

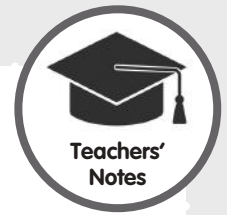


Duration: 60 minutes

Sammy's story

English

Years 5 & 6



Objectives:

- To consider what it was like to experience life in the trenches during WWI.
- To reflect on whether it is right for animals to be used in war.
- To explore the use of adjectives.
- To produce a piece of descriptive writing.

Curriculum links:

ENGLISH: Spoken language years 1-6/Writing – composition

Resources:

- Photograph of Sammy
- Sammy's story handout
- Large sticky (Post-it) notes
- Blank diary page
- Thought bubbles
- Display sheets 1 and 2

Starter activity:

- Display the photo of Sammy on the whiteboard.
- Discuss what the photograph shows. (A dog who is a mascot, sitting on the lap of a British soldier in France in the First World War in 1915 or 1916).
- Read Sammy's story to the class.
- Discuss the extract:
 - How did it make you feel?
 - What would the war have been like for Sammy?
 - Why did soldiers have mascots?
 - Was what happened to Sammy fair?

Main activity:

- Put students into pairs. Supply each pair with a set of large sticky notes and provide copies of Sammy's story: a life in the trenches hand-out (for reference).
- Ask pairs to write down adjectives to describe Sammy on the sticky notes and then to stick them on the whiteboard next to the photo of Sammy.



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- When they have completed this, write a summary list down one side of the board next to the collection of students' sticky notes.
- Discuss how each of the adjectives applies to Sammy.
- Examples of adjectives might include:
 - devoted
 - friendly
 - obedient
 - loyal
 - loving
 - kind
 - enthusiastic
 - playful
 - brave
 - heroic
 - plucky
 - courageous
 - exploited
 - abused
 - mistreated
 - victimised
 - ill-treated
- Briefly discuss how soldiers may have felt about Sammy, why they may have wanted dogs or other animals like him with them, and how they may have felt had they been alive after Sammy died during the battle of the Somme.
- On the whiteboard model write with the class the first sentence in the diary of a soldier who survived the battle of the Somme, including how he feels about losing Sammy. Children then go on to either write a diary entry of a soldier in the trenches, using the Blank diary page or Display sheet 1 (for diary entry), or produce a thought bubble, using the blank Thought bubble sheets.
- Suggestions for displaying work:
 - 1) Print an A3-size copy of the Sammy photo and put on the classroom wall. Ask children to stick their diary entries and/or thought bubbles around the photo to create a display.
 - 2) Ask pupils to stick their diary entries or thought bubbles to A3-size copies of Display sheet 1 (for diary entries and Display sheet 2 (for thought bubbles).

Differentiation:

- LA children complete a thought bubble for a soldier.
- MA and HA children work independently to write the diary entry of a soldier. TA to work with HA and encourage them to consider questions about the morality of using dogs in war.



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Plenary:

- Discuss whether or not it was fair to take animals like Sammy to war.
- Ask children how they would feel if their pet dog (or someone they know's pet dog) was taken by the army for use in war. N.B. the army still use dogs as guard dogs and as sniffer dogs for the dangerous job of searching for mines, bombs, IEDs and other explosives.

Resources available on the Animalkind website

- **Photograph of Sammy** (for displaying on whiteboard)
- **Sammy's story handout** (one copy per pair of students)
- **Blank diary pages** (A4-size copies, one per pair of students)
- **Thought bubbles** (A4-size copies, one per pair of students)
- **Display sheets 1 (for diary entries) and 2 (for thought bubbles)** (A3-size copies, one per pair of students)





Photograph of Sammy



Sammy's story handout



Sammy's story: a life in the trenches

Sammy was the adopted mascot of the Northumberland Fusiliers during the First World War.

