

Year 7

Identity and Self Creative Writing Unit



Name:

Class:

Home Learning Guidance

English

During this difficult time, you are still expected to complete work as if you would at school.

Your time should be spent completing the following:

- All Pupils in KS3 should be reading for 10 minutes every day and documenting this in your planner's reading record.
- All pupils in KS3 need to follow the Accelerated Reader programme and complete quizzes on the books you have read.

The work provided in the English booklets can be completed in a number of ways. You can either complete them on paper, print them out and work directly on them, or if you would rather you can work on any extended pieces of writing via Google Classroom and Google Drive. The activities are designed to be completed independently.

If you require additional support or have any questions you can contact your English teacher who will be able to answer your questions or send extra resources as needed.

You should aim to spend an hour a day, five times a week on the activities within this booklet.

I hope you enjoy the range of tasks provided.

Mr Campbell

Introduction:

What will I study in this unit?

This unit you will be looking at a wide range of different texts focusing on the theme of 'identity and self'. We will be studying a range of text types, from letters, to diary entries, travel writing, songs, poetry and extracts from prose.

The aim is to expose us to as many different types of writing, and the 'ingredients' that make them different to each other, whilst having the central theme of identity and self, tying them together.

Assessments:

In this unit, you will complete two assessed pieces of work.

1. A piece of creative writing which will be a literary non-fiction text type (letter, diary, speech, travel writing, etc.)
2. A piece of creative writing- short extract from your autobiography or a biography of someone famous.

Success Criteria for This Unit:

- Use vocabulary for specific and intended effects
- Use a wide range of sentence types and openers
- Use paragraphs correctly
- Use a range of punctuation accurately and for specific effects
- Use a range of literary devices where appropriate
- Write for different intended audiences
- Write for different intended purposes
- Write for different tasks and genre of texts
- Employ accurate spelling where possible
- Ensure capital letters are accurate throughout a text
- Structure texts appropriately according to task, purpose and audience
- Sustain a clear voice (identity and self) throughout a piece of work
- Show imagination and creativity through the ideas within your work

How this booklet will work:

The majority of your notes, planning and drafting will be completed in this booklet. Most of the resources needed in this unit are published in this booklet which means it is easy for you to annotate and revise key texts. There will be some longer writing tasks and assessments that will be completed on paper or on Google Drive.

Lesson 1: An Introduction to Identity and Self- what does it mean?

During today's lesson, we are going to focus on what identity means and how this might link to literature and writing.

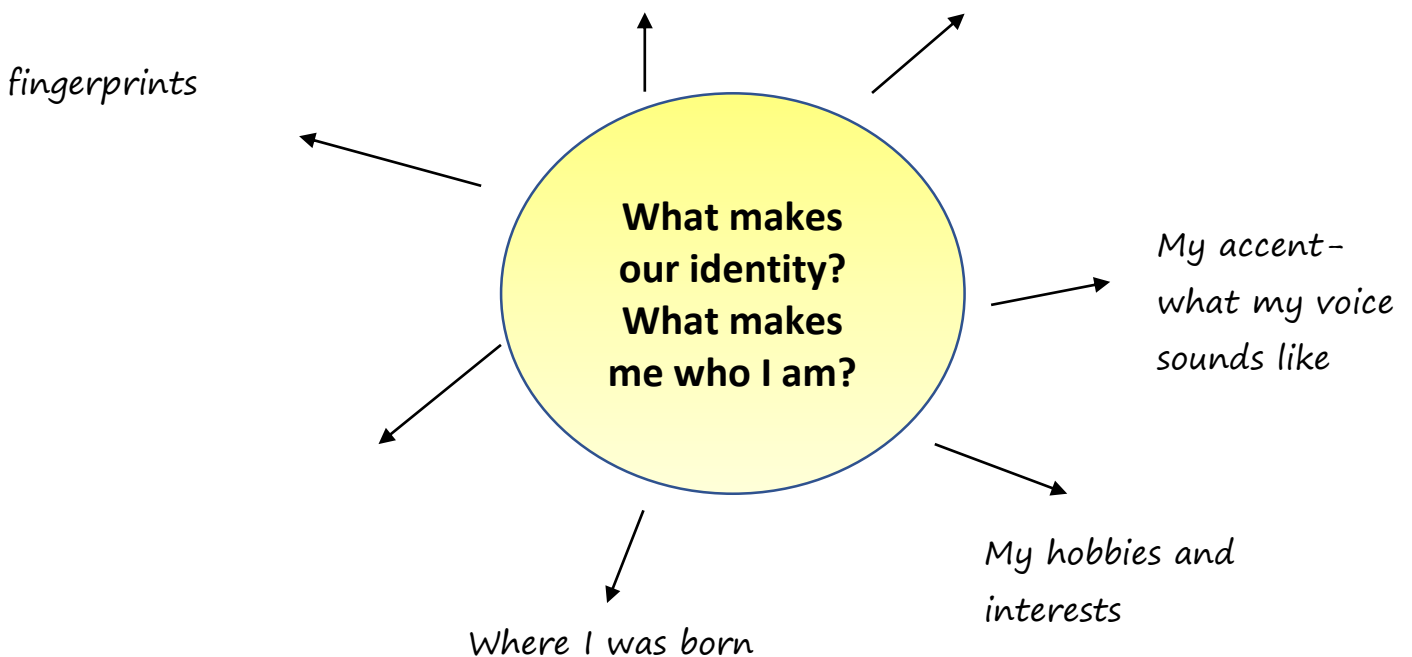
TASK: before we begin, write a quick definition of the term 'identity' in the box below. Don't worry if you are unsure- have a go!

