

From the author of KENSUKE'S KINGDOM

MICHAEL MORPURGO



SCHEME OF WORK

PERFECT FOR: Ages 10+; World War I; diary entries; biographies and letters; emotive language; propaganda; imagery and symbolism; newspaper reports; and a moving historical story set against a backdrop of war and fear.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Entertain and Inform; Poetry

Drama, Speaking and Listening

Design Technology & Art

Food Technology

History

Computing

Science

Music

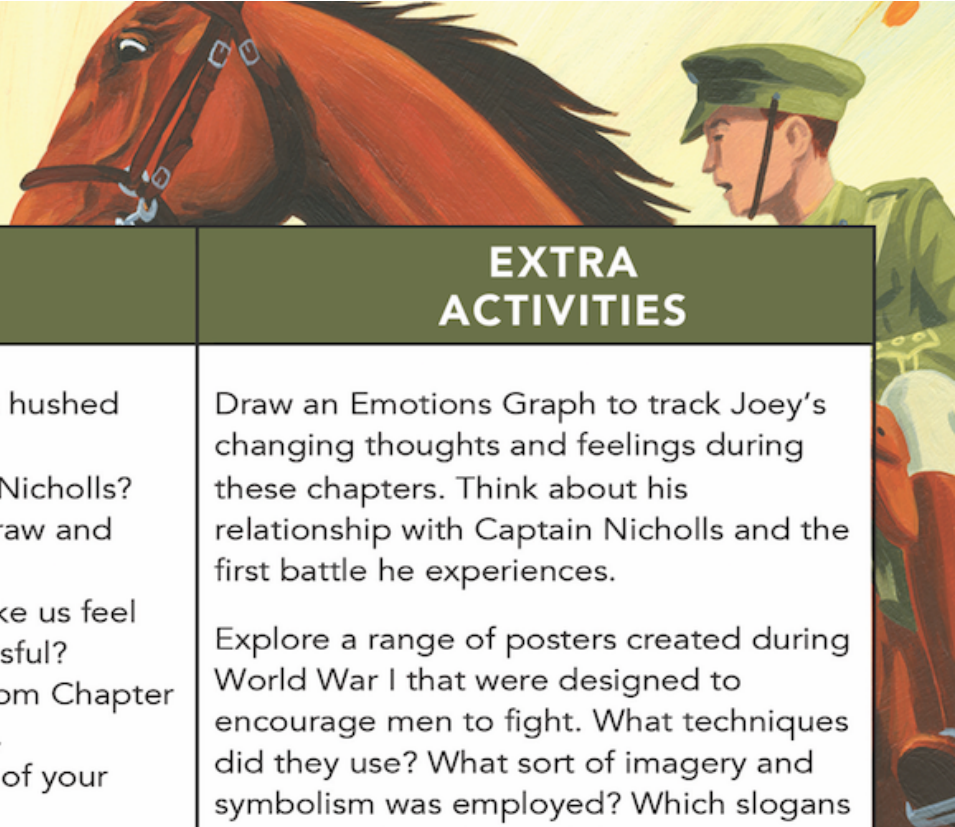
Artwork © David Dean. Published by Egmont. Used with permission.