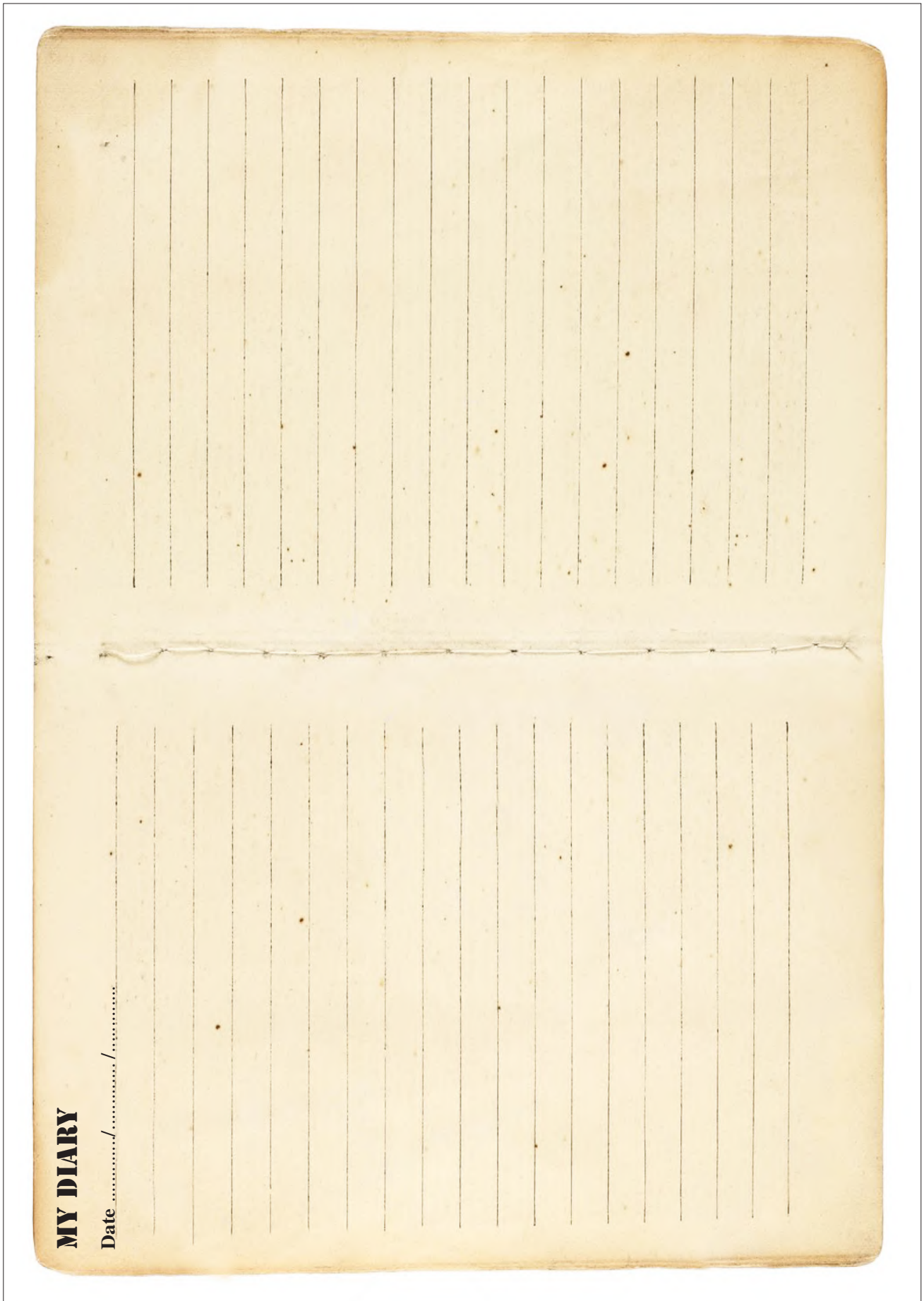
He went to war with the regiment in April 1915, and had to endure the same hardships and dangers that the troops experienced on the battlefield, but all the while he was there in the trenches he helped to keep the soldiers' morale up by keeping them company and cheering them up.

He was wounded and gassed during the Second Battle of Ypres in Belgium a month after arriving. The terrier was even buried by shellfire on several occasions.

Sammy died in action along with many of his companions during the battle of the Somme in 1916. Like many of his comrades, he has no marked grave.