Identity means...

TASK: Using the spider diagram below, and adding your own ideas, create a bank of ideas that link to the term identity.

HELP:

- Consider how people are different to each other
- Think about different cultures and countries as well
- Answer the question in as many ways as you can
- Talk to the people around you!
- Look at my ideas to help get you started



Consider this: Why do you think identity is important to writers? How does identity link to different types of texts such as letters, speeches, songs, diary entries, etc.?

When you think about it, identity is so important to us. Not only does it make us who we are today, but it also tells us a lot about our history. If we didn't use or show our identity within our writing, then the world would be very boring, we would learn very little about each other, and everything would seem the same.

TASK: For each of the text types below, write down how you think a writer could include or use their identity to help them write.

Help: I have included a couple of ideas to get you started!

| Text Type | How could a writer's identity link to this text type? |
|--------------------------------|--|
| Letter | <ul style="list-style-type: none"> • Writing to their family- personal • • • |
| Speech | |
| Diary entry | <ul style="list-style-type: none"> • Personal experiences and emotions- only they read it • • • |
| Song/ poem | |
| Travel writing | |
| Prose (stories/ novels) | <ul style="list-style-type: none"> • Could use their own background (culture) for settin/ characters/ events • • • |

Letters are an incredibly important type of writing. Here are some interesting facts about letter writing that you may not know!

- Throughout history, famous and iconic figures have put pen to paper and written letters. Letters from the famous composer Ludwig Van Beethoven, the author Ernest Hemingway and King Henry VIII still exist today, providing us with glimpses into their personal lives.
- Envelopes are not just for letters. In China, on special occasions, such as weddings or Chinese New Year, people give money in bright red envelopes decorated with gold Chinese characters meaning happiness and wealth.
- In the past, paper was so expensive that instead of using an envelope, people would save money by folding their letters and sealing them with wax.
- The first envelopes were made by the ancient Babylonians about 5000 years ago. Unlike our modern day paper envelopes, these were made out of baked clay!
- Envelopes seem pretty simple, but have you ever considered how they have changed over the years? Envelopes were originally cut from sheets of paper and sealed by hand. Now we have large machines that bulk produce envelopes with a clear plastic window and a gummed tab to seal the envelope.
- In the Middle Ages, very few Europeans could read or write. In fact, it was generally only monks and members of the nobility who possessed these skills.
- Many cultures, including Japanese, Chinese and Arabic, practice calligraphy (*a style of decorative or artistic handwriting*). Calligraphy is considered an art form and is often deeply tied to spirituality as well as harmony between the calligrapher and their writing instruments.
- The Royal Mail currently sells approximately 6 million second class stamps every week
- The numbers of letters written and posted in the UK declines approximately 4% every single year, due to the increase in use of social media, text messaging and emails.
- Despite this decline in the amount of letters sent, they still generate around £4.15 Billion pounds each year- a huge amount!
- Last year, Royal Mail delivered 14.4 billion letters and 1.2 billion parcels (this doesn't include parcels from Amazon, eBay, and other independent sellers/ delivery companies)

Consider:

Highlight which of these facts surprise you.

