

LESSON PLAN			
Subject	Unit	Lesson	Key stage
History	2	Who were the Conscientious Objectors?	3
Topic: Conscientious objectors			
Objectives:			
<ul style="list-style-type: none"> To argue your case – was conscientious objection right or wrong? To find out what difficulties conscientious objectors face during WW1. 			
Keywords:			
First World War, conscientious objector, conscription, military service.			
Introduction/ISM:			Timing
Image of conscientious objectors at Dyce camp. Start with a refresher of the last lesson and discuss the image. Does this image tell us anything about conscientious objectors?			5 mins
Pupils should have completed the Military service acts (1916) form in the last lesson. (Please note this lesson may take longer dependant on how long each pupil is given to defend their case)			Timing
<u>Activity One – Tribunal</u>			
The teacher is the judge with the final say on whether or not a conscientious objector should be exempt from military service. Tribunals did usually have more than one judge so perhaps a few pupils could sit with the teacher to make final decisions. Pupils should stand in turn to answer questions from the PowerPoint. Teacher should then decide on one of the four tribunal decisions.			
<ol style="list-style-type: none"> Absolute exemption from military service Exemption from military service provided he did civilian work of national importance. Non-combatant (fighting) service and send objector to non-combatant unit in the army Rejection of the application completely ordering the objector to join the military immediately. 			
Ask questions based on the form, other questions to ask...			
<ol style="list-style-type: none"> If the Germans were attacking (insert home town) and you could save the lives of women and children, would you do so? Would you be prepared to take non-combatant service? If someone was attacking your family would you fight to save them? 			
Make a quick decision on whether or not their objection should be upheld. Cut some off before they are given the chance to defend their objection. There was little chance of a fair hearing; conscientious objectors were treated with hostility for being unpatriotic and cowardly. Allow between 1-5 minutes per pupil – keep tribunals moving quickly to emphasise the fact that the objector's feelings were not important.			
Judge (teacher) to sum up at the end of all cases using statistics of how many have had their objection upheld. At the end of the tribunal ask if anyone thinks they have been treated unfairly. Ask why they believe this. Following the PowerPoint explain what happens next to those who had their application for exemption rejected.			
			45-60 mins

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.*