and secondary sources selectively to research events in the past.	SOC 2-01a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
<p>3. Write a newspaper article on the assassination of Archduke Franz Ferdinand.</p>	<p>*Create a newspaper article detailing the assassination and its' implications.</p> <p>*Gather information from different sources and take notes using this.</p> <p>*Redraft article adding pictures where appropriate.</p>	<p><i>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</i></p>	LIT 2-05a
		<p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p>	LIT 2-06a
		<p><i>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i></p>	LIT 2-24a
		<p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i></p>	LIT 2-25a
		<p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p>	LIT 2-26a
		<p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></p>	LIT 2-28a
		<p><i>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</i></p>	TCH 2-04b

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
4. Investigate the Global Locations of World War 1.	<p>* Access primary and secondary sources of information to establish the countries involved in WW1 and where the main areas of fighting took place.</p> <p>"The trenches stretched in a line across France and Belgium, and that area became the battlefields the newspapers named the Western Front."</p> <p>Ghost Soldier page 13.</p> <p>* Plot these locations on a map.</p> <p>* Discuss why these countries were involved in the war.</p>	<p><i>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.</i></p>	LJT 2-14 a
		<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.</p>	SOC 2-14 a
		<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.</p>	SOC 2-06 a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
5. WW1 Trench Warfare	<ul style="list-style-type: none"> *Research trench design and conditions. *Design and make a model of a trench. *Plan materials to be used in the construction of your model. *Evaluate your own work and that of your peers. *Make improvements to your model and suggest changes to improve WW1 trench design. 	Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.	TCH 2 -03 b
		I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.	EXA 2-02 a
		Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.	TCH 2 -11b
		Through discovery and imagination, I can develop and use problem-solving strategies to construct models.	TCH 2 -14 a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
6. Wounds, disease and medical care in the time of WW1.	<p>*Discuss the differences between medical treatment at the time of WW1 and the treatment today.</p> <p>* Explain the risk of infection to the soldiers at the time of WW1 and detail the methods we commonly use to reduce this risk today.</p> <p>*Take part in discussion with a medical professional (school nurse, local GP) about infection risks and prevention.</p> <p>*Use research to make a fact file on the NHS.</p>	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.	SOC 2-04a
		I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	HVVB 2-16a
		Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.	TCH 2-03b
		I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.	HVVB 2-20a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
7. Loss of life	<p>*Create graphical and tabular data to show casualty statistics from WW1.</p> <p>*Create a Personal and Imaginative piece of writing titled, 'I received a Telegram.'</p>	<p><i>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</i></p>	MNU 2-20a
		<p><i>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.</i></p>	MNU 2-20b
		<p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.</p>	MTH 2-21a
		<p>I am learning to use language and style in a way which engages and/or influences my reader.</p>	ENG 2-27a

Topic Development	Pupil Activities – We can...	Cfe		Evaluation
8. Mental Health	<p>*Discuss the feelings, actions and emotions of the characters Jack and mum in the Ghost Soldier novel.</p> <p>*Participate in circle time to help me understand a range of emotions and strategies to deal with these.</p>	I am aware of and able to express my feelings and am developing the ability to talk about them.	HWB 2-01a	
		I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.	HWB 2-02a	
		I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	HWB 2-03a	
		I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.	HWB 2-04a	
		I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.	HWB 2-06a	
		I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.	HWB 2-07a	

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
9. Create role play situations	*Use information from chapter 10 to dramatise the scene when Rob and Millie tell the major that Nell has only 4 puppies.	I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.	EXA 2 - 12 a
		Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.	EXA 2 - 13 a
		I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.	EXA 2 - 14 a
		I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	EXA 2 - 15 a
10. Recruitment	*Use information from the book (Ghost Soldier) and our own research to explain the reasons behind WW1 recruitment drives. *Discuss the 'marketing concepts' behind WW1 recruitment posters. *Create our own recruitment posters.	I can use primary and secondary sources selectively to research events in the past.	SOC 2 - 01 a
		I can understand how advertising and the media are used to influence consumers.	HWB 2 - 3 7 a
		I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.	TCH 2 - 04 b

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
11. Art, Poetry and Music	<p>*We can identify different ways in which artists and poets recorded and remembered events of WW1.</p> <p>*We can create remembrance poetry, lyrics, music and artwork of our own.</p>	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	EXA 2-07a
		Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.	EXA 2-18a
		I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	EXA 2-19a
		Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	EXA 2-05a
		<i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i>	LIT 2-26a
12. Science Investigations	<p>*Discuss the reasons why the train may not have made it up the hill.</p> <p>*Carry out experiments to show how air resistance affects distance travelled.</p> <p>*Use water as an example to explain the three states of matter.</p> <p>*Write Science Reports detailing the experiment</p>	By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.	SCN 2-07a
		By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.	SCN 2-15a
		By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-26a