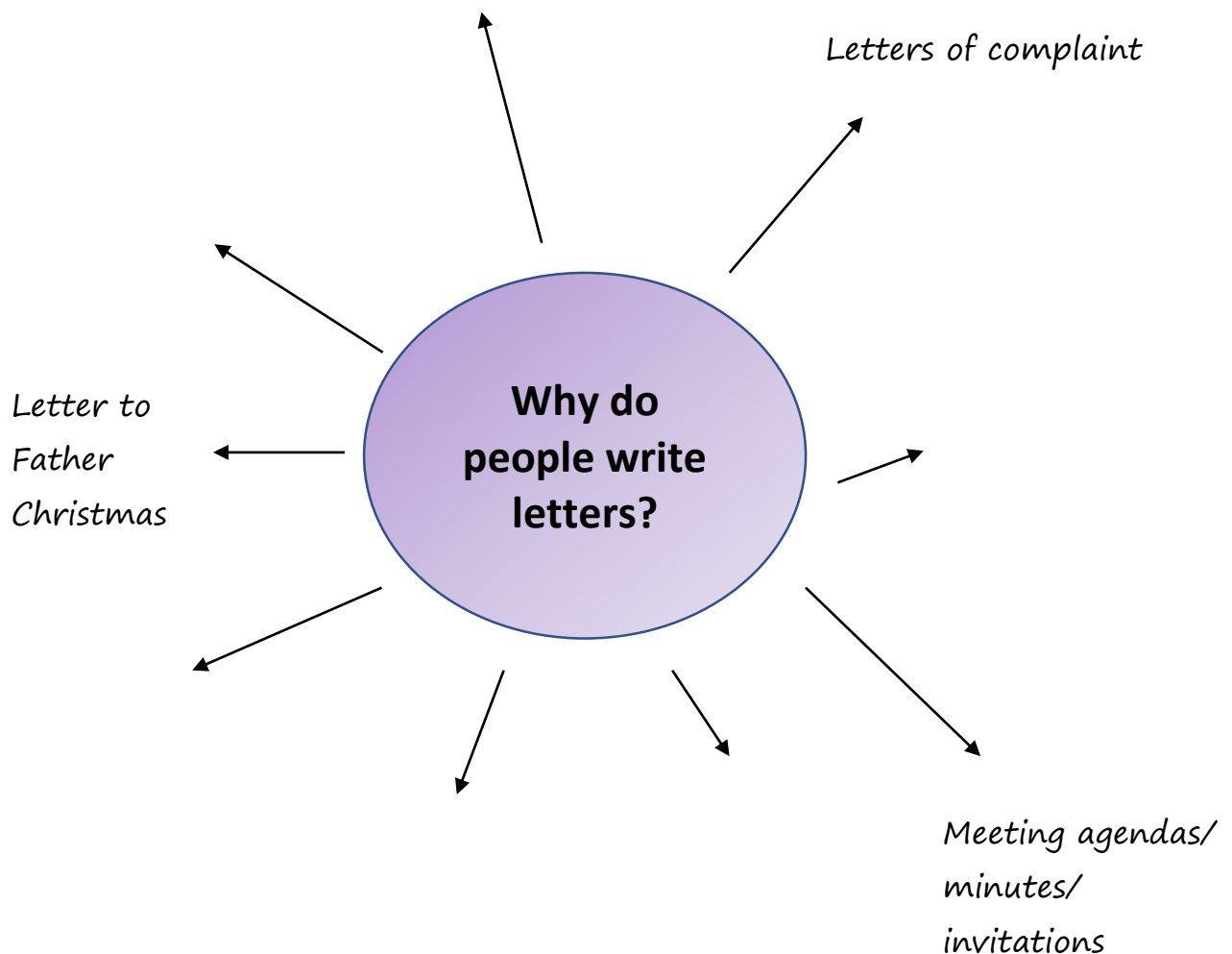
Do you write letters?

