**Character through the curriculum lesson Plan**

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| **Subject**: History | **Topic**: Experiences of the First World War: Lesson Four: Desertion and shell shock |
| Values focus:  Resilience, Respect, Community Spirit | **Year group:** initially planned for year 9 but could be adapted to suit any year group including GCSE where appropriate |
| **Lesson Objective**:  To investigate the impact of shell shock and desertion in the Great War | **Lesson outcomes:**  Outcome 1: To RECALL experiences of the Great War  Outcome 2: To DESCRIBE the effects of shell shock on soldiers  Outcome 3: To ANALYSE whether the soldiers deserved to be punished for desertion |

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| **Students** | **Teacher** | **Differentiation opportunities** |
| ***Starter activity:***   * Students to read the letter from Richard Blundell and answer questions on the back of the sheet | Teacher to lead discussion using the questions. | High order thinking questions for the more able based on answers from the original starter questions |
| ***Main***   1. Students to read the information on shell shock and desertion during the Great War 2. Students answer the questions about the different crimes you could be “court martialled” for during the war 3. Students to analyse 3 different soldiers of the great war to recognise symptoms of shell shock (now PTSD) 4. Students consider different interpretations of punishing cowardice/deserters suffering from shell shock 5. Students consider and discuss what might have happened to Jimmy Smith and why | Teacher to introduce objectives and outcomes   1. Teacher to give students reading time 2. Teacher to show list of crimes and ask students questions off the slide 3. Teacher to discuss student findings about the three soldiers   Speak to students about punishments during the war and how soldiers were shot at dawn (slides 12 and 13)   1. Support students in considering different interpretations of punishing cowardice/deserters 2. Take the lesson back to the letter from Blundell about Jimmy Smith – direct students to consider what might have happened – further interpretation of the letter – you could get students to consider what experiences Jimmy had been through that might have caused him to suffer from shell shock or desert his post | * Students who struggle with literacy could perhaps just read the first part of the sheet on shell shock and desertion   Task 3:   * Weaker students may just look at one solider or this activity could be done in pairs for support * Bold parts of the text could be taken away for higher ability students   Task 4:   * Students might only look at one or two different interpretations rather than all five * Higher ability students could explain why the different people would have or in some cases, need to have these views |
| ***Plenary***  This could be task 5 if running out of time or it could be the homework activity |  |  |
| ***Homework:*** The big reveal – give students one of the news articles about what actually happened to Private Jimmy Smith – students should read and highlight the key information about what happened to him (article links are in the notes section on slide 17) High ability students could carry out some further research on other soldiers shot at dawn | | |
| ***Opportunities to extend the topic***  *To extend this lesson you could focus on the debate about whether the 306 soldiers shot at dawn should have been pardoned – there are lots of articles on this. Are we right to judge what happened 100 years ago by the values we stand by today? Why did it take so long for them to be pardoned?* | | |