Complete the following tasks as you work your way through the book.

If you already know the words write what they mean in the table below. For the words you don’t know, use a dictionary to help you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bayonet</td>
<td></td>
</tr>
<tr>
<td>enlist</td>
<td></td>
</tr>
<tr>
<td>flare</td>
<td></td>
</tr>
<tr>
<td>Lord Kitchener</td>
<td></td>
</tr>
<tr>
<td>No Man’s Land</td>
<td></td>
</tr>
<tr>
<td>parapet</td>
<td></td>
</tr>
<tr>
<td>recruitment</td>
<td></td>
</tr>
<tr>
<td>sentries</td>
<td></td>
</tr>
<tr>
<td>sentry duty</td>
<td></td>
</tr>
<tr>
<td>shells</td>
<td></td>
</tr>
<tr>
<td>Stand To</td>
<td></td>
</tr>
<tr>
<td>the Western Front</td>
<td></td>
</tr>
<tr>
<td>Tommy</td>
<td></td>
</tr>
<tr>
<td>trenches</td>
<td></td>
</tr>
<tr>
<td>veteran</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the mind map with information and facts that you already know about WW1.

When you’ve finished, fill in another mind map with any questions you have or areas you’d like to find out more about.
**Reading journal**

**Reading for information**

1. What does Will think about them all joining the army?

2. How old do you think you had to be to join the army in 1914? Why do you think this?

Using your own knowledge and books or the internet find out the answers to the following questions:

1. How old did you actually have to be to join the army?

2. When were people saying the war would be over by?

3. When did the war actually end?

**Recruitment posters**

Have a look at the recruitment posters on pp.8, 9, 10 and 12. These were used during WW1 to persuade young men to go to war. Think about **how** you think the posters try to persuade young men to go to war.

1. **Viewpoints**: each poster is designed from the viewpoint or ‘voice’ of a certain person or group of people. For each one, write down the viewpoint used in the poster and why it would be effective.

<table>
<thead>
<tr>
<th>Poster</th>
<th>Viewpoint</th>
<th>This would persuade young men to join the army because …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster on p.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster on p.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Commands**

A command tells someone to do something. Commands are powerful because they start with a verb, such as ‘Stop talking’ or ‘Go to bed’. Write down the command in each poster:

1. 
2. 
3. 
4. 
5. 

3. **Direct address**

Look at the posters on p.9 and 12. Which words are highlighted and why?

Find one more example of direct address from p.8 or 9 and write it down.
Recruitment posters - presentational devices

1. Presentational devices are about how a text looks on the page. They are the devices writers use to present the text, such as layout and the style of writing. Write down as many presentational devices as you can think of. E.g. Text written in a bright colour is eye-catching.

2. Writers use presentational devices to create particular effects. Below are some of the presentational devices used in the posters. Write down the effect you think each device creates.

<table>
<thead>
<tr>
<th>Poster</th>
<th>Presentational device</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>p.8</td>
<td>The command at the bottom is written in big block capitals.</td>
<td></td>
</tr>
<tr>
<td>p.9</td>
<td>The picture of Lord Kitchener, with his finger pointing to the reader, is in the centre of the poster.</td>
<td></td>
</tr>
<tr>
<td>p.9</td>
<td>In the sentence ‘wants you’ the word ‘you’ stands out as it is written in big block capitals.</td>
<td></td>
</tr>
<tr>
<td>p.9</td>
<td>The image shows women and a young child watching soldiers passing by.</td>
<td></td>
</tr>
<tr>
<td>p.12</td>
<td>The word ‘you’ is written in big bold capitals letters and is underlined.</td>
<td></td>
</tr>
<tr>
<td>p.12</td>
<td>The image shows the roles of different people helping in the war effort.</td>
<td></td>
</tr>
</tbody>
</table>

Design your own recruitment poster

Using what you have learnt about persuasive techniques and presentational devices, design a persuasive poster of your own. Choose from the following options:

- Imagine you are working for the government in 1914. Design a new recruitment poster to encourage young men to enlist.
- Design an ‘anti-recruitment’ poster which persuades young men not to join the army in 1914.
- Design a poster for today’s society to persuade young people to join the British Army, The Cadets or The Royal Navy.
Use of colour

The posters in War Game are printed in black and white, and in 1914, colour printing would have been low quality and expensive. In your poster, you can make full use of colour for effect so that colours symbolise (stand for) different things.