What kind of letters do you or your family receive in the post?

TASK: How many different types/ purposes of letter writing can you think of? Write as many ideas as you can in the spider diagram below.

HELP:

- What letters do you see at home?
- Consider letters that you may have written
- What types of letters can be written- are they all positive/ negative?
- Look at my examples below to get you started
- Talk to the people around you
- Think about what me may email people about- could these be sent as letters?



Lesson 2: Understanding more about the letter form

Today, we are going to look at the form of a letter, how they should be presented and what type of language you might use for different types of letters. We will look at some examples and over the next few lessons begin to practice writing our own letters.

TASK: Have a look at the letter examples below. What do you notice about them? In the box below, 'draw' and label what you think a letter should look like and include. (You don't need to write the actual letter, you can just draw boxes and label 'letter content' or 'paragraph 1' etc.)

HELP:

- Look at the way the letters are presented
- What other information is on the paper?
- Are there any similar sentences or phrases within the letters?
- How do they begin and end?
- How long are the letters?
- What type of language is used in each letter?

As with many texts, the type of language you use within a letter will be different depending on these factors:

- **Intended Audience**- Who you are writing to- what is your relationship with them? Do you know them? Is there a hierarchy (is someone 'more important'/ has a higher job role- like a boss/ employee)?
- **Intended Purpose**- Why are you writing this letter? Is it to complain? To thank someone? To pass information along?

TASK: What language would you use for each of the following letter purposes/ audiences? Complete the table below:

HELP: Use the following words to help you:

- FORMAL
- INFORMAL
- FACTUAL
- DESCRIPTIVE
- POLITE
- FIRM
- PERSUASIVE
- APOLOGETIC
- COMPLIMENTARY
- HUMOUROUS
- SLANG
- THANKFUL
- AGGRESSIVE
- LOVING
- ASKING QUESTIONS
- EMOTIVE
- EMOTIONLESS
- PRAISING

| Write a letter to... AUDIENCE | Write a letter for... PURPOSE | Types of Language you would expect in this letter: |
|---|--|---|
| Your aunty and uncle | To thank them for your Christmas presents | |
| Your boss | To hand in your resignation (tell them you are leaving- but you are leaving on good terms) | |
| A company | To complain about the service/ product you received recently | |
| Your grandparents | To let them know how you are (they don't live near you) | |
| Your employee (someone who works for you) | To give them a written warning as they have done something bad at work | |
| Parents of children at your school (you are the head teacher) | To ask them for donations to redecorate the school hall | |
| A stranger who has applied for a job where you work | To let them know that they have got the job and when they start | |

We are now going to look at a couple of very different letters. Read the first letter and make some notes (annotate it) around the edge, looking at how it has been written, the presentation, language use and content. You could use the highlighting key.

Letter 1: A letter of complaint:

123 Green Way
Eastbourne
East Sussex
BN267HG

14th September 2018

Alltours
Benworth
Devon
VF7 6KJ

Dear Sir/ Madam,

My wife and I have just returned from one of your 'Special City Tours' in Amsterdam (August 31st- September 10th 2018). I am writing this letter to formally complain about the service we received and the holiday in which we were sold.

Firstly, the hotel was not at all what had been described at the time of booking, nor similar to the description in your brochure. You advertised an 'air conditioned room, with a mini bar, private balcony and an apartment large enough to sleep 5 people comfortably'. However, what we got was a cramped room, with an ancient and broken air conditioning unit, meaning we had to have a window open every night, with noise keeping us awake. In addition, the mini bar had one small bottle of red wine to last us a week, and there was only one double bed- the other 'beds' that would sleep the other 3 members of our travelling party was an old urine-stained mattress in a sofa bed, and a fold out chair that was no thicker than a couple of inches. Because of the sanitary and comfort issues, we ended up paying for an additional room just so our family could have proper beds for the evening.