Blank diary page



MY DIARY

Date

Display sheet 1 (for diary entry)



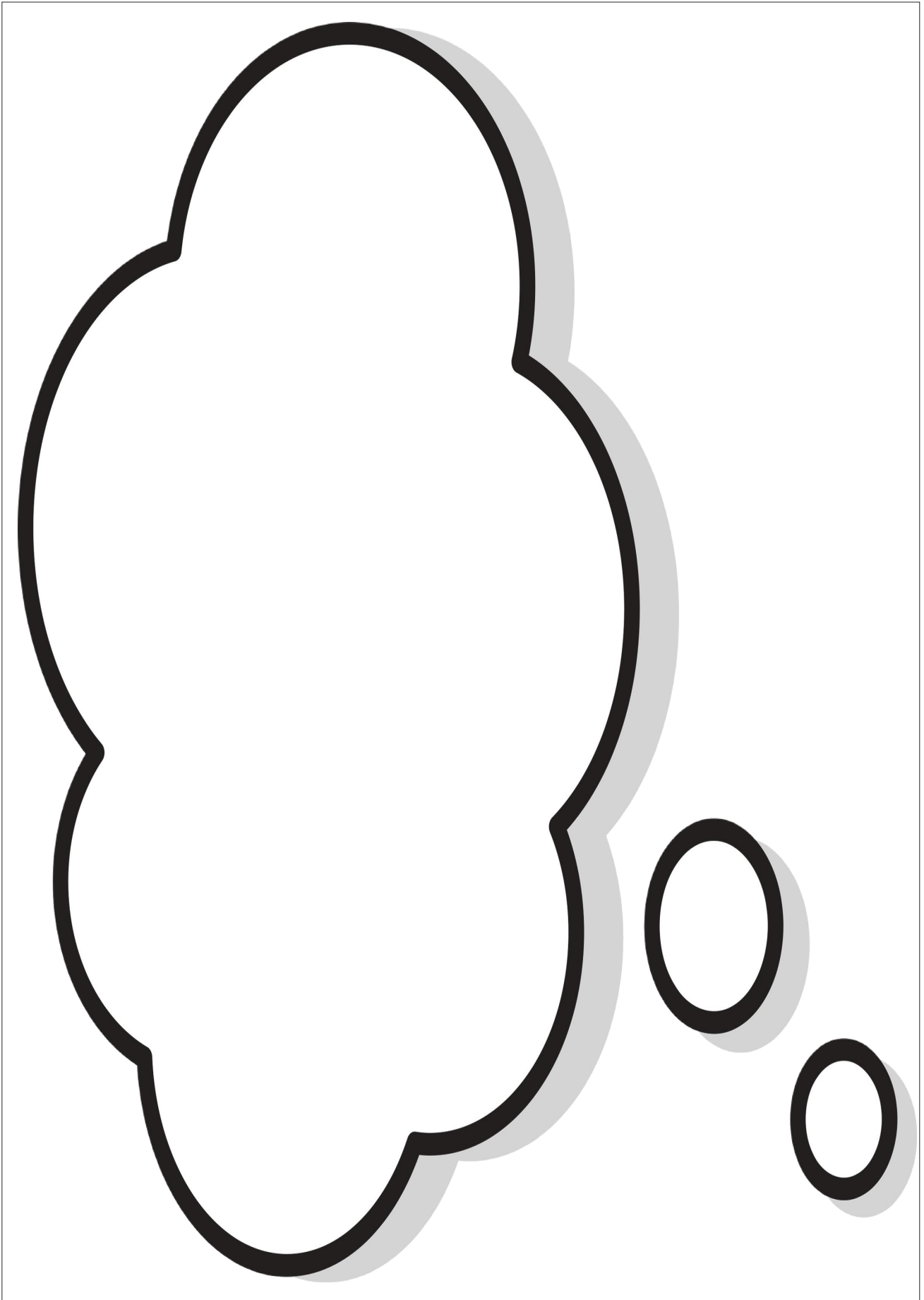
**Sammy:
mascot of the
Northumberland
Fusiliers in WWI**



