

ENGLISH ACTIVITY EIGHT: SHOULD HERBERT MORRIS BE PARDONED?: PRESENTING A DEBATE

Learning Objectives

- To retrieve, record and present information;
- To challenge views;
- To explain and discuss an understanding of topics;
- Provide reasoned justification for views.

Resources

- Biography of Herbert Morris. Use worksheet version so Herbert's final fate is still unknown.
- Information on Shell Shock [Historical Context 15 Effects of War](#)

Prior Learning

Research into the above so students are familiar with Herbert's story and the effects of Shell Shock.

Issues to discuss

- He was underage when he enlisted – who is responsible for his behaviour and the consequences?
- His main crime was fear – was that because of his age?
- In WWI shell shock was not diagnosed and no-one knew about it. Now we have illnesses such as post – traumatic stress disorder, which is a legitimate response to not being able to deal with the events of horrendous situations such as war. How does this affect what Herbert was subjected to?
- Can we judge past events from a modern perspective and should we have to?
- What was achieved by shooting Herbert? The military can and could only survive by sticking to a set of rules – a precedent had to be set. Does this make it fair? Is fairness relevant in war?

MAIN TASKS

1. Set up a debate to discuss the following motion: **Should Herbert Morris be pardoned?**
2. There are numerous ways of setting up a debate. See the debating download for further information.
3. Plan and hold the debate.
4. Vote.

Review

1. Analyse the impact of the debate. Is it an effective means of presenting an argument? Was it won on the actual issue or the ways in which it was presented or a combination of the two? How well were they able to empathise with the story from both viewpoints? Were those against the motion able to be objective?
2. Tell students the news that Herbert was pardoned in 2006. What is their response?