

LI: I will understand how animals have been used in war to describe historically accurate details.

Question	Answer
1. What is a short paragraph called?	
2. Why are short paragraphs effective?	
3. Are your paragraphs AO5, or AO6? Why?	
4. What is the area between two trenches in a war called?	
5. In trench warfare, what was the knife called on the end of a soldier's rifle?	

Academic Vocabulary

Senses

Zoom in

Perspective

Canine

IED

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Question	Answer
1. What is a short paragraph called?	Emphatic
2. Why are short paragraphs effective?	Make something stand out/change the pace.
3. Are your paragraphs AO5, or AO6? Why?	AO5 – because AO5 is content and <u>STRUCTURE</u> of your story.
4. What is the area between two trenches in a war called?	No Man's Land
5. In trench warfare, what was the knife called on the end of a soldier's rifle?	Bayonet

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Senses

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Prerequisite: Creative Writing - War

- We have learnt the importance of ensuring that your setting is incredibly clear when writing about war.
- We have looked at using the **senses** and **zooming in on details** to generate this effect.
- We have also investigated the effect of using **emphatic paragraphs** in our writing to add tension.

War Perspectives

- A perspective is a point of view.
- Most war stories are written from the perspective of the soldiers.
 - In WW1, it is reported that approximately **70 million** personnel went to war.
 - In WW2, it is reported that approximately **300 million** personnel went to war.
- However, it is not just people that protect their country.
 - In WW1, over **16 millions** animals served. These ranged from **horses**, to **dogs**, to **elephants** and **pigeons**. Some countries even used **camels**.
 - In modern war, **dogs** are still commonly used as **sniffer-dogs**.

Task 1: How were animals used?

Watch clip A or clip B and make detailed notes on:

- What animals were used
- What they were used for
- What jobs the animal had
- How the animal did their job

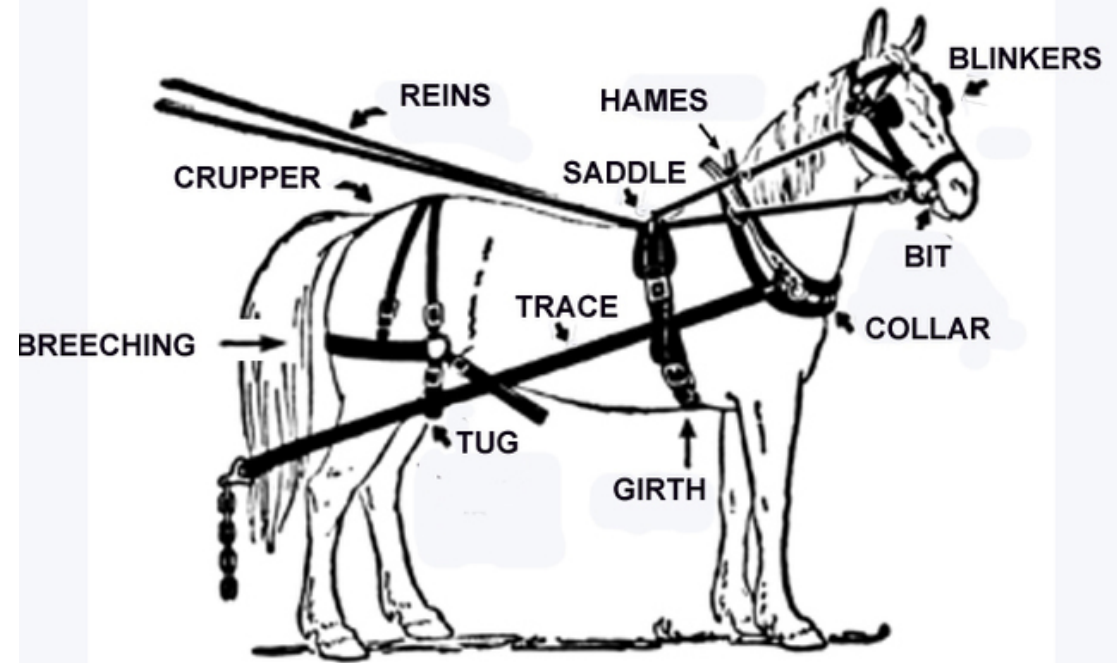
A - <https://www.youtube.com/watch?v=wRN45tje2X0>

B - <https://www.youtube.com/watch?v=aQHT5CGUMkA>

Watch clip C and make a quick note on the use of dogs in modern war:

C - <https://www.youtube.com/watch?v=zbUpzQ3ZytY>

Horses in war



Task 2: Use your recent learning.

