



IN SUPPORT OF

THE ROYAL BRITISH  
LEGION



# POPPY FIELD

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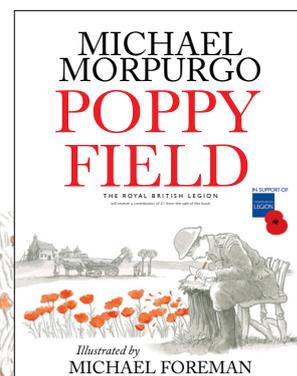
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# POPPY FIELD

## *Poppy Field* Lesson Plan 1: Year 3

### Objectives

- To identify the thoughts and feelings of being in battle
- To explore the use of senses to create imagery

### Outcomes

- To produce a senses poem that has the imagery of war in it
- To use similes and metaphors in the poem produced

### Resources

- Resource Sheet 1: Senses mind map
- Resource Sheet 2: Soldiers crossing the hill

### Lead in

Read the story in full prior to starting this lesson. Help the children to understand the content of the poem 'In Flanders Field' by linking it to the family in the story and their struggle to keep hoping and carrying on despite their challenges.

Using some of the artwork in the book as inspiration (see Resource Sheet 2), ask the children to think about how they might feel if they were there during the war and allow them to explore those feelings. Then provide them with the mind map on Resource Sheet 1.

### Task

In pairs or small groups, ask the children to look at the artwork again and categorise their ideas into different sections using the mind map on Resource Sheet 1. The mind map contains the following sections:

- What can I see?
- What can I hear?
- What can I smell?
- What can I touch?
- What can I taste?

Encourage them to write down as many things as possible.

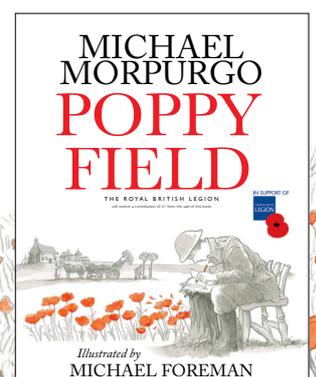
The children can then write their own senses poem using the ideas they have collated.

Encourage the use of metaphor and simile, for example:

- I can hear the thunderous shells hitting their target.
- The smell of gunpowder is like every bonfire night I've been to all put together.

### Extension

Get the children to use their own poetry as performance poetry and have a 'poetry slam' in the class or year group.