As you will realise, we are highly dissatisfied with the service we have received. We expect a letter of explanation as to why the holiday we received was so different from the one we were sold and paid for. In addition, we are also expecting a form of compensation as well as reimbursement for the additional room we had to book because of issues beyond our control.

We expect a reply within the next 7 days, or we will have no option but to seek legal advice.

Yours faithfully

Mr and Mrs A Smith.

Letter 2: A letter to offer someone a job.

TASK: Read this letter. Once you have read it, annotate it like we did together with the first letter. Focus on:

- **Content**
- **Type of language and words used**
- **Sentence structures**
- **Emotion/ mood**

HELP: look at the notes from the last letter. How is this one different? Are there any notes that are the same?

| | |
|---|---|
| | 87 Springfield Derbyshire DE3 R45 |
| | 25 th June 2019 |
| Company A London Road London LR46JG | |
| Dear Katy Jones, | |
| <u>RE: Full Time vacancy of Lead Administrator</u> | |
| Thank you for attending the interview with us last week. We were all particularly impressed with your performance and would like to offer you the position of 'Full Time Lead Administrator'. We were especially interested in your plans to develop some of our current procedures and believe you will be a positive asset to our team. | |
| Your normal working hours will be Monday to Friday, 9.30am to 6pm, and you will also be required to work 1 Saturday out of 4 on a rota basis. You will receive all bank holidays as unpaid leave, and there is an allocation of 5 weeks' holiday that you may take in a financial year. Your starting salary will be £24,500 and you will have a year's probation period, in which time your position may be terminated without notice should we deem it necessary. | |
| Your starting date will be Monday July 10 th 2019. Please find enclosed a staff handbook referring to dress code and equipment you will need to bring. Please arrive at 9am in reception and ensure you bring a copy of this contract with you. | |
| Once again, our congratulations- we are looking forward to having you as part of the team. | |
| Yours truly, Mr Thelwell. | |

Lesson 3: Understanding more about the letter form- compiling your own letter

Last lesson, we looked at how letters are written and how the type of language you use changes depending on the intended audience and purpose.

Today, we are going to look a bit closer at how letters can link closely with our theme of identity and self and have a go at writing our own letters.

TASK: Quick Starter- how many words can you make using the following sentence? You can only use each letter as many times as it is present in the sentence.

I LOVE WRITING LETTERS

This type of writing is highly personal and allows a writer to stop and reflect on their lives so far and put their feelings into words.

TASK: Complete the table below. Why might you write a letter to your past self (child) or a future self (adult)?

HELP: Look at my ideas to help you and talk with the people next to you

| Why might I write a letter to my past self (young child) | Why might I write a letter to my future self (older adult) |
|--|---|
| <ul style="list-style-type: none">• To warn them about something••••• | <ul style="list-style-type: none">• To discuss my hopes••••• |

Books that include letters written by people to themselves include:



The following letter that we are going to read is from Hugh Jackman (Wolverine/ The Greatest Showman). He is writing the letter to his younger self.

TASK: Read this letter, then answer the following questions.

Dear Hugh,

Just thought I would pop you a little note to see how you are (even though I know) and to tell you that yes!!! There will come a time when you get over Penny dumping you at the bus stop. In fact you will see her in a couple of yrs and wonder why you cried every time you heard the Lionel Richie song "Penny Lover".

Oh and the patch of zits you get on your forehead will also go, but probably not as quickly as you hope. And Yes, you will get to move into the big room in the house as soon as your brother Ralph leaves.

Right now the important stuff is out of the way.....I will tell you a few things that may help you on the way. I don't want to spoil any surprises for you, so some of this may sound a little vague.

Things are going to be different from how you imagine them. I know you don't have a clear idea of what you are going to do with your life, and I know that drives you a little crazy... particularly as you get asked about it every other day of your life. But when you are asked just smile and say "no idea...but when I do know I'll get back to you".

Truth be told much of what is going to happen will surprise the pants off you... It will be way better than your wildest imaginings.