Topic Development	Pupil Activities – We can...	Cfe	Evaluation
13. Peace and Remembrance	*Explain the significance of Remembrance Day. *Compare and contrast WW1 with conflict in the world today. *Discuss feelings experienced when listening to, 'The Last Post' played on the bugle. *Show understanding of the role of religion with respect to war.	I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.	SOC 2-06a
		I can use evidence selectively to research current social, political or economic issues.	SOC 2-15a
		I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	EXA 2-19a
		I have studied the structure of the Bible. I can identify the different parts of the Bible and I have explored God's message in these.	RERC 2-11a
		I have explored some beliefs of the Jewish and/or Muslim communities.	RERC 2-25a
		Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.	RME 2-01b
		I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs.	RME 2-04c

Cause of World War 1 - Activity 1

Use the lyrics of the Franz Ferdinand song, 'Take Me Out' to introduce the incident that started the First World War.

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

I can use primary and secondary sources selectively to research events in the past. SOC 2-01a

Explain that a secondary source of information on what caused the start of World War 1 is going to be read to them.

Discuss the meaning of what they have heard.

Play the song and then continue the discussion.

Has understanding of the words changed with the change in delivery?

Cause of World War 1 – Activity 2

Write a newspaper article reporting the assassination of Archduke Franz Ferdinand.

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b

Children to use the fact sheet and their own internet research to create a newspaper article on the death of Franz Ferdinand. This can be done over several lessons as follows:

Lesson 1: ICT

Use internet research to gather facts and pictures to use in newspaper articles.

Lesson 2: Social Studies

What happened to Archduke Franz Ferdinand and why was this significant in terms of World War 1?

Lesson 3/4: Story Writing

Use knowledge gained in ICT and Social Studies to create your newspaper article.

Assassination of Franz Ferdinand - Fact Sheet

- Franz Ferdinand was heir to the Austro-Hungarian Empire.
- At this time Austria controlled the people of Bosnia/Herzegovina against their wishes.
- Franz Ferdinand visited Sarajevo, the capital of Bosnia and Herzegovina, on 28th June 1914 to inspect Austro-Hungarian troops there.
- The Black Hand group planned to assassinate the Archduke during this visit.
- Gavrilo Princip fired two shots at the Archduke's car. The first hit his pregnant wife Sophia in the stomach and she died almost instantly. The second shot hit the Archduke in the neck. He died a short while later.
- Austria blamed Serbia for this murder because Serbia had given the Black Hand gang weapons. Austria invaded Serbia as punishment.
- Serbia called on Russia for help.
- Austria would have been defeated by the huge Russian army and thus called on Germany for help.
- The mobilisation of the German army alarmed Britain and France.
- Germany moved against France via Belgium.
- Britain had given Belgium a guarantee in 1839 that if anybody attacked her, Britain would send support.
- Therefore, within weeks of the murder at Sarajevo, seven countries were on the verge of war.

People and Place - Where did World War 1 Take Place?

"The trenches stretched in a line across France and Belgium, and that area became the battlefields the newspapers named the Western Front."

Ghost Soldier page 13.

"Do you know where he was stationed?" Chesney asked.

'The last letter we got, he was near a river called the Somme.'"

Ghost Soldier page 28

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a

Activity 1 - Label the names of the countries involved in WW1 in 1914

On August 4th, 1914 Britain declared war on Germany. Belgium, France and Russia supported Britain - The ALLIES. Austria supported Germany -The CENTRAL POWERS. Italy & the USA did not get involved at this time.

Activity 2 - Mark the lines of fighting on the map

The majority of the fighting in World War 1 was carried out in a few key areas often known as the *Theatres of War*. These were; **The Western Front, The Eastern Front, The Italian Front, Gallipoli and The War at Sea.**

Activity 3 - Plot the Battle Sites on the map

Jack's dad was 'missing in action' while fighting on the Western Front.

Battles fought along this front include:

Mons, 1914

Ypres, 1914

Loos, 1915

Somme, 1916

Passchendaele, 1917

Amiens, 1918

Europe in 1914 - Pupil Worksheet



Life in the Trenches

"But it is truly awful. There are lice and flies in the trenches, and rats: bloated, filthy creatures. There are no proper lavatories and the food is often bad. The shells churn up the ground and the poor horses flounder in the mud and drown - sometimes soldiers go under too. The bombardment never stops, and the noise of the explosions going on and on, day and night, drives some soldiers crazy. They get confused; everything gets mixed up inside their head. They never know when they might be attacked or gas might drift across. There's constant sniper fire picking off those who forget to keep their heads down..."

Ghost Soldier page 51.

