

PROJECT TITLE:	
ANIMALS AT WAR	
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CLASSROOM PRACTICE (DOCUMENT #1)

1. HI Overview & Teaching Thesis:

Animals at War is designed for upper elementary school students in 4th/5th grade. Students will be introduced to the kit with a story about a young child who uses a service dog in her everyday life and why this animal is so important to her survival. Young children are fascinated with animals and superheroes and this unit combines both of these interests into one. Animals played a key role during World War I and World War II and were used in a variety of ways. Countless animals provided tasks that would not have been possible by humans and their stories have been recorded in pictures, journals, legal documents, letters and newspaper articles. During this kit, students will work in pairs or small groups to use a variety of primary source documents to research 8 different animal breeds. Through this research, they will discover how the animal served, when they served, and how they were remembered. Interactive global mapping is embedded in both lessons to enable the students to see the impact that the wars had on the entire world geographically.

2. Suggested Grade Level and Length of Activities: 4th /5th Grade: Two (1 hour) lessons

3. Significance & Relevance:

Most students in American classrooms get their first exposure to World War I and World War II in 4th or 5th grade. This kit has been created with preselected materials that are sensitive to the developmental age of 10-12 year olds. The role of animals in World War I and World War II provides an introduction with limited exposure to guns, cruelty, and death. Young students may enter the unit with limited geography skills, but with great interest in the subject. Primary source documents will allow the students to identify animals used in World War I and World War II and record the location of service for each animal. The additional activity using the same tagged locations on Google Earth will enable the students to *see* the location in action. Using pictures, first-hand accounts, and stories of animals provides a positive hook for young students to an intriguing, but tragic topic. In their research, students will also realize that many of the heroic tasks performed by these animals have been recorded, but not all have been recognized. They will have the opportunity to explore memorials and awards that have been established and have the challenge of designing and creating ones of their own.

Selected State & National Standards

STANDARD Virginia Studies.VS.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;(as related to World War I and World War II)
- c) compare and contrast historical events; (animals used in World War I and World War II)
- f) sequence events in Virginia history; (events in World War I and World War II)
- g) interpret ideas and events from different historical perspectives; (perspectives from soldiers, children, reporters)
- h) evaluate and discuss issues orally and in writing; (partner and group discussions in activities; individually in the final assessment)
- i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (why animals used in special geographical locations)

Core National Standards from Geography for Life

Standard 1

Objective 1

Students will understand the world in spatial terms.

- **Interpret geographic data using maps and Google Earth.**

Objective 3

- **Apply the geographic mode of inquiry (What? Where? How? And So What?) to world regions.**

OAH Historical Skills Taught:

Standard 1- Chronological Thinking

- Students should be able to interpret data presented in historical narratives and images to determine if their researched animal served in the time during World War I, World War II, or both.

Standard 2- Historical Comprehension

- Students should be able to draw upon historical information presented in narratives, photographs, and charts about animals who served in World War I and World War II, to clarify where the historical event occurred, the natural and man-made features of the place, and critical relationships in the spatial distributions of these features and the historical event occurring there.

Standard 3- Historical Analysis and Interpretation

- Student should be able to identify the author or source of the historical document or narrative about World War I and World War II to determine if it is a primary or secondary source.
- Student should be able to differentiate between historical facts and historical interpretations when analyzing documents from World War I and World War II.
- Student should be able to compare historical narratives and images on World War I and World War II animals and their service to determine their importance in history.

Standard 4- Historical Research

- Student should be able to formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from World War I and World War II.

- Students should be able to obtain historical data from a variety of sources, including: library and museum collections, historical sites, historical photographs, journals, eyewitness accounts, newspapers, and documentary films about World War I and World War II.

Standard 5- Historical Issues-Analysis and Decision Making

- Student should be able to identify issues and problems that occurred during the use of animals in World War I and World War II and analyze the interest, values, perspectives, and points of view of those involved in the situation.

