The Horses Didn't Come Home

By Pamela Rushby ISBN: *9780730496304* Published March, 2012



Teacher's Guide

Notes by Catherine Hainstock

Includes: Summary, Australian National Curriculum: English curriculum connections, SOSE curriculum connections, discussion questions and ICT enhanced classroom activities

About the Book

The last great cavalry charge in history took place at Beersheba in the Sinai Desert in 1917. It was Australian soldiers and horses that took part in, and won, this amazing, unexpected, unorthodox victory.

The men proudly claimed it was their great-hearted horses that won the day.

But in the end, the horses didn't come home ...

About the Author

Pamela Rushby is an educator, journalist, television/media scriptwriter, producer, and author. She has over 150 titles to her credit including another Young Adult faction novel that won her The Ethel Turner Prize in the 2010 NSW Premier's Literary Awards. She has received many prizes and won grants to undertake research including an Arts Council Grant to go on archaeological excavations in Egypt and Jordan. Through her latest novel, *The Horses Didn't Come Home,* Pam shares with us three of her passions: a love for children's literature, Australian history and Ancient history.

Curriculum Connections:

From 2012, the Australian National Curriculum (v2.0) is being implemented in some states and trialled in others. The latest version can be accessed here: <u>http://www.australiancurriculum.edu.au/</u>

Many schools will continue to use their own curricula and will find this text suitable for the following themes as well as the historical ones mentioned below: journeys, change, conflict, peace-keeping, heroes, human-animal relationships, Humanitarianism, and Australian Literature.

Australian Curriculum: History

The Horses Didn't Come Home is highly suitable to the ANC's History focus for Year 9 -

The Making of the Modern World: Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

This text could also be an English text and enhancement for ANC's History focus for **Year 7** –

Investigating the Ancient Past: Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

Australian Curriculum: English connections

This text could also be used independently to meet the achievement standards of the upper primary and lower to middle secondary English curriculum.

Years 5 and 6

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-

stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Years 7 and 8

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Year 9

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

ACARA Australian Curriculum, Assessment and Reporting Authority. (2011). *The Australian Curriculum v2.0: History Foundation to Year 10 curriculum*. Retrieved January, 2012, from <u>http://www.australiancurriculum.edu.au/History/Curriculum/F-10</u>

ACARA Australian Curriculum, Assessment and Reporting Authority. (2011). *The Australian Curriculum v2.0: English Foundation to Year 10 curriculum*. Retrieved January, 2012, from

http://www.australiancurriculum.edu.au/English/Curriculum/F-10

Before Reading

In small groups or as a class, examine the book's cover. Discuss initial impressions and any predictions about the plot. Help students to focus on what influenced their impressions.

Next, read the description from the book and make further observations and predictions. You may wish to have students save these for comparison at a later stage.

Genre – Faction (Fact Fiction)

Faction is the blending of fact with fiction in a book or film.

Discuss the book's genre. Help students discuss how knowing a book's genre can help to understand the story better. Explore this genre further by discussing:

- What is the purpose of books and films written in this genre?
- Is this a true story?
- How can faction stories help us to understand people of a time or an event in history better?
- What dangers might there be in using faction to tell a story?

Extension: some of the incidental characters in this novel are real (e.g. Howard Carter). As they are reading the novel, have students discover which ones.

Students may wish to research and present short biographies of these real characters.

First Impressions – The Prologue

Use these as discussion or journaling questions after reading the prologue together:

- What is a prologue? What do you think is the purpose of this prologue? Is it an effective prologue? Why or why not?
- Now that you have read the prologue, have your impressions about the story (made from the cover) changed? How? Why?
- What kind of person is Harry? Have students write either an initial character sketch or generate a list of adjectives describing him. Discuss and/or save it for later discussion.

While Reading Generating Questions

You may want students to record in a journal or blog any questions that occur to them as they read and then record the answers (including in which chapter) as they are revealed. Help them to understand that some questions might be directly answered and others inferred. If students have any questions left unanswered, discuss or brainstorm possible ways to find answers (e.g. research work in the library, contacting an expert, contacting the author).