Love life? (spoiler alert) You will meet an incredible woman, and the choice to marry her will be the easiest choice of your life. Just listen to your gut. Keep writing down one list...and one list only... the 5 things you love to do, and the 5 things you are good at...they will keep changing, but one day they will match up...and there is your path...but even then keep writing your list just to make sure you are still on the right track.

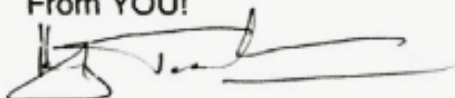
Your nature is to be hard on your self... to push yourself... be careful of this... it can veer you off track faster than anything.

There is so much more to say, that would make you feel great to hear... but I don't want to spoil the surprise.

You have had many blessings in life, and will have many more... never forget where those blessings come from.

Oh... and in about 10 years there will be a hit song that you love called "wear sunscreen".....and a hell of a lot of it is true... particularly the bit about WEARING SUNSCREEN!!!! Hint hint.

I love you
From YOU!

A handwritten signature in black ink, appearing to be 'Hugh', written over a horizontal line.

P.S. buy shares in Google when they are invented!!!!!!

TASK: Please complete this task on paper or on Google Drive with the title: A Letter to My Younger Self.

You are going to write a letter to your younger self. I want you to think back to your first day at school (it could be your first day at a new school or moving from Primary to Middle school). Write the letter in the box below.

HELP: Your letter should include/ consider:

- How you were feeling on the first day of school
- How you will be feeling in the future (how you feel now)
- Things that may happen to you between joining school and the time of writing
- What you want to share with your younger self
- What you may want to keep secret from your younger self
- Positive things to look forward to (what have you enjoyed at school)
- Things that you have worked hard to get over and may find tough (making friends, friendship issues, getting into trouble, finding it hard to settle in, finding work too hard, etc.)
- How your choice of words and punctuation may show the reader a little bit about your personality.

Sentence/ content starters to help you (you don't have to use these!)

- *Dear me...*
- *I know you found the first day of school hard...*
- *Believe me when I say things will get better...*
- *You might find that you go through a phase when nothing you do will be right..*
- *Don't worry if you don't make friends immediately....*
- *I don't want to ruin the surprise for you, but in October...*
- *Don't forget to complete that important piece of homework in English...*
- *All you can do is try your best in lessons, I know you feel like you don't understand anything right now....*
- *After Christmas you feel like...*
- *Right now I can't believe I ever felt how you are feeling now...*
- *Love from me x*

Think you have finished? Check that you have...

- Included capital letters and full stops
- Presented it like a letter
- Remembered to write to your younger self
- Tried to use a range of vocabulary
- Used a variety of sentence types and openers
- Used a range of punctuation
- Remembered to use paragraphs
- Not joined lots of sentences using commas
- Shown a bit of your personality and identity through your writing

If you need to make any changes or add anything in.. use a green pen/font!

DIRT

Lesson 4: To understand more about the features of persuasive speeches

Another form of writing that we are going to look at are speeches. Speeches are a very important type of writing. They are:

- Focused on one topic only
- Carefully planned- every word is thought about
- Have a clear target audience
- Have a dedicated purpose- the whole point of the speech is to meet the purpose
- Are usually spoken, not read. This means our voices/ spoken language adds passion
- A chance for someone to speak passionately, firmly and uninterrupted about a topic

Martin Luther King Jr.

Martin Luther King Jr (born Jan 15th 1929, died April 4th 1968) was a black American Christian minister and activist, He became a leading spokesperson and leader in the Civil Rights Movement from 1955. The Civil Rights Movement was a powerful demonstration and movement by many black Americans who wished to end the years of racial discrimination they faced.



What was life like for Black Americans in the USA before the Civil Rights Movement?

