Remembrance Day
Lesson Plan

Subject: Literacy  
Duration: 1 Week

Broad Aims
In this sequence of lessons, students will use different sources of information to find out about World War One (WWI). They will read and analyse different poems written about WWI. Students will also perform a poem taken from WWI, using intonation, tone and volume to communicate the emotive theme. Students will then plan and write a poem about what it was like for a soldier during WWI.

Cross Curricular Links:
History:
Students develop a chronological knowledge and understanding of British, local and world history.
Students should understand how our knowledge of the past is constructed from a range of sources.

Outcomes:

Reading - Comprehension
- Maintain positive attitudes to reading and understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing – composition
- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - Perfrom their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

<table>
<thead>
<tr>
<th>Day</th>
<th>Learning Objective</th>
<th>Success Criteria</th>
<th>Starter</th>
<th>Main</th>
<th>Plenary</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</td>
<td>I can discuss and evaluate the use of language in a poem. I can consider the impact of a poem on the reader.</td>
<td>Mind map with the students what they already know about WWI. For example, discuss when it started and the countries and key people which were involved etc.</td>
<td>Task 1: Organise students into small groups, having prepared some images taken from the war for them to look at. Ask students to discuss what life would have been like for soldiers in the trenches. Draw students back and use the Fact Sheet: Facts about World War One, for further information. Task 2: Explain to students that there are many poems which have been written about WWI. One famous example is 'For the Fallen' by Laurence Binyon. Either read the entire poem to the students, or just focus on verse 4.</td>
<td>Draw students back and discuss the different ways in which we commemorate the soldiers who fought in WWI: Cenotaph Parade in Whitehall poppies in the moat</td>
<td>Images of WWI Fact Sheet: Facts about World War I Reference Sheet: For the Fallen Laurence Binyon</td>
</tr>
</tbody>
</table>
# Remembrance Day

## Lesson Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **2** | To be able to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.  
I can perform a poem using:  
1. intonation  
2. tone  
3. volume  
   to make the meaning of the poem clear to the audience.  
| Use the facts and images from the previous task to discuss why it is important to remember them.  
**Task 3:**  
Ask students to research the different ways in which we remember the soldiers from World War One and what is specifically being organised for the 100 year anniversary. More confident students can also research the significance behind these traditions. |
| **3** | To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction.  
I can read and interpret a poem to understand what life was like for a WWI soldier.  
| Have other WWI poems prepared for students to read.  
Ask students to read these poems in pairs/small groups and encourage discussion.  
Once students have had enough time to discuss and analyse the poems show them the mind map on the board. Explain that students are going to be working in groups to discuss what life would have been like for the soldiers who were in the trenches:  
   - intonation  
   - tone  
   - volume  
  
More confident students could be given a different poem to read and perform. |

### Additional Activities
- **Festival of Remembrance**
- 2 minute silence on Armistice Day (11th hour, 11th minute, 11th month)
- poppies and wreaths
- local memorials

### References
- **Reference Sheet: Flanders Field by John McCrae**
- Choose 2/3 groups to perform the poem to the group. Discuss the techniques which they have used to make it powerful and emotive to the listener.
- Examples of World War One poetry.
- Chart Paper or the Mind Map Tool for mind mapping.

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<table>
<thead>
<tr>
<th>Remembrance Day Lesson Plan</th>
<th></th>
</tr>
</thead>
</table>
| **4** To be able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing, as models for their own. | I can plan and write a poem:  
1. using emotive vocabulary and poetic techniques.  
2. using perspective.  
3. selecting an appropriate form. |
| Using the poems from the previous session, find examples of one or all of the following poetic techniques:  
- alliteration  
- onomatopoeia  
- personification  
- rhyme  
- simile | Explain to the students that the whole class is going to write a poem about what it was like for a soldier fighting in WWI.  
Discuss the success criteria for writing a poem:  
- Use emotive vocabulary and poetic techniques to describe the sounds, sights and feelings of a soldier at war.  
- Choose a perspective – are you writing the poem about a soldier or as a soldier?  
- Choose a poetic form to write your poem, i.e. the number of lines or syllables your poem will have, which lines will rhyme etc.  
As a whole class, discuss the success criteria. Collectively decide the perspective and poetic form.  
Model writing a dramatic opening line, for example:  
“Bombs relentlessly crashing all around,  
As I slowly trudge through the thick, oozing mud”  
Continue writing the poem with the students. Pause frequently to ask students to discuss in groups ideas for the following line(s). Choose and develop examples from different groups. |
| generated to create a class mind map.  
Encourage/highlight examples of metaphors, similes and onomatopoeias. | Poems which demonstrate:  
- alliteration  
- onomatopoeia  
- personification  
- rhyme  
- simile  
Look back at the poem. In pairs, ask student to:  
- identify any vocabulary which they consider particularly emotive.  
- identify any examples of poetic techniques (alliteration, onomatopoeia, simile).  
Evaluate how effectively the poem has achieved the success criteria. Discuss what could be added or amended to improve the effectiveness of the poem. |
**Remembrance Day**

**Lesson Plan**

| 5 | To be able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. | I can plan and write a poem:  
1. using emotive vocabulary and poetic techniques.  
2. using perspective.  
3. selecting an appropriate form. | In pairs go through the different poetic techniques.  
- alliteration  
- onomatopoeia  
- simile  
For each technique, think of examples which could be used to describe aspects of WWI. | Explain to students, that in this session, students will be writing their own poem.  
Refer to the success criteria:  
- Firstly, look at the starter task and the poem written in the previous session for guidance. Ask students to discuss in pairs what emotive vocabulary and poetic techniques they would like to include in their poem.  
- Next, ask students to decide the perspective which they are going to write it from.  
- Finally, ask the students to decide which poetic form they are going to use.  
Once students have decided, ask them to write a poem. The length of the poem should be stipulated, with more confident students writing longer poems. | When students have completed their poem, they need to carefully read through and make any necessary edits.  
Ask students to exchange their poem with a partner. Evaluate the poems, giving each other constructive feedback.  
Allow students to make necessary amendments. | Poem written in the previous session.  
thesaurus |

**Next Steps**

- **Literacy:**  
Prepare and read out the poem in a Remembrance Day Assembly, to commemorate the soldiers who fought in WWI.  
Research the facts about the beginning or end of the war and write a newspaper report.

- **History:**  
Continue to research WWI, using a range of different sources to understand a key event from the past.