Discussing the Story:

Chapters 1-3

- In chapters 1 and 2, readers meet Laura, Harry and Jack at the beginning of their stories. Choose one of them and describe him/her, include their life and home environment. What is s/he like? What does s/he think about? Who and what are important to him/her? Compare his/her life to yours; list any similarities and differences. (You may want students to use a graphic organizer to do this such as a Venn diagram).
- 2. Readers also learn about Laura's horse, Bunty. Write a list of words (adjectives) or phrases that describe Bunty. You may want to make two lists: one list of things Laura tells about Bunty and one list of things you can work out about Bunty based on events or stories (inferred).

- 3. When Harry and Jack return from school, Jack says home feels so small, but he doesn't mean size (p. 16). What do you think he means?
- 4. Harry and Jack are too young to legally enlist in the army, but they do anyway. What influences them? What do they think about? What do they *not* think about?
- 5. After Harry and Jack meet the officers buying horses, the boys go shooting, but "did a lot more talking than shooting." (p. 22). What do you imagine they talked about?
- 6. When Harry tells his family he's joined the army, his parents have very different reactions and attitudes. What are they? Why do you think they are so different?
- 7. Why doesn't Laura say good-bye to Bunty before her horse leaves with Jack? (p. 33)

Chapters 4 – 12

- 1. In the training camp, Harry and Jack have a daily routine that includes looking after the horses before themselves. Jack says, "Naturally. Horses come first in the army." Why do you think the horses come first?
- 2. In chapter 8, Harry describes the training in Egypt. His Sarge is surprised about the Major General's insistence on cavalry charge practice. "We're mounted infantry, not cavalry." Explain what is the difference.
- 3. Why were the referees of the mock battle (p. 72) not impressed with the Light Horsemen's cavalry charge?
- Harry tells of the things they did for fun while in Cairo. Make a list of them. Identify any things a typical 16 – 18 year-old might still do today. Tell where and how.
- 5. Some soldiers take a donkey into a restaurant for tea as a prank. Telling humorous stories well involves certain techniques. Identify what the author does or does not do for maximum effect. Now try using these to retell a funny story or incident you've seen or heard. You'll want to rehearse before telling it to others.

- 6. Jack and Harry play a prank on a couple of British officers. What do they do? Why do you think they do it?
- 7. When on a visit to the pyramids (pp. 83 84), Harry suffers from claustrophobia (fear of being in enclosed spaces). He describes his symptoms. What were they? Why do you think the author tells us all of his symptoms?
- 8. Horses were not the only animals brought to Egypt by the Australian soldiers. Harry tells of some animals smuggled over as mascots (p. 88). What were they? What are mascots? What purpose do they serve?
- 9. In chapter 12, Harry says the solders were itching to get to the Dardanelles. Why were they? Think about what or who was influencing the way they felt.

Chapters 13 – 18

- 1. In the Valley of the Kings, the boys meet archaeologist, Howard Carter. Carter is a real historical figure, not fiction. Find out what he is most famous for. Why do you think the author chose to include this character?
- 2. On the way back from the Valley of the Kings, the boys are involved in an unpleasant incident with an Egyptian man. What happens? Why does it happen? Why do the boys react the way they do? How is it resolved?
- 3. Harry speaks to one of the ANZACs who has returned from Gallipoli. The soldier recalls hearing someone say, "I hope they can't hear us leaving." What did that person mean?
- 4. Why was the Imperial Camel Corp. formed?
- 5. Why were the two sides fighting over the Suez Canal? (You may find viewing a map of the area will be useful).
- 6. In chapter 16, Harry writes to Laura that he has become scared. Why? What does Laura suggest? Is this good advice? Why or why not?