4. Technology

Interactive Mapping

- **Lesson 1- Animals That Served-** Students will be using Google Earth to find the location of animals that served in World War 1 and World War II. There will be a colored push pin indicator on the map where a specific breed served. Ex: a purple push pins will appear in all of the regions that are noted in the Student Research Document Package for Mules/Donkeys. This will allow the students to see the various locations and draw conclusions based on a geographical location as to what animal served and why they might have been used in that geographical region.
- **Lesson 2- How Animals Are Remembered-** Students will be able to locate memorials to animals that served in World War I and World War II using Google Earth. This will allow the students to see the various locations and draw conclusion based on geographical location to determine which counties have honored animals that served in World War I and World War II. Students will be able to view the location of the memorial and see an image of the memorial by clicking on the location site.

Digital Archives

- In Lesson 1 and Lesson 2, students will use images of animals who served in World War I and World War II. Images have been gathered from the National Archives Site in the US and UK, Imperial War Museum, Library of Congress and other online sources. I have carefully preselected images and documents and placed them in Learning Research Packets for the students to use in this unit based on the young age of the student. **Many of the photographs and details of the letters, diaries and eyewitness accounts in a general search contained information that was not appropriate for elementary students.**

5. Modifications, Differentiation, and Extensions

- Advanced learned can gain additional research to add to the collection. **Please be advised that a general search may produce pictures and accounts that are not appropriate for elementary students. It would be advised to preselect materials, websites and books before research begins.**
- Animal research can be reduced to a smaller number. 8 animals have been selected to research. Since the average class size is 20-24, students can work in groups of 2-3 students. Classrooms can also be divided into small groups and each student be given a different animal and the students could look for similarities and differences in the information gathered.
- Form pairs or groups according to academic ability, skill level, or learning style.

- Some of the Student Research Document Packets contain more documents than others. View the documents in each packet for reading and comprehension levels. Groups or pairs can be formed with this in mind.
- There were several animals that were used for service in World War I and World War II that were not included in this kit that an advanced student or group may choose to research: insects (glowworms, bees) snakes, bears, mice/rats, goats, oxen.
- Students may add an additional choice to the Tic Tac Toe Project Selection or replace one that is currently there. Advanced learners may also choose to select more than one project to complete.
- Students may research the Dickin Medal and/or the PDSA Medal and the recipients of each. These are both honors that are given to animals who display brave acts of courage.
- Students may research service animals today and share with others what animals are used and how they are to service others.
- Students may further research a specific animal introduced in the kit- Smoky, Simon, Bamse.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities to support objectives and assessment
Title: Lesson One Animals That Served Guiding Questions Question a What animals were used in service during World War 1 and World War II? Question b What role did animals serve during World War I and World War II? Question c Where did animals serve during World War I and World War II?	Students will be able to : • Identify animals and their location of service during World War 1 and World War II. • Analyze World War I and World War II documents to describe the purpose of service for animals in war.	Assessment- Assessment of Objectives: Given the 8 animals that were researched during the unit, students will list at least one location of service and as least one role that each played in World War I and/or World War II. Students will then select one animal that they feel made the largest impact on the outcome of the war and write a paragraph to explain their reason.	1. Students will work in small groups to examine primary and secondary source documents about animals in World War I and World War II to create a graphic organizer that highlights a given animal. Students will identify the breed of the animal, location of service, date (year/years), type of service or contribution, honors received, and any interesting facts. Animals identified for investigation: • dogs • cats • elephants • camels • pigeons • horses • mules/donkeys • reindeer 2. Students will use a world map (Google Earth) to find the location of service of each breed. 3. Student will continue to work in pairs or small groups to produce a product to share with the other students. A rubric will be used to assess the project.
Title: Lesson 2 How Animals are Remembered Guiding Questions: Question a How do people recognize animals for their service? Is this similar or different to the way we recognize humans? Question b How do we remember animals who served during World War I and World War II?	Students will be able to : • Compare how people and animals are recognized for their service by analyzing primary and secondary source documents.	Assessment- Create a memorial for an animal who served in the war that reflects the accomplishments of that animal. Finished memorials will be displayed in a memorial garden. Students participate in a gallery walk to provide comments using a comment card for each memorial.	1. Review how we remember people who make important contributions. (memorials, poems, statues, ceremony, awards, medals) Highlight the contributions of George Washington and show the statue of George Washington by Jean-Antoine Houdon at the Virginia State Capitol. http://www.history.org/foundation/journal/autumn03/houdon.cfm Show the Animal In War Memorial in London http://www.animalsinwar.org.uk/index.cfm?asset_id=1374 Make a list of the animals that are present in the memorial and discuss why they are present on the memorial. Have students review how people are remembered and apply what they have learned about animals in World War I and World War II to a design and create a memorial to remember their researched animal.