For the following colours, write down the different things you associate with each one:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td></td>
</tr>
</tbody>
</table>

In the box below, make a list of the colours you could use on your poster and why.

Now draw your poster, using the techniques you've learnt about.

The adventure

After reading to the end of p.16, write a short diary entry in the voice of Will for your first night aboard the ship to France. You should write about:

- the ship setting sail and the crowd’s send off
- your thoughts about training camp (p.13)
- how you feel now on board the ship
- how you feel about going off to war.

Before you start, make some notes about what you might have seen, heard and felt as the crowd at Southampton cheered you off and then later on as the ship sets sail.
### Planning notes

<table>
<thead>
<tr>
<th>What you experienced</th>
<th>What you saw</th>
<th>Other senses: what you heard/smelt/tasted/felt</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The send off</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training camp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(look back to p.13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now - on board the ship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Will’s diary: On board the ship to France**

Remember, you are writing a diary entry and will need to:

- use the first person (I)
- use the past tense to describe things that have happened to you (I saw ... )
- use the present tense to describe how you are feeling now (Tonight I can see ... )
Paragraph 1

11th September 1914

Dear Diary,

I can’t believe we’re finally on our way to France. The ship left Southampton this morning and …

Paragraph 2

We’ve had to work so hard to get here. At the training camp we …

Paragraph 3

Tonight, looking out from the deck of the ship, I can see …

Trench life: information leaflet

1. Before you write and design your information leaflet make sure you have read up to p.37. Then, write down everything you have learnt about life in the trenches.

2. Task: write an information leaflet for new recruits who are headed for the front line, informing them about life in the trenches. You will want to give them clear and honest information about what to expect, as well as some advice about how they can cope. Here are some top tips for writing to inform and advise. Have a look at some real examples of this type of writing and see if you can spot the following features:
Writing to inform

- Use clear facts.
- Use straightforward language.
- Explain words the audience may not understand e.g. sentry duty.
- Use a clear layout and organisation so it’s easy to follow.
- Make it interesting and engaging to read.

Writing to advise

- Use a friendly tone.
- Talk to the reader directly.
- Make some helpful suggestions about how to cope with trench life.

Writing a leaflet:

Have a look at one or two real leaflets that have been produced for the public. What different presentational devices can you see? Think about what you find on the front cover and how the information is organised inside. Write them down.

Recapping audience and purpose. Before you start, use SPLAT to make quick notes about what you are writing and who you are writing for:

Subject:

Purpose:

Layout/Language:

Audience:

Tone:
Reading journal

The Christmas truce: newspaper article

On pp.40-56 you will learn about the Christmas truce of 1914. You are going to imagine you are a news reporter, writing the beginning of an article about the event.

Headlines

Headlines are written to draw the reader in so they have to be punchy, catchy and engaging. Common headline techniques are: alliteration (School’s Soaring Success), exclamations (RESULT!), puns (Exam results: Simply Top of the Class!) and questions (Best Results Ever?).

Try writing two different headlines for the story about the Christmas Truce. Aim to use a different technique in each one:

1
2

The Christmas truce: newspaper article

Writing the first paragraph

There is a real skill in writing the first paragraph of a news story, because it tells the reader all the key information. One way of remembering what to include in a first paragraph is to think of the 5Ws. The 5Ws:

Who is it about?

What has happened?

Where has it happened?

When did it happen?

Why did it happen?

Look at the following paragraph and write down the 5Ws:

Parents who refuse to take responsibility for children accused of criminal offences were criticised by a London judge yesterday, who demanded to know why the mother of a 13 year old girl charged with looting a shop was not in court.
War Game by Michael Foreman

Reading journal

Who?

What?

Where?

When?

Why?

Book review

When you’ve finished reading the book, write a book review for the same newspaper.

Use some of the following prompts to help structure your book review.

✓ What was the story about?

✓ What the opening of the story like? Exciting, boring etc ... ?

✓ Who were the main characters and what were they like? Do the characters change as the story goes on?

✓ Who did you find most interesting?

✓ How did you feel during and after reading the book?

✓ What did you learn from this book?

✓ Would you recommend this book? Why/why not?