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

I can use primary and secondary sources selectively to research events in the past. SOC 2-01a

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a

Lesson 1: ICT, Literacy, Social Studies, HWB.

Use the information in Ghost Soldier and from the internet and other sources to research conditions in the trenches. Take notes and print pictures that illustrate the difficulties of trench warfare.

Lesson 2: Social Studies, HWB, Literacy

Use the worksheet to label the trench diagram. Make a bulleted list below the diagram summarising the worst aspects of trench life.

Lesson 3: Expressive Arts/Technology

Use a variety of different materials to build a model of a trench.

Lesson 4: Social Studies/Literacy

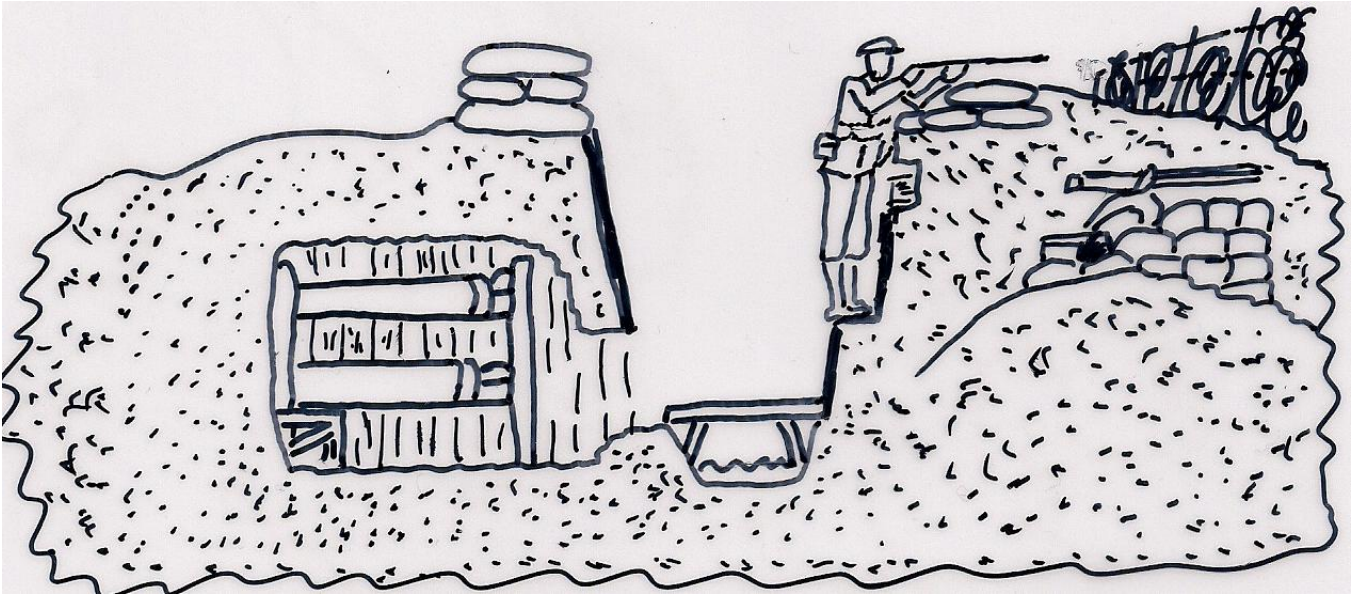
Taught story writing, 'A Soldier's Letter' from the trenches.

Twelve and a half million letters were sent to the Western Front every week. In 1914 the Postal Section of the Royal Engineers had a staff of 250 men. By 1918 the Army Postal Service employed 4,000 soldiers. Letters only took two or three days to arrive from Britain. Even soldiers in the front line trenches received daily deliveries of letters.

Soldiers were also encouraged to write letters to friends and family in Britain. Most men decided it would be better to conceal the horrors of trench warfare. Letters that the men wrote would have been read and censored by officers.

(Children can do a web search to find real soldier letters online).

Trench Diagram Worksheet



Casualties of War – Physical Health

"There were amputees lying on makeshift cots. Rob could see the stump of an arm or a leg, sometimes both, as he manoeuvred along the passageway. Many of their wounds were coated in congealed blood, with a rust-brown liquid seeping from the dressings."

Ghost Soldier Chapter 5.

Of the 65 million troops mobilized during the war 21 million of these were wounded.

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b

Activity 1 Medical Treatment for Soldiers

Soldiers were not only under threat from enemy fire and chemical attacks, they also experienced sickness and disease from trench life. What medical treatment was available to soldiers during WW1?

Activity 2 Medical Care at home

We know that Jack's mum was not keeping well. What medical treatment was available to the public during the WW1 years?

Activity 3 Fact file on the NHS

There was no National Health Service for the British population at the time of the First World War. Research and write about how the NHS was founded.