Chapters 19 – 23

- 1. Rev. Maitland Woods is another real character in the book. Find out what eventually did happen to the mosaic floor he excavated in the desert.
- On pp. 170 175 Harry and Jack finally enter the battle for Beersheba. How does the author use her writing to help the reader feel the atmosphere and the action? (Encourage students to look at the author's choice of words and techniques such as sentence structure, repetition, questioning, and her use of dialogue).
- 3. The Sarge tells his troops the town of Beersheba is 'to be taken at all costs'. What does that mean?
- 4. Why is the charge successful?
- 5. After Jack's death, the Sarge stands in front of Harry so no one will see him cry, and Laura says the locals act embarrassed to be witnessing Mrs. Bentley's grief over her son. Why do you think people were embarrassed about shows of grief or emotion? Are things any different today? How so or how not so?

Chapters 24 – 28

- While fighting in Palestine, Harry describes an unusual incident at a river. What is unusual about it? How do you think this could have occurred? (pp. 198 – 199).
- 2. While on leave in Bethlehem, Frank almost pulls another prank; this joke does not go over well. Why not?
- 3. When Laura returns from school she too finds home feels small. What future plan does she make? Explain what influences her decision.
- 4. Why were the Turks worried about surrendering to the Australians at Ziza? How did the Australians solve the problem they were involved in? Why did they choose the strategy they did?
- 5. Soldiers like Harry and Trooper Bluegum (the poet) risked punishment by putting down their horses. If you were one of the soldiers, what would you have done? Give your reasons.

6. On the last page, Laura says, "I knew the horses had come home." What does she mean?

Glossary, Author's Notes and Background

While reading, you may wish to have the students create their own word lists. Additional words could then be added to the glossary or a collaborative picture dictionary could be produced.

At the very end of the book, the author has included Author's Notes, background to the story, what really happened to the horses and information about the relief efforts for the animals. Why do you think the author includes this information? What is the purpose of each section? How do they affect you the reader? Are they an effective part of the book?

After Reading

In Chapter 3, Harry promises Laura that he will look after Bunty. Discuss: Did he keep his promise? Have students use evidence from the text to support their view.

Literary Structure and Elements

Literary structure and elements make stories rich; they help to better express human thoughts and emotions. Structure and elements are also the framework and tools writers use to position a reader, make them a participant or assist them to a particular view on a subject.

Point of View and Epistolary Structure

The author chose to tell this story from two main points of view: Harry's and Laura's. Why do you think she chose to do this? What might the advantages be?

How would this book be different if it had been told only from Harry's point of view? From Laura's point of view? From Bunty's point of view?

Some of the story is also told through the use of letters. Why do you think the author chose to tell parts in this way? What advantages might there be to the

author/to the reader of telling a story via letters from the main characters instead of straight narrative? (Encourage students to think about how letters might affect the reader of the story.)

Each character's voice is clear in the letters they write. They 'sound' like themselves; yet, Harry writes the letters from Bunty. What writing skills/techniques does the author use to make the letters from Bunty sound different from Harry's letters?

Chapters 4 and 5 mention an ornery horse nicknamed Mustard. Based on what they know about Mustard from the text, help students imagine what kind of voice Mustard would have, what kind of owner he might have had before the war, and what their relationship might have been. Next have students write letters (similar to Bunty's) from Mustard to his owner back home. Have Mustard write his first letter when he is at training camp in Australia and his second after his brave deed in chapter 16.

Anthropomorphism

Anthropomorphism is the giving of human qualities and/or behaviours to animals or inanimate objects. The author uses Harry's 'special' letters to Laura as a way of giving Bunty a voice. Have students discuss the author's possible reasons for doing this. How does it help the story; how does it affect the reader?

Harry and Laura seem to understand Bunty well. Humans who know animals well pick up on behaviours and signs that help them to know what the animal is thinking/communicating. Have students write about a pet or other animal they've known that behaved in a way they understood. Encourage them to write in detail about the circumstances, expressions and behaviours that helped them understand what the animal was thinking.

LOL Cats are very popular anthropomorphic memes (an online fad). <u>http://www.lolcats.com/</u>

Have students choose some horse (or other animal photos) and write captions or speech bubbles for what the animals might be thinking. Help them focus on the expressions and clues in the picture to inspire their captions.

