

Topic		Understanding attitudes and viewpoints in letters	
Session Aims:			
<ul style="list-style-type: none"> • Practice reading 20th-century non-fiction texts (letters) • Practise analysing language within non-fiction texts 			
Resources			
<ul style="list-style-type: none"> • Download Powerpoint Presentation A • Slide 13 on the online Slider Reviser: http://hardyandheritage.exeter.ac.uk/slider-reviser/ • Worksheet on page 3. 			
Links with digital revision resource: Section 3: Hardy and his friends			
Timing	Teacher-led Activity	Learner Tasks <i>(Linked to Learning Outcome)</i>	Monitoring / Assessment <i>(of Learner activity and/or learning outcome)</i>
5-10 mins	Manage group discussion as a starter task, exploring how we share ideas and viewpoints on social media and how postal correspondence has become less popular/ largely redundant due to technological advances.	Questions for students: When did you last write a letter? When did you last write a text message? When did you last share something on social media?	Verbal discussion
5-10mins	<p>Introduction: Go through slides 2-5 to explain that Thomas Hardy and Florence Henniker were friends in the late 19th and early 20th centuries.</p> <p>Info to share with class: Letter-writing was crucial to maintaining their friendship as Hardy lived in Dorchester and Henniker lived in Kent. They met in London at times but the way they kept in touch was through the postal system. N.B> This could open up discussion about the similarities and differences of letters and social media.</p>		
15-20 mins	Reading 20th-century non-fiction letters:	If students are in a computer room they can work directly from the	

	<p>Use Slide 13 on the online resource http://hardyandheritage.exeter.ac.uk/slider-reviser/</p> <p>Examine sample answers and discuss what is good about it but also what could be improved and how this could be extended for a full exam response.</p> <p>(N.B. The sample answer is only short, not the extended responses required for full exam answers.)</p>	<p>online resource, slide 13. Alternatively, the letter extract can be printed out and the questions displayed on classroom projector.</p> <p>Read the text as a class, discuss the question. Students make bullet point answers in pairs and then feedback as a class response.</p>	<p>Share analysis on the board as a class.</p>
15-20 mins	<p>Explain independent task. Read Hardy's protest letter to <i>The Times</i> in full and then instruct students to focus on the selected extract on the worksheet. (See page 3)</p> <p>N.B. This text does mention the sensitive issue of animal punishment and so might not be suitable for all students/classes. Please use or adapt at teacher's discretion.</p>	<p>Students to work independently to answer the questions relating to this text.</p>	<p>Peer marking</p>
5 mins	<p>Recap: Hardy and Henniker had letters but we have texts, Facebook and Twitter to keep in touch and share ideas with others.</p>	<p>Turn this lesson into a tweet! How would you summarise what you have learnt today as a tweet? (Using up to 280 characters)</p>	
Extension work	<p>Examine an article about current campaigns to ban circus animals i.e. http://www.bbc.co.uk/news/uk-wales-politics-43059752 http://www.itv.com/news/wales/2018-02-14/plans-to-ban-wild-animals-in-circuses-in-wales-move-a-step-closer/</p>		
Home work	<p>Students could work from Slide 10 on the Slider Reviser as part of their independent revision. http://hardyandheritage.exeter.ac.uk/slider-reviser/</p>		

Thomas Hardy's protest letter in *The Times* (December 1913)

PERFORMING ANIMALS

MR. HARDY'S PROTEST.

TO THE EDITOR OF THE TIMES.

Sir,—As I read your Correspondent's letter on the above subject, he confuses theory with practice in his arguments. Quite possibly some animals may be, and are, trained for performances without discomfort to themselves, but there is ample evidence to show that many trainers prefer short cuts to attain their ends, and that these short cuts are by the way of cruelty. I have been present at dog performances at country fairs, where the wretched animals so trembled with terror when they failed to execute the feat required of them that they could scarcely stand, and remained with eyes of misery fixed upon their master, paralysed at the knowledge of what was in store for them behind the scenes, whence their shrieks could afterwards be heard through the canvas.

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Q2)

- a) What examples of emotive language can you find in this part of Hardy's protest letter?
- b) How does emotive language convey Hardy's views on performing animals?
- c) What are the similarities and differences between Hardy's published letter and his private correspondence?