7. Related Materials and Resources:

Lesson One – Animals that Served

Students will be introduced to 8 different animal breeds that served during World War I and World War II. Using primary and secondary source materials, students will be able to analyze the information to find the location and date of service and how the animal served and what impact their service had on the war. Students will then use the gathered information to create a project about their animal to share with their classmates.

Lesson Two – How are Animals Remembered

Students will analyze primary and secondary source materials for animals that served during World War I and World War II to determine how the animal should be remembered for their service. Using the contributions from the animals, students will design and create a memorial for their research animal.

Supplemental PowerPoints, worksheets, handouts, answer keys

Lesson 1- Animals That Served

1. Service Dog Article: Girl's best friend is dog who carries her oxygen
<http://todayhealth.today.msnbc.msn.com/news/2012/03/21/10780622-girls-best-friend-is-dog-who-carries-her-oxygen>
2. Animal Heroes Graphic Organizer
3. Animal Heroes for the World Map
4. World Map
5. Tic Tac Toe Project Selection Grid
6. Tic Tac Toe Project Selection Rubric
7. Student Research Documents for Camels
8. Student Research Documents for Cats
9. Student Research Documents for Elephants
10. Student Research Documents for Dogs
11. Student Research Documents for Horses
12. Student Research Documents for Mules/Donkeys
13. Student Research Documents for Pigeons
14. Student Research Documents for Reindeer
15. Animal Experts-Animals in War Assessment
16. Animals Experts-Animals in War Assessment Answer Key
17. Animals That Served- Google Earth

Lesson 2- Animals Remembered

18. George Washington Remembered Image
19. Animals in War Memorial I Spy Images
20. How Do We Remember? Design Template
21. Animal Memorials Around the World Images
22. Animals in War Memorial- Google Earth
23. Animal Hero Memorial Garden Comment Card

Grading Assessment (Formative or Summative) with answer keys and/or rubric

Tic Tac Toe Project Selection Rubric

Animal Experts- Animals in War Assessment and Answer Key

Animal Hero Memorial Garden Comment Card

8. Annotated Instructional Bibliography

(websites used have been noted on each page of the Student Research Document Package)

Books

Burleigh, R., & Mackenzie, R. (2008). *Fly, Cher Ami, fly!: The pigeon who saved the lost battalion*. New York: Abrams Books for Young Readers.

This children's book features honored Cher Ami, a trained homing pigeon in World War I. The book takes place in 1918 in France when radio communication failed and a message must be delivered to other troop members to save the lost battalion. Although the book is illustrated, great detail is shown with the basket storage place for the pigeon and the small tube attached to the bird's leg. The Afterword gives background information about the use of pigeons as message carriers and the life of Cher Ami. The body of this hero can be seen at the Natural Museum of American History in Washington, D.C.

Cooper, J. (2000). *Animals in war*. London: Transworld Publishers.

In the third printing of this book, Cooper highlights the animals that served in war. Great details include journal entries, photographs, posters, newspaper articles, and interviews. Cooper includes cover each animal in detail from the smallest glow-worms to the elephant. The latest publication of this book was published to coincide with the launch of The Animals in War.

Dumon, T. B., & Hopman, P. (2011). *Soldier bear*. Grand Rapids, MI: Eerdmans Books for Young Readers.

This novel is based on the true story of Voytek, an orphaned bear adopted by Polish soldiers in World War II. Voytek moves with the soldiers to Egypt, Italy, and Scotland and stays with them for five years. After the war, he spent the rest of his life in the Edinburgh Zoo in Scotland. As well as a mascot for the troop, he learns to carry bombs, corners a spy, as well as keeping spirits high during difficult times. The book does contain original photographs and maps about his location and service.