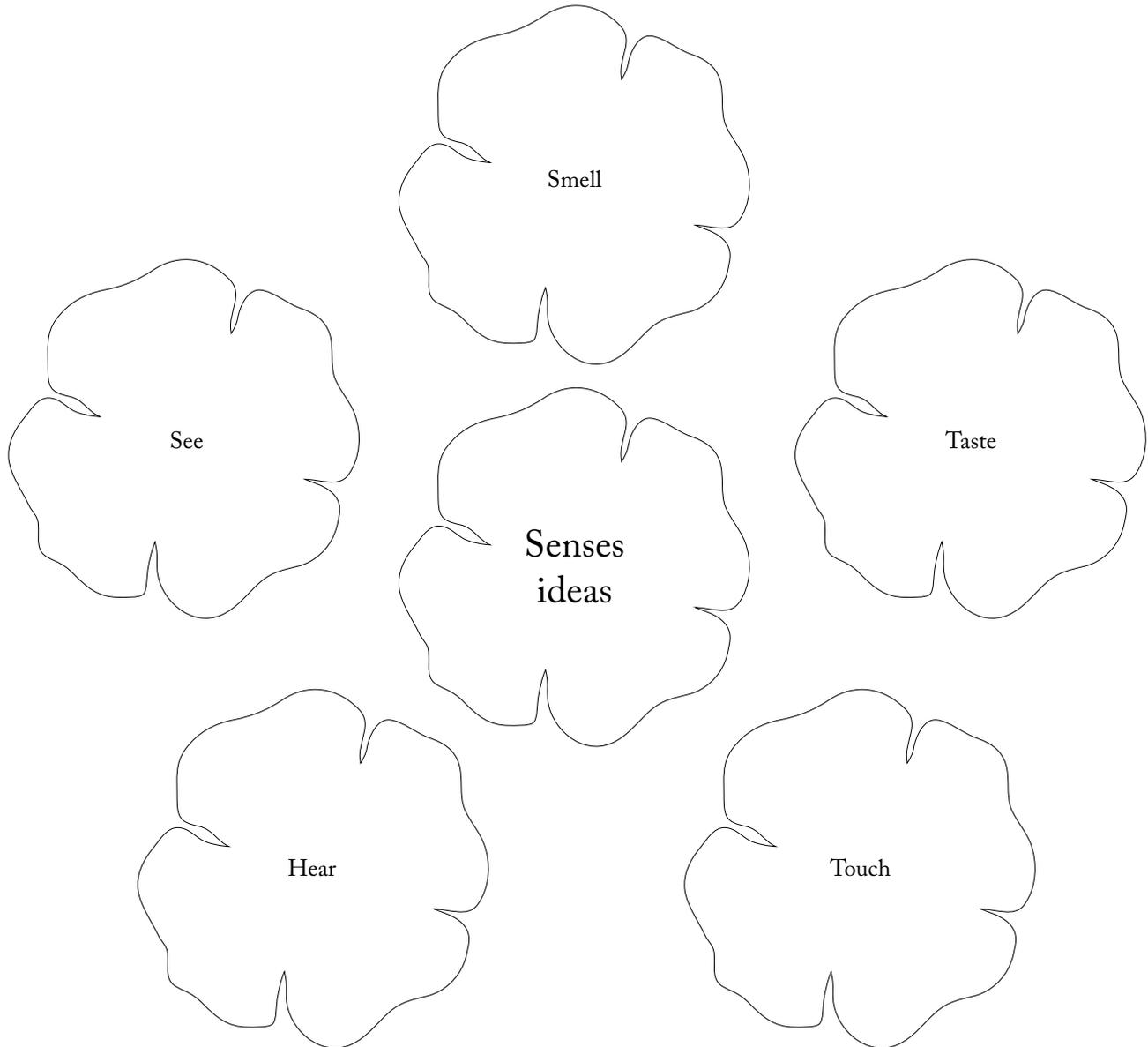




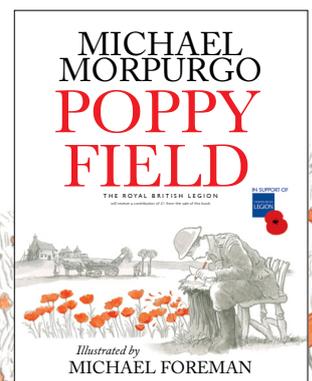
# POPPY FIELD

## Year 3: Lesson Plan 1 - Resource Sheet 1: Senses mind map

Using the mind map below, look at the artwork on Resource Sheet 2 from the book *Poppy Field*. Write down what you think you could see, smell, taste, touch and hear if you were there in battle.