Attach blank diary page here

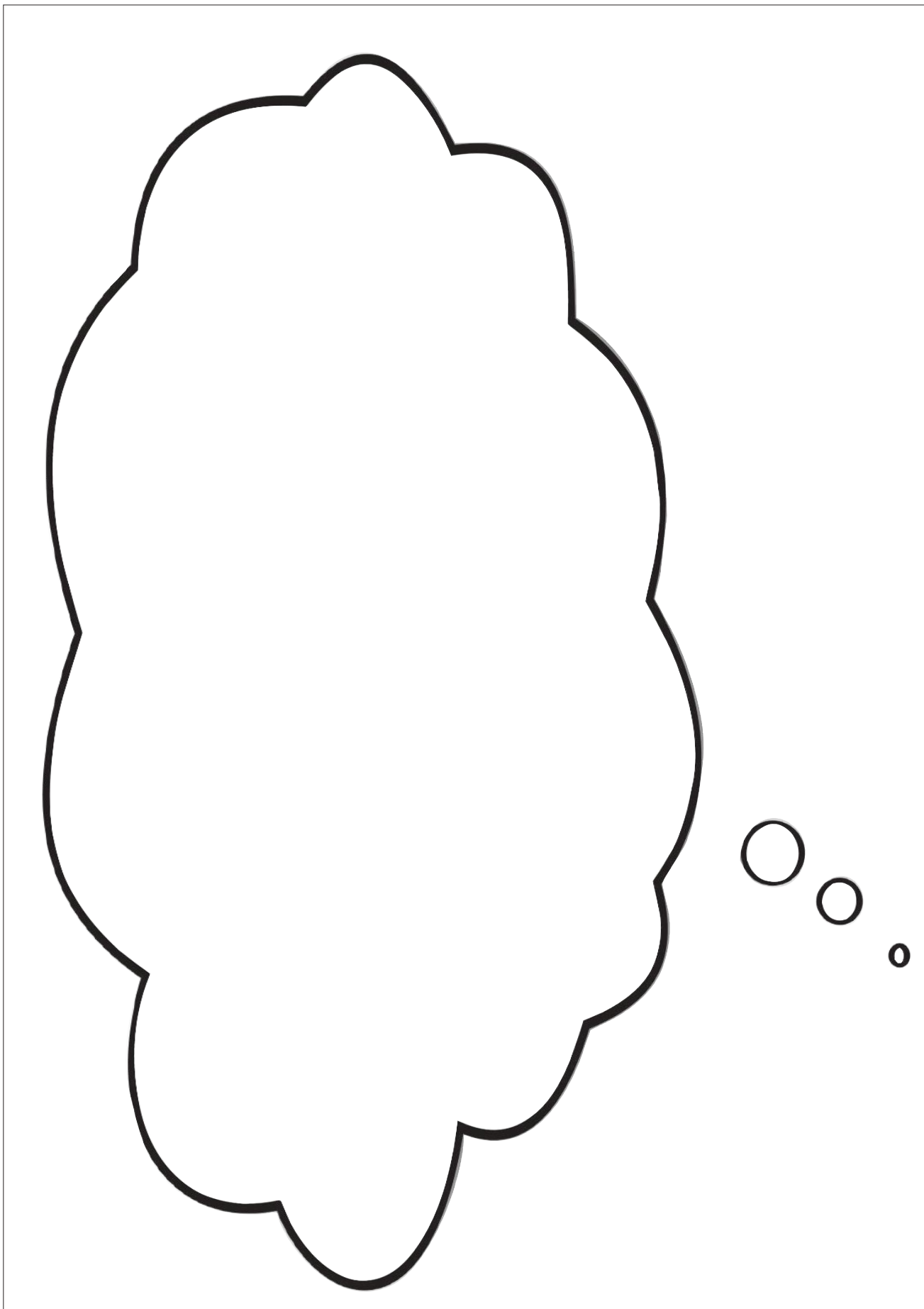


Thought bubble 1





Thought bubble 2





Display sheet 2 (for thought bubble)

Attach thought bubble here



Sammy:
mascot of the
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