WEEK 1 (CHAPTERS 1-3): AN INSTINCTIVE AND IMMEDIATE BOND OF TRUST



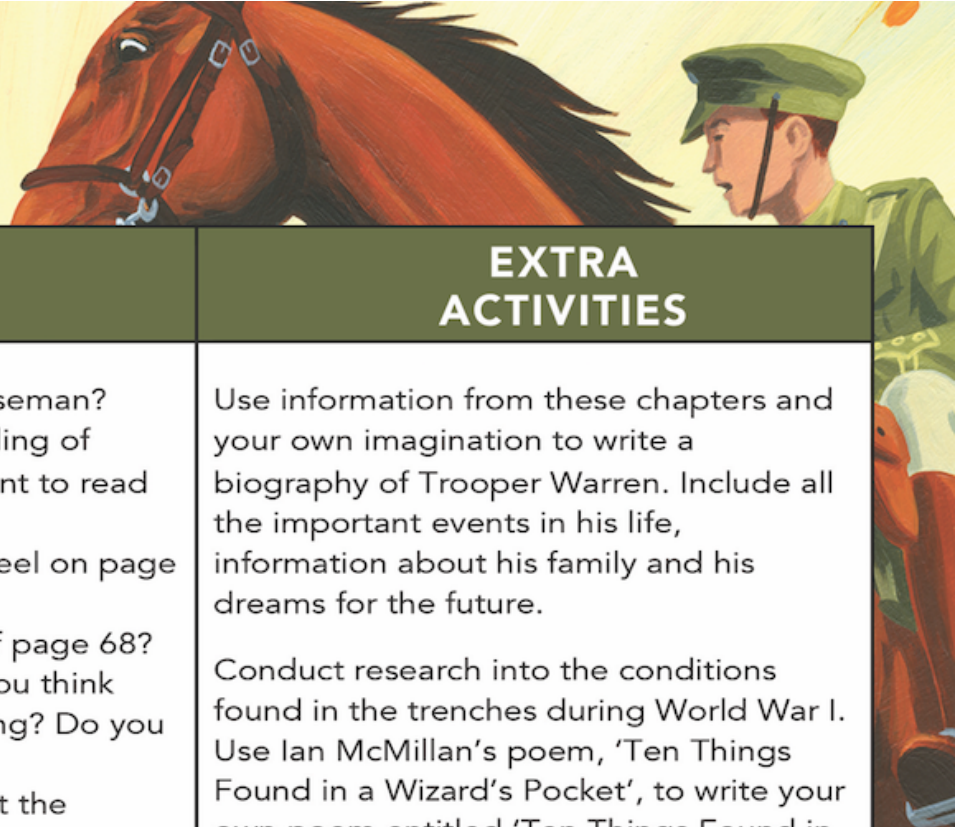
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Predict what might happen from details stated and implied. - Retrieve and sequence facts from the story to understand the main events. Writing to Entertain - Write a diary in role History: World War I - Order and understand the main events that occurred during World War I. - Use research methods to extend historical learning. Drama, Speaking and Listening - Understand, empathise and express a character's thoughts, feelings and attitudes through role-play.	1. Who is narrating the story? How do you know? 2. What is the difference between an 'owner' and a 'master'? 3. What are your first impressions of Albert? Use evidence from the text to support your opinion. Describe the relationship between the horse and Albert. 4. Describe the relationship between Farmer Easton and Albert's father. How is Albert's father's behaviour influenced by Farmer Easton? 5. Albert does not want to go to war. Do you agree with this statement? Why? Why not? 6. What might Albert's mother be thinking and feeling when his father announces that war has been declared? 7. How does the war affect the atmosphere on the farm and the relationship between Albert and his parents? 8. Albert's father is a good man. What evidence can you find to support this statement? What evidence can you find to refute this statement? 9. Why is Joey 'immediately suspicious' on page 26? 10. Where do you think Albert's father is taking Joey? How do you know? What will happen to Joey next?	Imagine you are Albert. Write a diary entry, describing the events in Chapter One from your perspective. Remember to write in the first person and in the past tense. Create a timeline showing the main events that occurred during World War I. You may wish to include: - The assassination of Archduke Franz Ferdinand of Austria - The formation of the Allies and Central Powers - The Christmas Truce - The Battle of Somme - The Treaty of Versailles Role play and freeze frame key moments in this chapter: <i>Joey being bought; Albert and Joey meeting for first time; Joey striking father; War being announced; Albert's father leading Joey away.</i> Can you accurately express the different characters' thoughts, feelings and emotions at these key points?