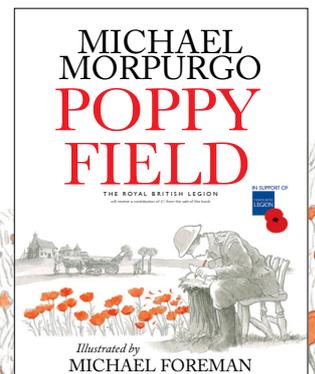
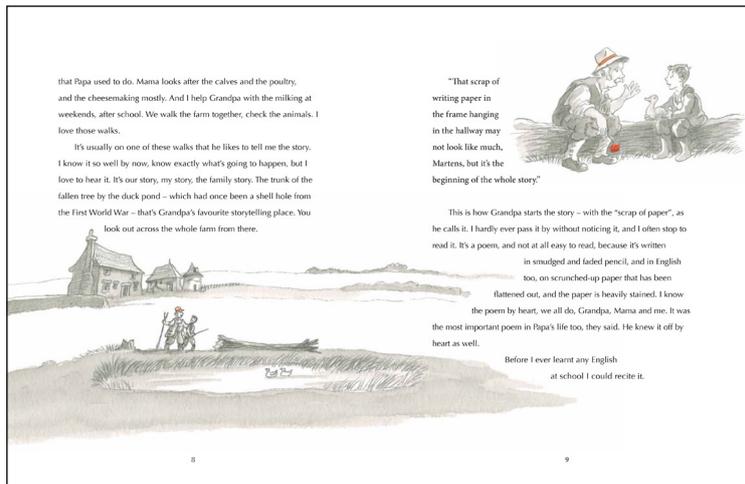
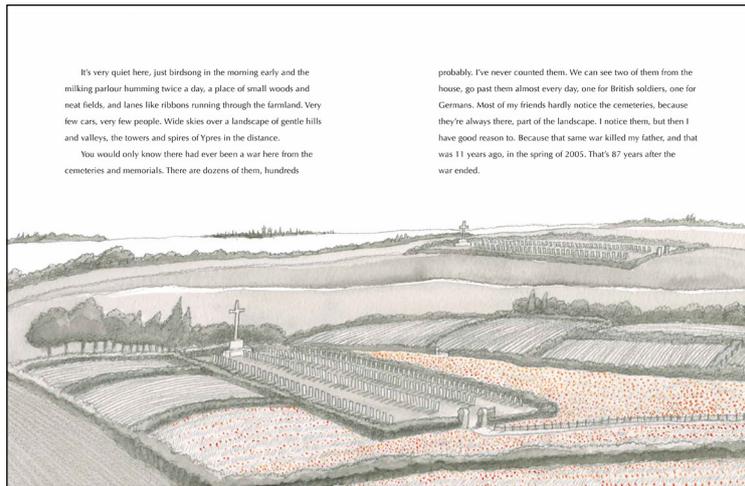
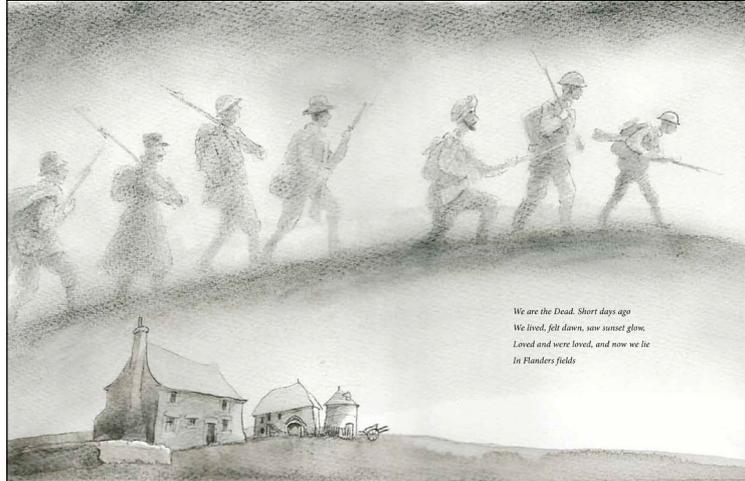
Illustrations © Michael Foreman, 2018





# POPPY FIELD

## Year 3: Lesson Plan 1 - Resource Sheet 2: Soldiers crossing the hill





# POPPY FIELD

## *Poppy Field Lesson Plan 2: Year 4*

### Objectives

To understand the significance of the poppy as a symbol

To understand the different meanings of the wearing of a poppy around Remembrance Sunday

### Outcomes

To produce a collective artwork based on the poppy as a motif from the book

To recognise the effect a collective piece of work has in building community

### Resources

Resource Sheet 1: Template of a poppy

### Lead in

Look at the pictures from book that include drawings of poppies. Ask the children to describe what they can see and how it makes them feel when they see the poppies. Explore the similarities and differences between the individual images of the poppy and the collective ones.

### Task

Hand out Resource Sheet 1 and ask the children to colour the poppy template in red. In each of the four petals they should then complete the following four statements:

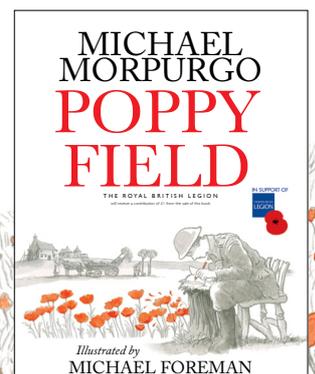
- I hope...
- I love...
- I want...
- I wish...

They can complete the statements with anything about conflicts past or present. For example, I hope that there will be no more war, I want to remember those that died in the First and Second World Wars.

Using the poppies, create a 'Wall of thoughts' to display as a class or year group (if possible you could include images of the Tower of London that had similar displays over the past few years).

### Extension

The children could perform an assembly based on 'Remembrance' using the statements they have created as the focus. Other year groups in the school could join in with words or poetry from other lessons too.