Casualties of War – Mental Health

"His mother's voice sounded distant, even though she was only standing a few feet away from him in the kitchen. Since the delivery of the War Office telegram it was as if, inside her head, she had moved and was living somewhere else."

Ghost Soldier page 90.

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 2-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a

Circle time activity

How does Jack's mum deal with loss? How do we deal with loss?

Topics for discussion could include:

Losing something important to us (a toy/game, jewellery, burglary)

Losing a friend (feeling left out, hurt, unwanted)

Losing a pet. Death of someone close to us

Where to get help.

The Hospital Train – Science Activities

"Then, in the distance, a blow of red sparks rose high into the air with billows of smoke and steam. A chugging, rattling noise, getting louder and louder."

Ghost Soldier page 18.

"Engine's overheating, ... We need to take on water or we'll never make that hill..."

Ghost Soldier page 20.

By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a

By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

Activity 1 – Science Lesson – Changing States of matter

Investigate how a steam train works. Illustrate changing state of water with ice, water, kettle and steam.

Activity 2 – Research changing shapes of the front of trains over time.

Look for a picture of a steam train around the time of WW1 and a picture of the Japanese bullet train.

Activity 3 – Air Resistance Experiment

Show that:

- Air resistance slows moving objects down by using the train front template sheets.
- Air resistance depends on the area of the front of the object.

Equipment needed:

Hairdryer

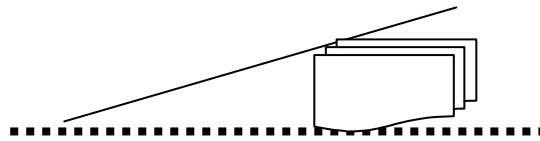
Toy car (with large front)

Ramp (use books for slope)

Template cut out (exact size)

Measuring tape

Several A4 copies of the train front sheet printed onto card.



The card template should be stuck on to the toy car.

The A4 card shape should be cut to the exact size of the template for the initial air resistance test.

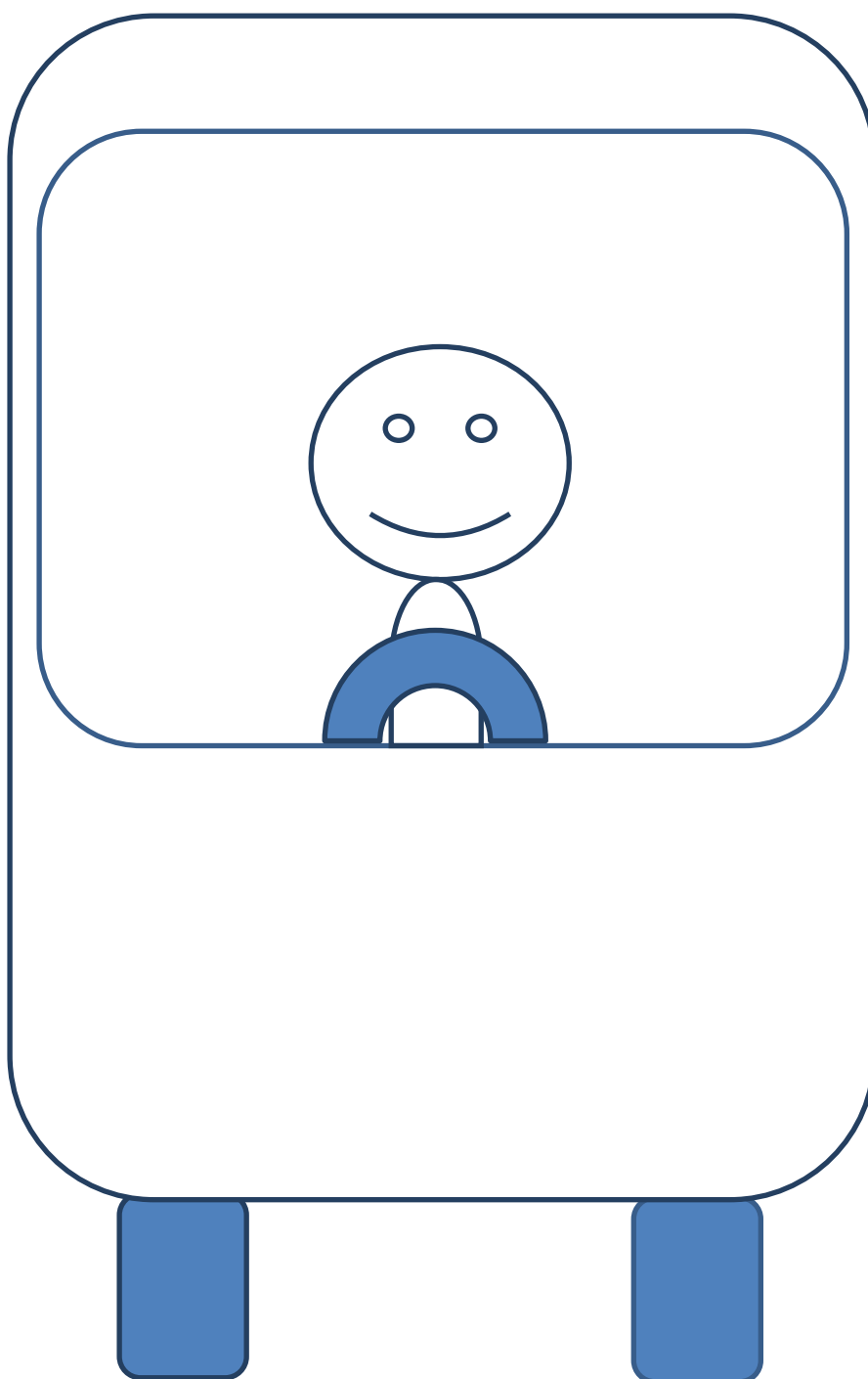
For subsequent tests the sides and top of the card can be folded or bent to various angles to streamline the front of the vehicle.