You could create these by hand or use a website to generate them. Here are several online options: <u>http://bighugelabs.com/lolcat.php</u>

Foreshadowing

Foreshadowing is how authors leave hints throughout the story on events to come. While foreshadowing is intended to influence the reader, it is not always obvious on the first reading.

Point out that the scene on page 15 of the excitement and high spirits of school boys on the train foreshadows the scenes that will take place all across Australia as boys and men leave for the war. Have students scan back over the chapters for other instances of foreshadowing.

Figurative language

Similes and metaphors are most effective when they draw on images from the characters' own lives. For instance, Harry describes the recruits in their new uniforms as "strutting like roosters" (p. 47)

Idioms are popular expressions that cannot be understood just from the meanings of the individual words; put together in a phrase they mean something else. Idioms change over time; the ones included in this story help to create an authentic atmosphere.

Have students identify and explain other examples of similes, metaphors and idioms within the text. Using the examples they have collected, encourage students to experiment with constructing similar phrases using figurative language based on their own surroundings or lives.

Imagery

Imagery evokes the senses and builds strong pictures in readers' minds. " ... she'd looked out at the miles and miles of pale yellow, sun-bleached grass, rolling like blond waves until it met a burning blue sky." (p. 8)

Have students find other examples in the story and explain how they enrich the story and the characters.

Themes/Moral Dilemma Horses/Animals in War

The Blue Cross was created in WW1 to rescue and care for injured war horses. It estimates that more than 6 million horses were sent to the battlefields in WW I. They were used for transport, and for hauling guns, wagons and carts. We know that the horses in this story were also used in the last cavalry charge.

Beginning with some of the websites and videos below, have students find out more about animals in War. They may choose to study horses or other animals involved in war efforts, past or present. After researching, have them discuss, debate or present a project answering this key question:

Should armies and defence forces use animals?

Websites:

Walers: Horses used in the First World War https://www.awm.gov.au/encyclopedia/horses/ Horses in WW 1 http://www.historylearningsite.co.uk/horses_in_world_war_one.htm The Blue Cross (UK) Warhorse Collection http://www.bluecross.org.uk/95099/the-blue-crosss-war-horse-collection.html Animals in War http://www.awm.gov.au/kidshq/animals/animals.asp

Articles:

Remembering Animals in War: Brave or Just Victims? <u>http://blogs.telegraph.co.uk/news/peterwedderburn/100117046/remembering-animals-in-war-brave-or-just-victims/</u> The Horses Stay Behind (NZ) <u>http://www.nzetc.org/tm/scholarly/tei-ReiKaOr-t1-g1-t9-body1-d4.html</u>

Videos:

These two videos have archival footage of horses in World War 1. There are also some interesting facts to be gleaned although the videos are not authoritative sources of information. (Have the students check facts and figures against other sources).

http://www.youtube.com/watch?v=tWDCO9myKB4 http://www.youtube.com/watch?v=OkLeyb-DeaA

Horse Talk TV - Australia's oldest WW1 Light Horse re-enactment troop (starts at 1:44) <u>http://www.youtube.com/watch?v=bqk7JukpOlo</u> A is for Animals (Australian War Memorial exhibition) <u>http://www.abc.net.au/local/videos/2010/09/24/3021337.htm</u> "Our Four-legged heroes" Dogs trained to work in Afghanistan <u>http://www.youtube.com/watch?v=7qlzNbP8iR8</u>

Remembering the Animals of War

In *The Horses Didn't Come Home,* Jack's mother begins to organise a war memorial to the fallen soldiers. Similar War Memorials and Avenues of Honour were erected all over the country after WWI. More recently, memorials have been erected in Britain and Australia to commemorate animals' contributions to war.

Have students imagine a memorial is also going to be erected in Laura's hometown and they have been commissioned to design it. Have students plan and make a model (working through the design process). During planning, encourage them to think about and include: what it will look like, what the finished product will be made from, where it will stand and what will be written on it.