George, I., Jones, R. L., Charman, T. C., & Kelly, A. (2006). *Animals at war*. London: Usborne.

This children's reader is written at a fourth grade reading level. It is a perfect resource for elementary research. The authors begins the book with Hannibal use of elephant to dogs, bears, pigeons, horses used in World War I and World War II. The book provides many details about animal breeds, as well as specific animals. The last chapter of the book is dedicated to how animals are honored for their courageous service with badges, medals, certificates, and memorials. The last page of the book features

the 'Animals in War' memorial in Park Lane, London. The book was published with the help of the Imperial War Museum. It is filled with numerous primary source posters and photographs.

Greenwood, M., & Lessac, F. (2008). *The donkey of Gallipoli: A true story of courage in World War I*. Cambridge, MA: Candlewick Press.

Greenwood tells the story of an English World War I soldier, Jack Simpson serving on the Gallipoli Peninsula in Turkey. With the help of his donkeys, Simpson carried more than 300 injured soldiers day and night during warfare. This book ends with two pages dedicated to details about Simpson, the donkeys, other mascots and a map to show the location of service.

Hamer, B. (2001). *Dogs at war: True stories of canine courage under fire*. London: Carlton Books. This book provides a background chapter on early canine heroes before World War I. The following chapters are divided between World War I and II and the Vietnam War. His World War I chapters are divided between Allied dogs and American mascot dogs. The World War II chapters cover in detail parachute, tank and defense dogs. The famous pit bull terrier, Stubby got his beginning in Virginia, before shipping off to France in 1918. Hamer offers dates, location, and service of each dog as well as a list of additional books and websites for further research.

Le, C. E. (2009). *Silent heroes: The bravery and devotion of animals in war*. London: Souvenir. This book features thirteen animals who served during wartime. Le includes cats, bears, pigeons, horses, dogs, mules. Many of these animals received the Dickin Medal, a medal awarded to animals who displayed conspicuous gallantry and devotion to duty to any branch of the Armed Forces or Civil Defense during World War II. 53 Dickin Medals have been awarded to 18 dogs, 3 horses, 1 cat, and 31 pigeons. The book dedicates an entire chapter to each animal with details about the time and location of service, as well as the job performed.

Lemish, M. G. (2008). *War dogs: A history of loyalty and heroism*. Washington, D.C.: Potomac. Lemish dedicates his research to canines and their service during war times from the Stone Age to the Vietnam War. The books used many primary source documents, including numerous photographs, interviews, and eyewitness accounts. Lemish provides great detail to dates and locations and service. There is a lengthy bibliography that includes books, newspaper articles, articles, government publications, and video recordings.

Redmond, S., & Ettlinger, D. (2003). *Pigeon hero!* New York, NY: Aladdin Paperbacks. This children's book features G.I. Joe, a carrier pigeon in Italy during World War II who must deliver an important message to the American troops. Even though the book is written in story form and the illustrations have been drawn, the details showing the placement of the tube on the leg of the pigeon is well worth the few minutes that it will take to read the short story.

Stoddard, L. (2003). *Nora, the fifty-cent dog*. Mystic, CT: Mystic Seaport Museum. This short children's book features a fictional story inspired by an actual event in North Carolina's Outer Banks during World War II. During World War II, from 1942 to 1944, 2,600 Coast Guardsmen patrolled exposed beaches with more than 3,600 trained dogs watching for possible enemy attack. During a night patrol, the young guard fell and his trained dog was able to drag him to safety and seek help to save his life. Nora received a medal of honor from the American Society for the Prevention of Cruelty to Animals in New York City.

Websites

Animal War Memorial- <http://www.animalsinwar.org.uk/>

Beautiful pictures and quotes about the memorial that was designed and dedicated in 2009 in London for all of the animals who served, suffered and died alongside the British and Allied troops during wartime in the 20th century. The site highlights several of the 54 animals (dogs, horses, and pigeons) who have received the PDSA Dickin Medal.

Imperial War Museum- <http://www.iwm.org.uk/>

A large searchable source of books, photographs, websites, and other primary source documents. Identification tags for animals used in the war have been found and are on display at the museum and digitized on the website.