

Section 5 – Social Studies Assignment: Podcast Segment

Curricular Connections

Social Studies 20–1 / 30–1 and 20–2 / 30–2

Outcome Code	Description
2.7	Analyze nationalism and conflict.
4.5	Analyze symbols of identity and remembrance.
1.3	Examine collective memory and representation of historical experiences



Figure 1. Alfred Munnings, Felling a Tree in the Vosges, 1918, oil on canvas. Beaverbrook Collection of War Art, Canadian War Museum, Ottawa.

Assignment Title: Forgotten Frontlines – Horses in War

Essential Question:

How can we use art and history to bring to light the underrepresented contributions of animals to Canada's war efforts?

Assignment Overview

Create a 3–4 minute podcast segment (or 500–700 word script) that tells the story of horses in the Canadian Forestry Corps using one or more paintings by Alfred Munnings.

Your podcast should aim to inform and engage a general Canadian audience by highlighting the hidden labour of animals in WWI.

Components

- Engaging intro (hooks the audience with a surprising fact or anecdote)
- Brief historical context: Horses in the Forestry Corps
- Visual storytelling: Describe 1–2 paintings (e.g., *Grey Team* [1918], *Log Hauling and Loading* [1918])
- Integration of 1 historical source (e.g., Canada War Museum, Munnings' writings, podcast reference)
- Reflective or closing thought that invites the listener's reflection

Format Options

- Typed script (500–700 words)
- Audio recording (3–4 minutes, MP3 or WAV)
- Optional: Add intro/outro music, sound effects, or quotes

Resources

Resource Title	Link
Legion Magazine – Exhibition on the War Horse	https://legionmagazine.com/exhibition-chronicles-the-last-not-so-glorious-days-of-the-war-horse/?utm_source=chatgpt.com
National Army Museum – Horse Power in WWI	https://www.nam.ac.uk/explore/horse-power-first-world-war?utm_source=chatgpt.com
National Army Museum -Army horse care in the First World War	https://www.nam.ac.uk/explore/british-army-horses-during-first-world-war?utm_source=chatgpt.com
Library and Archives Canada – Animals in War	https://thediscoverblog.com/2012/11/09/animals-in-war-1914-1918/?utm_source=chatgpt.com
Rural Historia – Farming Heroes: Britain's War Horses	https://ruralhistoria.com/2023/08/12/farming-heroes-the-sacrifice-of-britains-war-horses/?utm_source=chatgpt.com

Legion Magazine – Art of the War Horse	https://legionmagazine.com/art-of-the-war-horse/?utm_source=chatgpt.com
Imperial War Museum – Alfred Munnings in WWI	https://www.nam.ac.uk/explore/alfred-munnings?utm_source=chatgpt.com
The Canadian Encyclopedia- The Canadian Forestry Corps	https://www.thecanadianencyclopedia.ca/en/article/no-8-company-canadian-forestry-corps
The Canadian Military Engineers Association- The Canadian Forestry Corps	https://cmea-agmc.ca/publications/canadian-forestry-corps

Rubric

Criteria	Exemplary	Proficient	Developing	Beginning
Curricular Outcome: Analyze historical perspectives and contributions (SS 20-1/30-1 2.7, 1.3)	Insightfully presents the role of horses with historical accuracy, multiple perspectives, and deep empathy.	Presents the role of horses with accurate historical context and perspective	Addresses the role of horses with some historical relevance, but lacks clarity or depth	Minimal or inaccurate reference to the historical role of horses
Curricular Outcome: Interpret symbolic and visual materials (SS 20-1/30-1 4.5)	Analyzes 1-2 Munnings paintings with strong symbolic interpretation and visual analysis	Describes selected paintings with relevant symbolic meaning and details	Refers to paintings but offers limited visual or symbolic interpretation	Mentions paintings without meaningful interpretation or symbolism
Communication and Engagement (ELA 2.3.3, SS 1.3)	Compelling script or audio with emotional engagement, clear structure, and thoughtful reflection	Well-structured with good pacing and logical sequence	Organization or tone may be inconsistent or unfocused	Hard to follow or lacking coherent structure
Research and Integration of Sources (SS 1.3, ELA 3.3)	Effectively integrates 1-2 high-quality sources to support historical insights	Integrates at least one relevant source with a clear connection to the topic	Uses sources but may lack clarity or effective integration	Minimal or no use of external sources
Technical Clarity and Conventions (ELA 3.3)	No errors in grammar, syntax, or audio quality; polished and professional	Minor errors, but generally clear and professional	Noticeable mistakes in writing or delivery; uneven quality	Frequent errors that detract from the message or comprehension