Children can discover the effects of these on the distance travelled against the 'wind' of the hairdryer.

Remember to keep the test fair by; using the same type of car, keeping the ramp the same height and the hairdryer in the same position for each test.

Activities 4/5 – Writing Lesson – Science Reports

Train Front Template



Cost of War - Casualties

"Young Robert Gowrie... I'm told there's a 'killed in action' casualty list been put up outside the post office this morning.'...

Rob started to read the casualty list. He'd only called out six names when, from the back of the group, a young woman screamed."

Ghost Soldier Chapter 11

I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. MNU 2-07a

Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a

I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. LIT 2-25a

Activity 1 - Mathematical Analysis of WW1 Estimated Casualty Data of some of the countries involved in the conflict

Note that the British Army consisted of many nationalities. Many soldiers came from present day Commonwealth Countries. An extension activity could be to research troop numbers from these countries.

ALLIED COUNTRIES	TROOPS MOBILISED	TROOPS KILLED
Russia	12,000,000	1,700,000
France	8,400,000	1,350,000
British Empire	8,900,000	908,000
Italy	5,600,000	650,000
USA	4,300,000	116,000
Belgium	267,000	13,000
CENTRAL POWERS		
Germany	11,000,000	1,700,000
Austria -Hungary	7,800,000	1,200,000
Turkey	2,800,000	325,000

Use the data shown in the table to carry out the following tasks:

1. Write the numbers in words.
2. Create a bar chart showing the men mobilised and killed for each country.
3. Find the number of troops killed as a percentage of troops mobilised for each country.
4. Use the data to create questions of your own.

Activity 2 - ICT and NMU

Gather data on the numbers wounded by country, losses by battle, losses as a percentage of population and present these in an appropriate way.

Activity 3 - Literacy

65 million troops were mobilised during the war of which 8 million died.

58,000 British soldiers died on the first day of the Battle of the Somme.

Write about the cost of the Great War. Discuss whether it matters which country had the highest casualty rate or is each individual death equally important?

What Ended World War 1?

The final Allied push towards the German border began in the latter half of 1918. As the British, French and American armies advanced, the alliance between the Central Powers began to collapse. Turkey signed an armistice at the end of October, Austria-Hungary followed on November 3.

Germany began to crumble from within. The sailors of the High Seas Fleet stationed at Kiel mutinied on October 29. Within a few days, the revolution spread throughout the country. On November 9 the Kaiser abdicated; going to exile in the Netherlands. A German Republic was declared and Germany sought peace.

On the morning of November 11 an armistice was signed in a railroad carriage parked in a French forest near the front lines.

I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a

Activity 1 Literacy - Write a Newspaper Article Declaring the end of WW1

Activity 2 Literacy - Personal and Imaginative Writing on Soldier's Feelings

Peace and Remembrance

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-19a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

I can; discuss structure, characterisation and/or setting, recognise the relevance of the writer's theme and how this relates to my own and others' experiences, discuss the writer's style and other features appropriate to genre. ENG 2-19a

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a

I know that I have been called by God to grow in love, justice and peace in my relationships with others. RERC 2-20a

Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b

I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. RME 2-04c

Activity 1 Expressive Arts – Music

Listen to the Last Post played on the bugle and discuss reactions to this.

Research the playing of the Last Post at the Menin Gate.

Activity 2 Expressive Arts - Art

Critique war art by looking at well known drawings of battle images and trench life. Create your own artwork in different media.

Activity 3 - Expressive Arts - Art

Poppies grow best on disturbed soil. The irony of the war was the huge upheaval in the land by shelling etc. resulted in the great flowering of masses and masses of poppies.

