

[illegible]

Plenary:

Finish with a quick class discussion on whether or not those now forced to enlist to fight would do so willingly?

Extension work: Pupils could start planning a written assessment piece entitled ‘The day in the life of a Conscientious Objector’ (See worksheet)

Differentiation: ALN pupils should be integrated into this lesson; pupils should be given roles they feel comfortable with.

MAT pupils should be prompted to provide a more detailed or convincing argument when presenting their case.

Assessment:

Pupils can be assessed on the basis of their ability to form an argument using appropriate language and using relevant information. Pupils could take part in peer assessment at the end of the lesson and discuss the impact of the argument on the outcome of the case.

Resources:

PowerPoint

Military service act 1916 form (can be found in lesson one pack)

Conscientious objector type cut out sheet (can be found in lesson one pack)

Links to literacy/numeracy:

Literacy - This lesson can link to literacy in the following ways:

- *Pupils are asked to speak clearly using appropriate language*
- *Gather and organise information from various sources.*
- *Expand upon ideas with supporting reasons.*
- *Select and organise ideas and information to give a clear and full account.*
- *Argue a convincing case using subject knowledge effectively*
- *Present topics and ideas clearly using formal language and varying what they say and how they say it to interest listeners.*
- *Respond to listener's questions and comments constructively and in detail.*
- *Respond to thoughtfully to other's ideas, asking pertinent questions.*
- *Listen to explanations of processes, sequences or points of view and identify the main points in order.*

Numeracy - This lesson can link to numeracy in the following ways:

- *Time events and organise results.*
- *Draw conclusions from data and recognise that some conclusions may be misleading or uncertain.*