# POPPY FIELD

## Year 4: Lesson Plan 2 - Resource Sheet 1: Template of a poppy

Colour the template of the poppy in red. In each of the four petals complete the following statements:

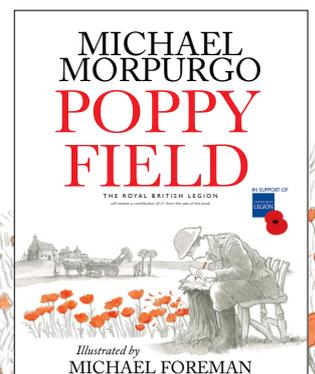
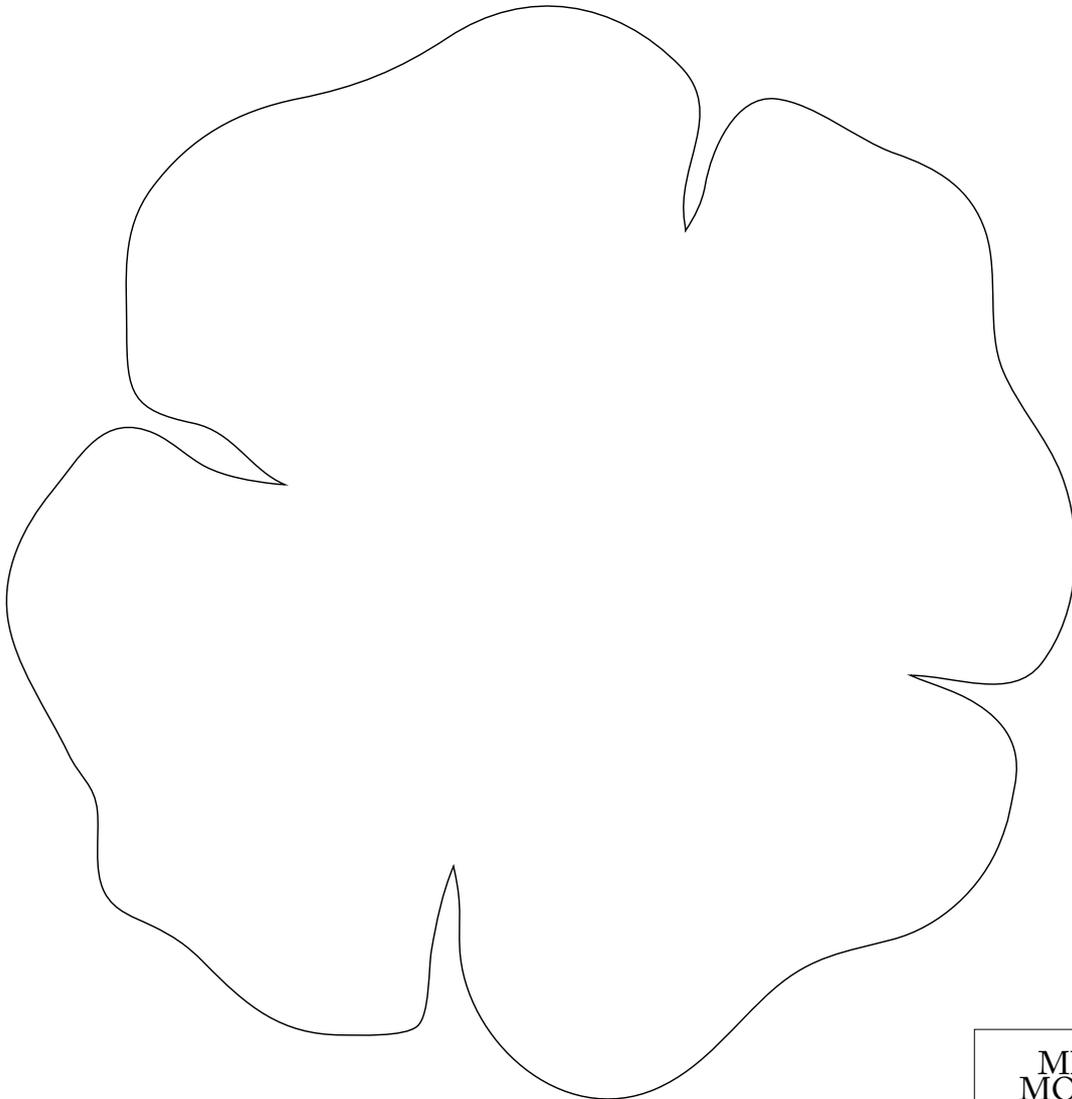
I hope...

I love...

I want...

I wish...

You can complete the statements with anything about conflicts past or present. For example, I hope that there will be no more war, I want to remember those who died whilst serving their country in the Armed Forces.