You may wish to start by viewing:

http://www.animalsinwar.org.uk/ http://www.telegraph.co.uk/culture/3626468/They-served-and-suffered-for-us.html http://www.abc.net.au/news/2009-05-21/war-memorial-honours-animals-greatand-small/1690680

In the Great War

Training Camp

In Chapter 4, Harry describes Army training camp. Have students write up a daily routine or schedule for training camp and then write a second one for their daily life during school times. Have them look for similarities and differences and reflect on these.

Soldiers Abroad

One of the reasons soldiers say they want to enlist is to 'see the world'. Have students create a scrapbook, virtual or real of the sites and places visited by Harry and Jack while they were stationed overseas. They may choose to base it on a theme: e.g. people and places, life in the army, or a visit by an ancestor (or author!) retracing the steps of the soldiers' journey. Have them brainstorm and plan what should be included and how to lay it out. Encourage them to think of

ways to make it look as authentic as possible. Encourage them to include descriptive paragraphs or scraps of letters to someone.

Sources of old photographs: Famous photographer, Frank Hurley, took many photographs depicting soldiers in WWI including some from the Middle East. These can be accessed online from the National Library of Australia. Start here: http://nla.gov.au/nla.pic-an23816545 and use the forward/backward arrows. Also check State Library online collections, museums (http://museumvictoria.com.au/collections/tags/world-war-i-1914-1918?t=Image), War Memorial sites and collections on Flickr (www.flickr.com) for photos taken during World War I.

Remember to respect copyrights (especially if publishing online) and that photos need to be attributed, just like other sources of information when using them in a project or report.

"War changes people"

Have students look for evidence of change in Harry's character throughout the story. You may also wish to have them predict and discuss what life would be like for Harry once he was home. This could be broadened to include research and peer sharing on how the war changed Australia, its people and their way of life.

The Light Horse Regiments

The 4th and 12th Light Horse Regiments played a unique role in the Great War and hold a place in Australian history that is gaining wider recognition.

Beginning with the chapter headings and details from the story, have students research and map the soldiers' journey or create a timeline of their participation in the war. Discuss what should be included to help others understand information presented in these ways. There are some excellent interactive tools you can use, many with the ability to include texts, quotes and photos.

ScribbleMaps (<u>http://scribblemaps.com/</u>) allows users to draw on Google maps and add photos.

Timeline tools exist with differing levels of complexity. The first two links create simple timelines and limit the number of entries that can be added. Dipity allows users to add text, photos and videos.

http://www.softschools.com/teacher_resources/timeline_maker/ http://www.teach-nology.com/web_tools/materials/timelines/

http://www.dipity.com/

Here are several websites to begin searching for information about the Light Horse Regiments:

http://www.lighthorse.org.au/ http://www.lancers.org.au/site/light_horse.asp http://trove.nla.gov.au/result?q=subject%3A%22Australia.+Army.+Light+Horse+R egiment.%22 http://alh-research.tripod.com/Light_Horse/index.blog?topic_id=1115085

There are also excellent non-fiction books about the history of the Light Horse. Please consult your school librarian or local library. Encourage students to access as many different kinds of resources as possible.

Other activities for World War I studies may be accessed from: <u>https://www.awm.gov.au/education/resources/</u>

At Beersheba

It is hard to imagine what it must have been like to be involved in a battle, let alone a cavalry charge.

Hot Seat/Photo Interview activity

This drama activity can help students to identify and gain insight into the emotions and experiences of soldiers in the Light Horse.