WEEK 2 (CHAPTERS 4–6): THE DAY OF OUR FIRST BATTLE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information in order to understand a setting. - Use an Emotions Graph to explore a character's thoughts. Design Technology & Art - Explore the style and techniques employed by an artist. - Create a persuasive advert. Science - Plan and write a report to explain how horses are adapted to their environment. Music - Create a frightening soundscape based on a battle.	1. Why might Albert's father be speaking in a hushed voice? How is he feeling? (page 27) 2. What are your first impressions of Captain Nicholls? Can you use the information in the story to draw and label a picture of him? 3. Look at page 31. How does the author make us feel sympathy towards Albert's father? Is it successful? 4. Write a definition of the following words from Chapter 5: <i>revelled, harrowing, infuriated, trepidation, consolation</i>. Can you use them in a sentence of your own now? 5. What do we learn about the war from Captain Nicholls' conversations with Joey? 6. How are Captain Nicholls and Albert similar? How are they different? 7. Look at page 47. Imagine you are Joey. What can you see, hear, smell, taste and touch? 8. What do the phrases 'thunder of guns' and 'growling crescendo' (page 49) suggest about the fighting? Can you write some of your own phrases to describe the battle – try and include a simile and alliteration. 9. How does the author create a sense of tension and fear on pages 51-53? Which phrases and vocabulary are particularly effective? 10. What might Joey be thinking and feeling at the end of Chapter 6?	Draw an Emotions Graph to track Joey's changing thoughts and feelings during these chapters. Think about his relationship with Captain Nicholls and the first battle he experiences. Explore a range of posters created during World War I that were designed to encourage men to fight. What techniques did they use? What sort of imagery and symbolism was employed? Which slogans were popular? Plan and design your own piece of war-time propaganda. Work as a small group to conduct research into horses and find out about their appearance, diet and how they are adapted to their environment. Present your findings as a report, with sub-titles and diagrams. Work in small groups to create a soundscape for pages 51-53, using your voice and body percussion to recreate the sound of hooves, battle cries and the deadly rattle of guns heard during the battle.