# POPPY FIELD

## *Poppy Field* Lesson Plan 3: Year 5

### Objectives

- To understand the impact of war on those involved
- To look at one specific event that shaped the views of those involved

### Outcomes

- To write a diary extract of the events of Christmas Day 1914
- To recognise the difficulty of fighting against people you know

### Resources

- Resource Sheet 1: Soldiers playing football
- Resource Sheet 2: Facts about the events of Christmas Day 1914

### Lead in

Look at Resource Sheet 1 of the picture of the soldiers playing football on Christmas Day. Read the short account of the events on pages 36 and 37 of *Poppy Field*. Ask the children to write down three adjectives to describe how the soldiers might have felt at that time on a piece of paper or mini whiteboard. Ask them to share their words with their table and then write the words on the whiteboard so that the class have a bank of words to refer to later.

### Task

Introduce the extra information about the truce on Resource Sheet 2. Go through these bullet points and allow the children to express opinions about the questions posed underneath.

Tell the children to write a diary extract from the point of view of one of the soldiers who played in the football match. The extract should describe the following events:

- The build up to the truce
- The football match
- The days afterwards where the truce held
- The change of troops on the front
- The resumption of fighting

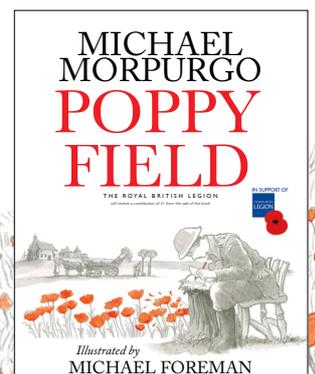
Tell the children to focus on how difficult the following days must have been for the soldiers. The children could describe the following thoughts and feelings:

- Conflict of knowing the enemy better
- Realisation that they had families too
- Issues of fear and concern
- Empathy towards people they were meant to hate

Children can use the adjective list they created earlier to help them express their thoughts and feelings.

### Extension

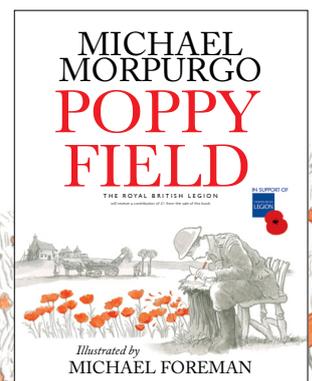
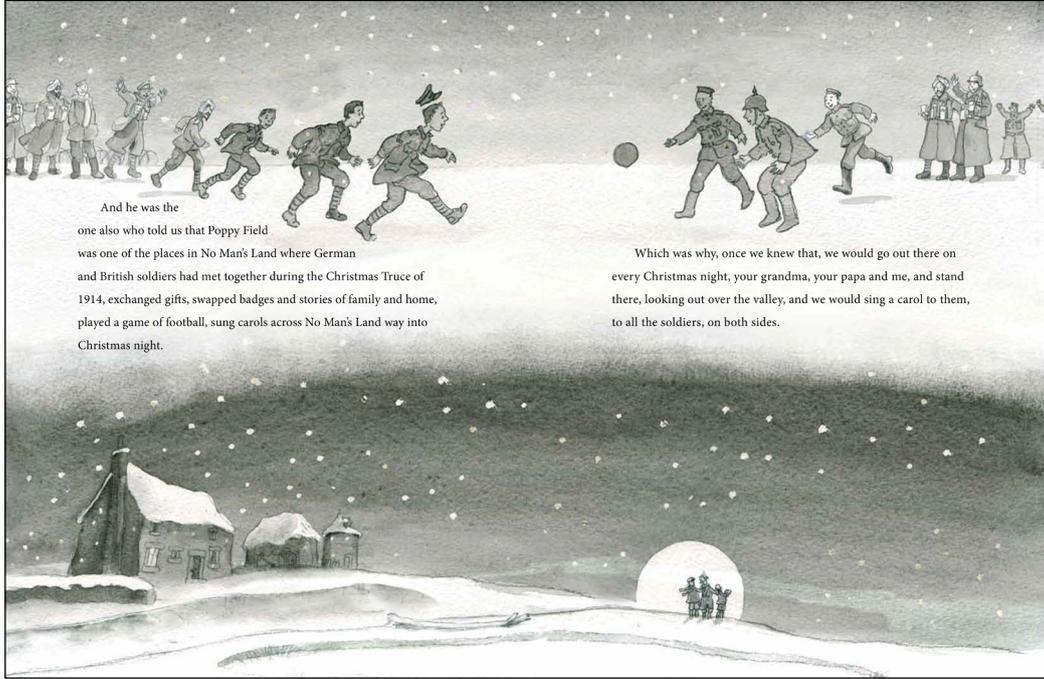
Allow more research about the events of Christmas Day 1914 to be completed using safe internet searches. Encourage them to find individual stories that they could add into their diary extracts.