- First, have students re-read the chapters and identify phases of the battle of Beersheba. (E.g. marching to get into position, receiving their orders, the charge, taking the city, after the charge and capture of Beersheba). This website may assist: <u>http://www.rfd.org.au/site/beersheba.asp</u>.
- 2. You may also want the class to watch the 1987 Australian film, *The Lighthorsemen,* if available <u>http://www.imdb.com/title/tt0093416/</u>
- 3. From the above RFD website or from any of the others mentioned below help students identify and choose photos for each of the phases of battle.
 - <u>http://www.rfd.org.au/site/beersheba.asp</u>
 - http://www.lancers.org.au/site/1st_Gaza-Beersheba.asp
 - http://users.netconnect.com.au/~ianmac/bersheba.html
 - <u>http://alh-</u> <u>research.tripod.com/Light_Horse/index.blog?topic_id=1105601</u> (scroll down for a photo of "Watering the horses at Beersheba")

- 4. Have each student choose one of the people in one of the photos to play. Encourage them to give the person a name and take time to write down a list of feelings for that character at that time and any other details they may wish.
- 5. In small groups or as a class, have students sit one at a time (in chronological order) with their photo in the Hot Seat interview chair to answer questions from the class. Possible questions could include:
 - How long have you been travelling?
 - How did you feel when you arrived?
 - How hot is it?
 - When did you last eat?
 - What can you hear?
 - What can you see off in the distance?
 - What can you smell?
 - Do you have a close friend or family member in the unit with you?
 - What are you thinking about right now?
 - What are you feeling right now?
 - Are you feeling only one thing or do you have a mix of emotions?
 - Are you trying to hide that feeling or are you letting it out? How? Why?
 - If you could make one wish right now what would it be? Why?
 - How did you feel when ...
- 6. After the interviews, have students discuss or journal their experience.

Option: You may want the students to work in small groups and record their interviews.

War and poetry

War poetry allows the reader a very personal insight into experiences of war and the intense emotions that go with them. Poems are snapshots of a written nature.

Have students re-read the poem in the story by Trooper Bluegum (pp. 228-229). Help them make observations about the poem (e.g. the choice of language, themes, imagery, tone and form). Discuss: What are the most important characteristics of the poem? What effect does the poem create? After discussing *The Horses Stay Behind*, have students compare and contrast it with one of the poems from this site:

http://www.lighthorse.org.au/resources/poetry-and-song

or with the lyrics of this song:

It's as If He Knows – Eric Bogle

http://www.youtube.com/watch?v=hniMrGeF4us It's as if He Knows - Lyrics http://ericbogle.net/lyrics/lyricspdf/asifheknows.pdf

"Even in war there are rules"

International Humanitarian Law and the Red Cross

The enemy preferred to surrender to the Australians rather than be captured by the Arabs. Why? Help students to discover evidence in the text to answer this question.

For younger students:

Discuss the term 'fight(ing) fair'. Discuss why there should be rules in war and other conflict. Have students brainstorm and create a set of rules for fighting fair in a war. Have them also create a set of rules for dealing with schoolyard conflicts.

You may also wish to introduce them to the creation of the Red Cross and its humanitarian role in war-time with this animated video, "The Story of an Idea" <u>http://www.youtube.com/watch?v=olwB-Y6FUjY&feature=relmfu</u>

For older students:

Explore the 'rules of war'; the history, the treaties, and the central role the Red Cross/Red Cresent plays in International Humanitarian Law. This video by the ICRC is an excellent introductory resource:

http://www.youtube.com/watch?v=jwqRo4Xkix8

These websites are good places to continue exploring: <u>http://www.icrc.org/eng/war-and-law/index.jsp</u> <u>http://www.redcross.org/www-</u> <u>files/Documents/pdf/international/IHL/IHL_IRC_RCM.pdf</u> <u>http://www.youtube.com/watch?v=kEtOXDJI8q0</u>

Issues Debate: "Is there a place for the laws of armed conflict in video games?"

Recently, the ICRC discussed the place of International Humanitarian Laws in commercial video games that simulate war. Use the question they raised as a debate topic for class. Read more about the issue here:

http://www.icrc.org/eng/resources/documents/faq/ihl-video-games-faq-2011-12-08.htm

For high school teachers wishing to explore International Humanitarian Law in depth, the Red Cross has developed a curriculum with lesson plans and resources: <u>http://ehl.redcross.org/curriculum/</u>

Further Reading

Animal Heroes by Anthony Hill War Horse by Michael Morpurgo Somme Mud (Young Readers' Edition) by Pte. Edward Lynch ed. by Will Davies