What could you focus on to describe in this image?



Long metal cannon cutting through the air like a razor-sharp scythe.

Come up with at least 10 things! Get creative!

A strong thin silver chain hangs loosely from the canine's neck. At the end of the chain...

see



hear



touch



smell



taste



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Consolidation

Share your most detailed and descriptive idea about the image. What have you zoomed in on?



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Break

LI: I will use ambiguity to write from an unusual and unexpected perspective.

So far, you have made notes on how animals have been used in war.

Now, it is time to write from the point of view of one of these animals using your new knowledge.

Academic
Vocabulary

Structure

Perspective

Ambiguity

Ammunition

Crimson

Flank

Charred

Shells

Gallop

Gallant

Deploy

Task 3: Prerequisite: Animals in War

- Last time, we looked through the huge range of uses for animals in war: what animals were used, how they were used etc.

Review Question – what animals were used and how?

- Today, we are going to attempt to write from the perspective of one of these loyal soldiers using **ambiguity**.

Task 4: War Vocabulary

- But first, we need to start building up a bank of appropriate war vocabulary.

Word	Definition
Ammunition	
Crimson	
Flank	
Charred	
Shells	
Gallop	
Gallant	
Deploy	

Use an online dictionary to find out what these words mean if you are not sure.

Task 5: An Unexpected Perspective

- Today, we will look at structuring our story to reveal information slowly. This should hopefully help shock the reader at the end!

Read “Abandoned” story from the website.

Task – Write the questions and answer them in your books (10 mins)

1. What the story is about and what is the main character? (No more than a 3 line answer to show that you have understood).
2. What clues are there that the main character was an animal?
3. What is the effect of the emphatic paragraph?
4. What makes the writing ‘ambiguous’?

Upper
Level 4

22-24
marks

Content

- Communication is convincing and compelling
- Tone, style and register are assuredly matched to purpose and audience
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

Organisation

- Varied and inventive use of structural features
- Writing is compelling, incorporating a range of convincing and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers

Lower
Level 3

13-15
marks

Content

- Communication is generally clear
- Tone, style and register are generally matched to purpose and audience
- Vocabulary clearly chosen for effect and appropriate use of linguistic devices

Organisation

- Usually effective use of structural features
- Writing is engaging, with a range of connected ideas
- Usually coherent paragraphs with range of discourse markers

This story has a very inventive structure as the clues are structured throughout very cleverly.

Also, we don't find out that it is from the perspective of a horse until the end.

Ambiguous Writing

- Never tell the reader everything straight away.
- Show, don't tell.
- Use words and descriptions that keep the reader guessing at first.
- **Let's have a go at writing a story in the style of the one we have just read – ambiguous until the end.**

Task 6: Write a story from the point of view of an animal at war.

Some Ideas:

A lost horse

A dog searching for bombs

An elephant lugging a weapon

An unconscious dog who wakes up with no one around

A horse that is charging into battle

Planning:

- Think about your story first!
- What animal are you going to use?
- How will you put clues in?
- What will be the **tense** part of your story?

Success Criteria:

Use your new vocabulary

Zoom in on details

Use your senses

Don't reveal the perspective straight away



LI: I will use ambiguity to write from an unusual and unexpected perspective.

Consolidation

Take a colouring pencil and colour in:

- Examples of new vocabulary that you have used
- Any example of a new technique that you have used!

Academic
Vocabulary

Structure

Perspective

Ambiguity

Ammunition

Crimson

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