WEEK 3 (CHAPTERS 7–10): THE WORLD HAS GONE QUITE MAD



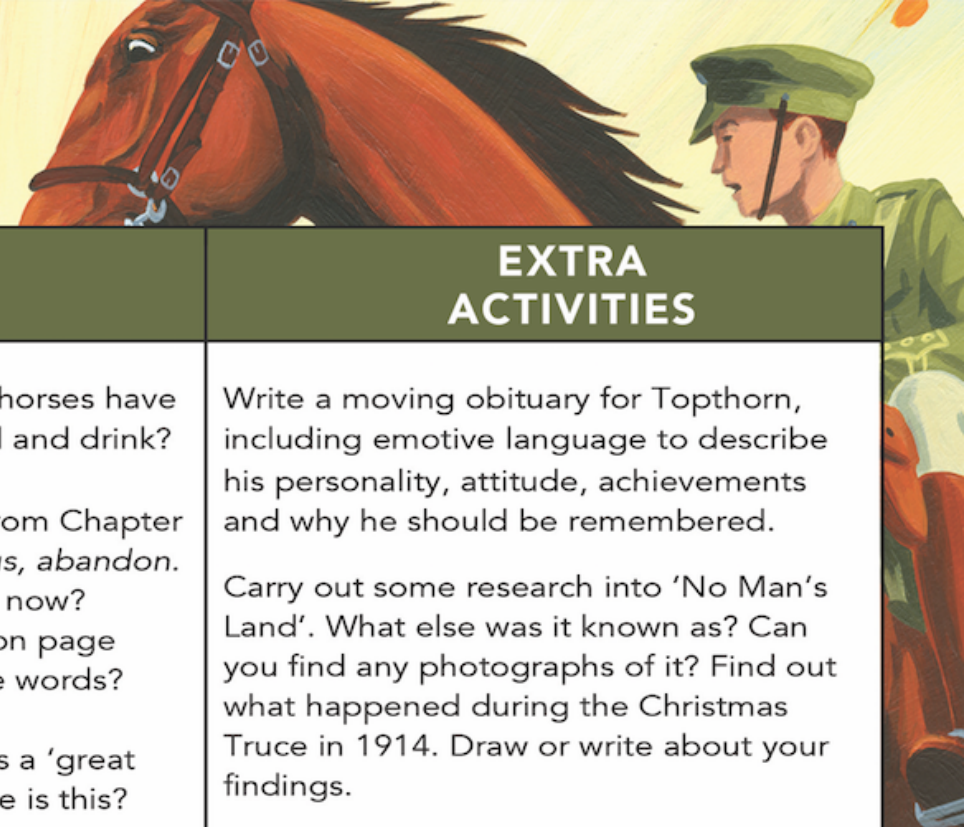
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary that have been used to evoke emotion and create tension. Writing to Inform and Entertain - Write a biography, including features to engage the reader. Writing in Role - Communicate thoughts and emotions effectively. History: World War I - Use research to retrieve information and draw / label a picture of an Iron Cross. Design Technology & Art - Explore and use the techniques employed by the Impressionists.	1. Why isn't Trooper Warren a very good horseman? 2. What is particularly effective about the ending of Chapter 7? How has the author made you want to read on? 3. How do you think the writer wants you to feel on page 65? How have they achieved this? 4. Who does the 'they'll' refer to at the top of page 68? 5. Read to the end of Chapter 8. Where do you think Captain Stewart and Trooper Warren are going? Do you think Joey will see them again? 6. What does the verb 'sprang' suggest about the soldiers and the officer in the long grey coat? (page 71) 7. Herr Hauptmann says 'the world has gone quite mad' (page 74). What does he mean? 8. In Chapter 9, we see the war from the perspective of the German troops. Why do you think this is? What effect does it have? 9. What are your first impressions of Emilie? Can you describe her in three words? Read to the end of page 83. What do you think has happened to Emilie? Where is she? 10. What do you think of Grandpapa's statement, 'All's well'? What does it mean? Why is he so happy? Why do you think the author has chosen to end the chapter like this?	Use information from these chapters and your own imagination to write a biography of Trooper Warren. Include all the important events in his life, information about his family and his dreams for the future. Conduct research into the conditions found in the trenches during World War I. Use Ian McMillan's poem, 'Ten Things Found in a Wizard's Pocket', to write your own poem entitled 'Ten Things Found in the Trenches'. Trooper Warren receives a letter from his mother on page 60. In role as Trooper Warren, write back to her, detailing your experiences of war. What might you tell her? What might you keep from her? Joey is given an Iron Cross on page 80. What is it? Draw a detailed image of it. On page 86, the author describes a peaceful, star-filled night. Paint the scene in the style of the Impressionists, using flowing, broad brush strokes and thick paint.

WEEK 4 (CHAPTERS 11–13): ALL WAS WELL FOR A TIME AT LEAST



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve information from a text. - Identify evidence from the text to support theories and opinions. History: World War I - Use research to understand the role of the British Red Cross during World War I. Drama, Speaking and Listening - Interpret and perform a poem, using expression, actions and instruments to convey meaning. Design Technology & Art - Explore the art movement, 'Futurism', and use this style to plan, draw and paint a piece inspired by the movement of a horse.	1. Emilie is pleased that 'they're moving the hospital further up along the valley'. Why is this? Is this really a positive step? (page 90) 2. Grandpapa says, 'We cannot live as if there will be no tomorrow.' What does he mean? How might this apply to people living through war? 3. Can you explain the simile 'eyes like a wasp'? (page 93) 4. What might Emilie be thinking and feeling at the end of Chapter 11? What might Grandpapa be thinking and feeling? 5. Why do the two golden Haflingers trot through the village at the front? (page 99) 6. Complete this sentence: Heinie turned into a poor, skinny looking creature, so... 7. What does the adverb 'reluctantly' tell us about how the vet is feeling? (page 104) 8. Do you think Herr Major will listen to the vet's advice? 9. What are your first impressions of Friedrich? Why does he say, 'It's the others that are mad'? What does he mean? 10. What do you predict will happen to Tophorn and Friedrich? How does the author make you want to read on at the end of Chapter 13?	Research the role of the British Red Cross in World War I. You may wish to explore <i>Walter Tull's Scrapbook</i> by Michaela Morgan and present your findings in a similar style. Look at the poem <i>War Horse</i> by Brenda Williams. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem. Spend some time looking at the work of Boccioni and the artistic movement of 'Futurism'. Think of their distinctive style and how they broke up light and colour to create movement. Using a similar style, create a piece of artwork showing Joey galloping and moving.

