

# CAESAR

## THE ANZAC DOG



### Pages 1-7

#### Meaning and Ideas

- Discuss how the boys reacted to the puppy. Share any experiences class members have had with puppies and kittens. How do they make people feel?
- What reasons can students give for the boys laughing at the name of the dog (Caesar)? What does the name mean?
- Remind students of the dates of the First World War. Calculate how many years ago this was.

### Pages 8-9

- Why would Tom salute the man who came out leading the 'funny looking dog'?
- Discuss why Caesar and other dogs of his breed were called bulldogs. Can they think of any other dogs that are bred for a particular purpose? eg hounds, setters etc.

### Pages 11-16

- What special measures were taken to make sure that the horses remained healthy and strong during the long sea voyage?
- In groups plan a daily exercise programme for the soldiers on the ship.
- Using the story and the pictures for clues, why would Ida have thought that the whole day was rather like a lovely party?
- Why was she surprised when she saw many people were crying?
- Have students discuss the feelings they would have if any of their older family members had to go to war.
- Can they identify anything in the story that makes war seem like a great adventure to the soldiers? Do we still think of war today as a great adventure.
- Point out that there was no television in those days. Discuss how TV may have changed the way we think of wars today.

### Pages 18-23

#### Meaning and Ideas

- What type of training did the soldiers get in Egypt. Why was this necessary?
- List the 'games' that Caesar played and alongside list the purpose of each of the games.
- Using the picture clues, discuss the various modes and uses of the transport vehicles illustrated. How do they differ from modern means of transport?
- Challenge students to name the qualities of the men that led Tom to say to Albert "They're the real heroes in my book."

#### Word Study

- Find the meanings of the words dressed and dressing on page 18. Use in written sentences. Talk about the way this word is most often used.
- Introduce the students to the following French names:  
*ambulancier* - an ambulance driver  
*chien* - a dog  
*sanitaire* - red cross
- Through discussion and using dictionary skills make sure students understand and can use the following words in sentences.
  - *sniper* - front
  - *lorries* - action
  - *stretcher-bearers*

### Pages 24-31

#### Conveying Meaning and Ideas

- After reading the descriptions of the terrible conditions the soldiers had to face, have students complete some of the following activities:
  - from a soldier's point of view, write a letter to your family in New Zealand describing the reality of trench warfare.
  - write a new dog handlers training schedule listing the tasks Caesar had to be trained to carry out and conditions faced.
  - record an eyewitness radio report describing a day in the life of a soldier at the front.