Critique poppy pictures, poppy and cross design and create poppy symbols, paintings and craft of your own.

Activity 4 Literacy - Poetry

Look at some famous WW1 poetry and investigate the poet's message. Create poetry of your own.

Activity 5 Social Studies - Historical & Current Acts of Remembrance

Investigate the significance of November the 11th. (11th Day, 11th Month, 11th hour). Discuss/report/take notes on the symbolism of the poppy and the types of services that take place today.

Activity 6- Investigate different religious perspectives on war.

Use the summary sheet and your own research to compare the reasons for WW1 with the conflict taking place in the world today. What role does religion play?

Religious Perspectives on War - Summary Sheet

Religion didn't play a role in starting the war, and soldiers referred to the enemy based on nationality. For example, most of Germany and Britain was Protestant. France and Austria were Catholic, while Russia was Orthodox. In addition Indian and Arab troops served in Europe, some Hindu and Muslim.

Christianity

Blessed are the peacemakers for they will be called the children of God.

Matthew 5.9

A new command I give you: love one another. As I have loved you, so you must love one another. **John 13:34**

Hinduism

The warrior should not poison the tip of his arrow, he must not attack the sick or the old, a child, or a woman or from behind. These are sinful acts and lead to hell even if the warrior is the winner. **Rig Veda 6**

Islam

'Fight in the way of Allah against those who fight against you, but begin not hostilities. Lo! Allah loveth not aggressors.' **Qur'an 2:190**

Judaism

If your foe is hungry, feed him bread; and if he is thirsty, give him water to drink. **Proverbs 25:21**

Sikhism

When all efforts to restore peace prove useless and no words avail/ Lawful is the flash of steel. It is right to draw the sword. **Guru Gobind Singh**

Useful Web Sites

<http://www.historyonthenet.com>

<http://www.historylearningsite.co.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/war/>

Extracts from *GHOST SOLDIER* by Theresa Breslin reproduced with permission.

Before Reading – Prior Knowledge

Investigate the Cover

- 1) Title - *Ghost Soldier*
 - a. What symbol is used instead of an 'o' in *Ghost*?
 - b. Write down what you know about this symbol.
- 2) What images can you see on the cover of the book?
- 3) Draw the symbol that you see on the train and explain what you think this symbol represents.
- 4) Describe the 4 characters that you can see on the cover.
- 5) From looking at the cover, explain what you think the story is about.
- 6) Explain what the blurb tells you about the story.
- 7) Give reasons why you would (or would not) want to read on.

Chapter 1 - Visualisation

"Guns firing.

Men yelling.

Smoke so thick that Rob can't see.

Another roar from the guns. The ground shudders. Stones and clods of earth rain down upon him. Rob stumbles, grabbing for something to hold.

Barbed wire.

Pain now. He looks at his hand, splashed with red. Blood. His blood... seeping between his fingers."

Ghost Soldier p1

- 1) Describe, in your own words, the scene you picture of Rob's nightmare.

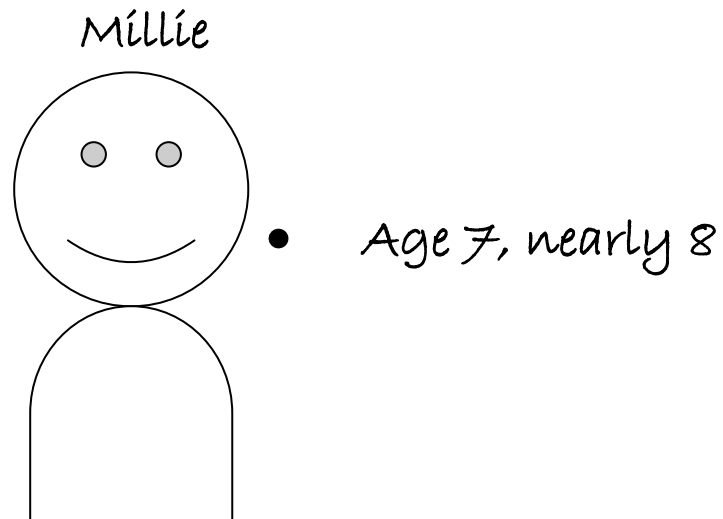
- 2) Rob has a disturbing night caused by his need to find his father - have you ever experienced a recurring nightmare? What might have triggered it?

- 3) In what ways does this chapter set the scene for the book?

Chapter 2 - Character Study

Draw a picture of the main characters in this chapter. Use bullet points to detail what we have learned about them so far.

For example



Rob and Millie have a very positive relationship - what type of relationship do you have with your siblings? Your friends? Your classmates?

The strength of relationship is pivotal in this chapter - how do we know this?