WEEK 5 (CHAPTERS 14–17): NO MAN'S LAND



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use clues from the text to make predictions. Writing to Inform - Write a moving obituary about a character, using emotive language to communicate the character's personality. - Using evidence from the story, write a newspaper article using correct features. History: World War I - Research and understand the term 'No Man's Land' and its role in World War I. Computing - Design an informative presentation.	1. Do you agree with Karl when he says that horses have 'very little brain' and can't think beyond food and drink? Why? Why not? 2. Write a definition of the following words from Chapter 14: <i>regal, serenity, abomination, spontaneous, abandon</i>. Can you use them in a sentence of your own now? 3. What might Joey be thinking and feeling on page 114? Can you summarise his feelings in three words? Why does Joey stay by Tophthorn's side? 4. Look at page 119. The tank is described as a 'great grey lumbering monster'. What literary device is this? What impression does it give of the tank? 5. Complete this sentence: Joey's leg is wounded by a coil of barbed wire, but... 6. Read to the end of page 129. Where do you think Joey will go? Why? 7. Read page 132. How does the author create a sense of tension and anticipation? Which words and phrases are particularly effective? 8. <i>Any problem can be solved between people if only they can trust each other.</i> What does this mean to you? Can you give an example? 9. Read page 138. Who do you think is talking to Joey? How do you know? 10. How did you feel when Joey and Albert are reunited? How do you think the author wanted you to feel?	Write a moving obituary for Tophthorn, including emotive language to describe his personality, attitude, achievements and why he should be remembered. Carry out some research into 'No Man's Land'. What else was it known as? Can you find any photographs of it? Find out what happened during the Christmas Truce in 1914. Draw or write about your findings. Write your own newspaper report about the first horse to be brought in alive from No Man's Land. Remember to include a headline, an introduction, a main body and witness statements. Create a PowerPoint and prepare a presentation to be delivered to the class about the end of World War I. Try to include animations, interesting slide transitions and sound clips.

WEEK 6 (CHAPTERS 18–21): OUR REUNION



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing. Writing to Inform and Explain - Write a set of instructions, thinking carefully about vocabulary and layout choices. Food Technology - Prepare and cook bread. - Evaluate a product. Maths - Plot and interpret data on a bar graph.	1. How did Albert's father change after Joey left? (page 149) 2. Read to the end of page 149. What do you predict is wrong with Joey? 3. David says that the life of a horse is more important than a man's life. Why? Do you agree? 4. Has your opinion of Sergeant Thunder changed at all? Why? Why not? 5. Read page 160. Make a list of all the things you learn about Maisie. 6. How does David's death affect Albert? Whose death in the story do you think is the most affecting? Why? 7. What might Albert be thinking and feeling when he learns that the horses are to be sold? What do you predict will happen to Joey? 8. How did you feel when Emilie's Grandpapa arrives on page 173? What might have happened if he had not bid for Joey? 9. Joey is a hero. Do you agree? Use evidence from the text to support your opinion. 10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Friendship, war, family, animals, sacrifice, memory, fear.</i>	Look at page 153. Write a set of instructions about how to look after a horse with tetanus. Remember to include an equipment list, imperative verbs, adverbs, labelled steps and diagrams. You could even use brackets to add extra information. Maisie bakes bread 'like you've never tasted before'. Work in small groups to bake bread – each group baking a different type of bread. Carry out some taste testing and evaluate each type of bread. Which is your favourite? Why? Conduct research into the numbers of deaths during World War I, for all of the countries involved. Present your findings in the form of a bar graph, thinking carefully about scale. Create character profiles for Joey, Albert, Albert's father, Friedrich, Tophorn, Emilie and Captain Nicholls. Include information about their personality, relationships with other characters, motivations and how they develop.