# POPPY FIELD

## Year 5: Lesson Plan 3 - Resource Sheet 1: Soldiers playing football





# POPPY FIELD

## Year 5: Lesson Plan 3 - Resource Sheet 2: Facts about the events of Christmas Day 1914

- It was common for truces to happen in battles around the time of the First World War when celebrating key Christian holidays.
- Leading up to Christmas, the troops had shouted greeting across to each other for a few weeks.
- On Christmas Eve the guns fell silent and both sides decorated their trenches with candles and sang carols. In German 'Silent Night' is called 'Stille Nacht'.
- On Christmas Day the soldiers met in No Man's Land and exchanged gifts, shared food and showed each other photos of loved ones back home.
- The football match was played in No Man's Land.
- The truce lasted beyond New Year. The soldiers on both sides that had been there on Christmas Day were refusing to fight each other.
- They were removed from the front line so the fighting could continue and then sent back a few months later to resume the battles.

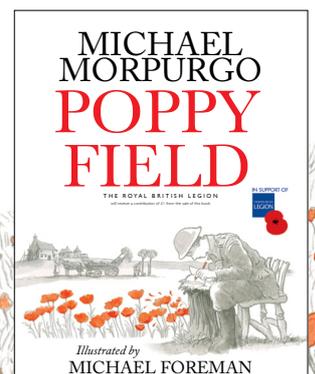
### How would you have felt before the truce?

Would your feelings have changed once you had met the other soldiers like it did for the real ones?  
Why/why not?

Using this information and any other facts you can find out, write an imaginary diary extract of the time from around 20<sup>th</sup> December to the time of being sent back to the front line after a few months of refusing to fight.

### Think about your thoughts and feelings over that time.

- Why would it be so difficult to fight?
- What happened to you and other soldiers that refused?
- What memories do you have of the truce and the football match?





# POPPY FIELD

## *Poppy Field* Lesson Plan 4: Year 6

### Objectives

To identify that war poetry can produce empathy  
To understand the use of poetry as a tool for expressing feelings

### Outcomes

Use, evaluate and link sources and come to conclusions  
To recognise primary and secondary sources

### Resources

Resource Sheet 1: 'In Flanders Field' by John McRae  
Different coloured pens for annotation

### Lead in

Read the story in full prior to starting the lesson so that the children are aware of its themes. Discuss how the poem is central to the story's themes of remembrance and hope. Handout Resource Sheet 1 to the children and read the poem together with a view of deepening the understanding of some of the figurative language. Ask the children what the words make them think of and what emotions are evoked as the poem progresses.

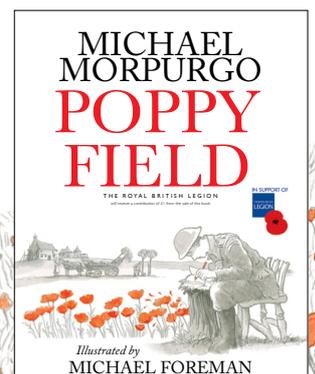
### Task

In pairs, with a copy of Resource Sheet 1, ask the children to annotate the poem to identify what they think the poet means when he uses certain phrases. Model ideas of how some of the poem's lines can be translated into simpler phrases. For example, 'We shall not grow old' means the soldiers died young on the battlefield.

Once the children have annotated the poem, ask them to share with another pair or move around the classroom to look at others' annotations. This will allow them to identify the different possible meanings of the poem. Allow them to discuss the similarities and differences in their interpretations with other pairs.

### Extension

Ask the children to produce their own poetry using the imagery from the poem. Encourage use of the senses, for example, *I smell the pungent smoke lingering in the air and I hear the echoing sounds of gunfire over the battlefield wilderness* and the use of metaphors and similes, for example, *the battlefield looked like well trampled farmland and the soldier was a frozen icicle in the depth of the winter snow in the trench.*





# POPPY FIELD

Year 6: Lesson Plan 4: Resource Sheet 1: 'In Flanders Field'  
by John McCrae

## *In Flanders Fields*

*By John McCrae*

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That marks our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie,  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

 SCHOLASTIC