Chapter 3 - Inference

- 1) Think about the mood of this chapter and describe how it changes.
- 2) Find words and phrases that the author uses to show us that the Gowrie family were worried about their dad William. Explain your choices.

e.g. *"But now, with the telegram arriving it was as if it wasn't right to have fun anymore."*
Ghost Soldier p14

- 3) This chapter offers further insight into the closeness of the Gowrie family - how does this contribute to the news relating to William's lack of contact?
- 4) What feelings/sense of empathy might you have if one of your family went missing?

Chapter 4 - Inference

- 1) What words and phrases does the author use to show that the orderly is not being nice to Rob? (p24, p25)
- 2) How does the description of the wounded help us understand more about their condition? (p26)
- 3) Rob has a plan to stop the train in search of his father - how successful do you think he will be?
- 4) What thoughts might be rushing through Rob's mind in the final paragraph?

Chapter 5 - Visualisation

- 1) Select key descriptions from the chapter and write what you visualise when you read them.
- 2) Rob witnessed some dreadful sights as he ran through the carriages in search of Millie - how might these affect his hopes of finding his father alive?
- 3) In what way are these sights reflective of the fighting at the Front?

Chapter 6 - Fluency and Metalinguistics

- 1) Read the chapter with your partner and pick out 3 tricky words.
- 2) Use the clues within the word, sentence or paragraph to help explain their meaning.

Hunkered	p39
Writhing	p39
Obliged	p41

Chapter 6 - Main Ideas

- 1) Rob has quickly to bring prior knowledge to the dangerous situation that he now finds himself in - in what way is this helpful?
- 2) What does it tell us about Rob?
- 3) Use bullet points to detail the main ideas of the story so far.

Chapter 7 - General

- 1) Draw a picture of Jack and write what we know about his character around the picture.
- 2) Captain Morrison shows sympathy to Jack - what are your thoughts on this?
- 3) Jack reveals some startling facts - discuss these.

Chapter 8 - Visualisation

- 1) What are we told about the use of gas in World War 1?
- 2) Nurse Evans paints a terrible picture of conditions on the Somme. Describe this in your own words.
- 3) Why might the condition of wounded soldiers be "classified information"?
- 4) Have things changed in 21st century wars? Explain your answer (consider technology).

Chapter 9 - General

Mrs. Gordon shows kindness to Rob and Millie - why is this important within a small community?

The tone of Mr. Gowrie's letters had changed - why do you think this may have happened?

Chapter 10

The vet was sent on official government business - why were animals needed during wartime?

Chapter 11 - General

The list of those missing or killed was posted in a public place for all to see - why was this so?

Rob has to read the list aloud - what does this tell us about the literacy levels during this period?

Chapter 11 - Inference

Miss Finlay was behaving out of character in this chapter. Find the words, phrases and sentences that the author uses to show that her behaviour was unusual. Explain the reasons for your choice.

Chapter 12 - Fluency & Metalinguistics

- 1) Read the chapter with your partner and pick out 3 tricky words.
- 2) Use the clues within the word, sentence or paragraph to help explain their meaning.

Procurement	p90
Intoned	p91
Shroud	p93
Vantage	p96

Chapter 12 - General

Why did Rob feel the need to lie to his mother?

What other "lies" are highlighted in this chapter?

Chapter 13 - Inference

- 1) The major doesn't readily believe that there are only four puppies - how do we know this?
- 2) Rob feels guilty - why?
- 3) Did Rob's mum lie? Write out what she actually said when she answered the major and use this to explain your answer.

Chapter 14 - Metalinguistics

- 1) Read the chapter with your partner and pick out 4 tricky words.
- 2) Use the clues within the word, sentence or paragraph to help explain their meaning.

Apprehensive	p113
Benign	p113
Casting	p118
Steadfastly	p118

Chapter 14 - General

- 3) What fears do both children experience as they enter the woods?
- 4) What thoughts does Rob have once inside the den?

Chapter 15

- 1) What sight gave Rob some hope?
- 2) Who caused a welcome break from school routine?
- 3) What changes were to take place?
- 4) Complete a character study on Lieutenant Polden.

Chapter 16 - Inference

Find the words, phrases and sentences that the author uses to show that the pupils were influenced by the soldiers.

Chapter 16 - General

What reasons were given for a zig-zag pattern trench?

What excuse did Lieutenant Polden use for offering food to Jed and Rob?

Chapter 17- General

What caused Rob to worry when the train stopped?

What pieces of information did Mrs. Otterby offer about Rob and Millie's mother?

What comments did Rob make about Jack's injuries?

What event raised Rob's suspicion?

Chapter 17- Main Ideas/Summary

Use bullet points to list the main ideas from the book so far.

Think about:

The main characters and what we know about them.

The progress of the war.

The increase in casualties.

Chapter 18 - Metalinguistics

- 1) Read the chapter with your partner and pick out 4 tricky words.
- 2) Use the clues within the word, sentence or paragraph to help explain their meaning.

Debility	p152
Dallied	p154
Undaunted	p155
Conscription	p157
Conscientious	p159

Chapter 18- General

What was implied by the phrase "special cases"?

Why did Millie try to stop Jed enlisting?

Why did some of the mothers appeal to Miss Finlay?

Why were farm boys wanted for the army?

What was the punishment for treason?

Chapter 19 - Visualisation

- 1) Find the description of the 'ghost' and copy into your jotter.
- 2) How do you picture the 'ghost' figure? Write your own description.

Chapter 19 - General

- 3) What reason did Jed have for being in the woods?
- 4) What kind act had Jed's mother performed for Mrs. Gowrie?
- 5) What caused Rob's heart to lurch?

Chapter 20 - Inference

- 1) Find the words, phrases and sentences that the author uses to suggest that Professor Holt is a 'baddie'?

Chapter 20 - General

- 2) In what way did Millie distract the doctor to allow Rob to go upstairs?
- 3) What comment about Professor Holt caused Rob alarm?

Chapter 21 - Main Ideas

- 1) What reasons were given for restricting visitors to Mill House?
- 2) How were Rob and Millie able to gain a pass?
- 3) Why did Private Ames call himself Humpty Dumpty?
- 4) Use bullet points to list the important events of this chapter.

Chapter 22

In what way did Millie skilfully disarm Jack?

What claims did Jack make?

What strange sight did Rob and Millie witness after Jack returned to Mill House?

Chapter 23 - Inference

- 1) Write out the words and phrases that the author uses to show us the Jed was unkind to Rob and Millie. Explain your choices.
- 2) Why was Jed being so nasty to Rob and Millie?
- 3) What good news did Kenneth give Rob?

Chapter 24 – Visualisation

- 1) The author describes the atmosphere in the woods on p208.
Copy these into your jotter and then rewrite this description in your own words.

- 2) What caused Jack to grow afraid and start shaking?

- 3) What calmed him down?

- 4) What did Rob spy through the telescope?

- 5) Use your answer to question 4 and the information from the text to write a short poem describing what Rob saw.

Chapter 25

Why did Jack need Rob to confirm he'd seen someone?

What "special" talent did Jack have that helped them to access all rooms?

Chapter 26

Nurse Evans gave Rob and Millie some bad news - why was it so upsetting for them?

What other horrific facts did one of the patients share with Millie?

Chapter 27 - Visualisation

- 1) What startling fact occurred to Rob?
- 2) Draw a sketch of what you imagine the front of the house to look like.
- 3) What was strange about having the cold store unit in this room?
- 4) Why do you think blood has to be kept cold?

Chapter 28 - Inference

- 1) What conclusion did Jack arrive at about the man in the room?
- 2) What statement did Professor Holt make?
- 3) What had he been doing at the request of the British Government?
- 4) Why was this such an important development?
- 5) Write down the words, phrases and sentences that the author uses to show that the children now trust Professor Holt.

Chapter 29 - Visualisation

- 1) Copy the description of the day from p252 into your jotter.
- 2) Using your own words, describe how you picture this scene.

Chapter 29 - General

- 3) What had Rob finally decided to do?
- 4) What was Jed carrying that upset Millie?

Chapter 30

- 1) What brutal statement did Nurse Evans make to Rob?
- 2) There was only one chance for survival - what was it?
- 3) Why do you think the Captain changed his mind?

Chapter 31

- 4) Who came to the rescue when Rob realised the Gordons couldn't help?
- 5) What other kind act did he perform?

Chapter 32 - Inference

- 1) Write down the words, phrases and sentences that the author uses to show the mood of the people in the room. (How do we know that they were worried, then hopeful)?
- 2) What initial problem prevented Professor Holt from helping Mr. Gowrie?
- 3) What comment from Millie caused Rob a moment of anxiety?
- 4) What good news did Professor Holt give to Rob?

Chapter 33

- 1) What white lie did Millie tell about Sandy?
- 2) What "job" was Sandy now to do?
- 3) What reason did Mrs. Gowrie give for refreshing the flowers on the pretend grave?
- 4) What was Jed's reason for moving Sandy from his den?

Epilogue - Summary

What reason did Professor Holt give for closing the unit?

What other information did he give Rob?

What linked the photograph to the Ghost Soldier?

This book is 'Historical Fiction.' Some of the information is factual and some is fiction. Copy the table shown into your jotter.

Fact	Fiction
<ul style="list-style-type: none">• Dogs were used in the war	<ul style="list-style-type: none">• The Ghost

Use bullet points to summarise the main factual and fictional aspects of the story.