- In 1920, there were approx. 12 million black people living in the USA. 75% of these were in the deep South who were affected by Jim Crow Laws.
- These laws meant: black and white people had to live separately. There was legal segregation for churches, hospitals, theatres, schools, toilets, cemeteries, parks and other public places.
- Black Americans were not allowed to serve on juries, and were often too poor to vote as they couldn't afford taxes
- Black Americans were forced to work in very low paid, hard labour and unskilled jobs
- Schools for black Americans were deliberately kept inferior- low funding, poor resources= low outcomes for the pupils.
- Racism- including violent racism was a daily occurrence for many black people.

Martin Luther King Jr wanted a peaceful future. He wanted equality, he wanted the hatred, violence and racism to stop towards people who were not white. Martin Luther King Jr was a Christian and did not believe in violence. Instead, he organised peaceful and non-violent marches and demonstrations to show that people of different races could live in harmony. He organised a march in 1963 in Washington D.C where he delivered his famous 'I have a Dream' speech, which we will look at today. On April 4th 1968, Martin Luther King Jr was assassinated, and died about an hour after the shooting. Years later, after he was assassinated, he was awarded the Presidential Medal of Freedom and laws began to change.

We are now going to read an extract from his 'I Have a Dream' speech.

Consideration points (answer below or on Google Drive):

- Do you think this is a good speech? Why?
- What makes this speech memorable and powerful?
- What is Martin Luther King Jr's key message from this speech?
- How does this speech link to our theme of identity and self?

Martin Luther King Jr- 'I Have a Dream' Speech- 1963.

(This is just an extract from the speech- not the speech in its entirety)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so we've come here today to dramatize a shameful condition.

I say to you today, my friends so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.

**Negro- Martin Luther King Jr is referring to Black American people here, but this is not a term that we would use today.*

Persuasive features within speeches.

- Use direct address (You) to speak directly to the reader
- Repetition of structure and key phrases
- Emotive words and phrases
- Clever use of poetic language like metaphors to build clear images
- Shock tactics
- Rule of three/ triplets
- Effective pauses
- Rhetorical questions
- Facts and statistics
- Expert opinion
- Short, simple sentences
- Long, complex sentences that build tension
- Humour and/ or sarcasm
- Use of the inclusive pronoun 'we' - we are in this together
- Use of first person- 'I' - passionate

TASK: Re-read the speech. Highlight and label as many of these features that you can spot as possible.

Think back to our consideration points from earlier lessons.

Consideration points:

- Do you think this is a good speech? Why?
- What makes this speech memorable and powerful?
- What is Martin Luther King Jr's key message from this speech?
- How does this speech link to our theme of identity and self?

TASK: Answer the following question on paper or on Google Drive under the title: Martin Luther King Jr Speech.

What makes Martin Luther King Jr's speech effective and how does it link to his identity?

HELP:

- Use the discussion point questions as a guide for you to answer
- You can write in bullet points if it helps you
- Use the following sentence starters:

MLK Jr's speech is effective because it uses...

This speech links to MLK Jr's identity because he was a....

The key message from this speech is..

MLK Jr wanted black Americans to have...

Lesson 5: To understand more about how the theme of identity is important to the success of a speech

Last lesson, we looked at an extract from one of the world's most famous speeches. Today, we are going to look at a few more examples.

In particular, I would like to focus on how these speeches 'tell us' something about the speaker's identity.

TASK: For each of the following speeches, I would like you to:

- **Read and decide whether you think it is a male or female speaking**
- **Guess roughly how old they are**
- **Guess what you think their job is**
- **Make a note about what you think their identity is**

HELP: think back to lesson 1 spider diagram where we made a list of everything that makes up our identity. Consider what the speech is about- who might speak about this and why might they be doing a speech on this topic?

Speech one:

My message is that we'll be watching you. This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

Notes on speech 1 Identity

Speech Two:

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be advocates for gender equality. And we don't just want to talk about it, but make sure it is tangible.

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

Notes on speech 2 Identity

Speech Three:

So I thought it would be important to remind these young women how valuable and precious they are. I wanted them to understand that the measure of any society is how it treats its women and girls. And I told them that they deserve to be treated with dignity and respect, and I told them that they should disregard anyone who demeans or devalues them, and that they should make their voices heard in the world. And I walked away feeling so inspired, just like I'm inspired by all the young people here – and I was so uplifted by these girls. That was Tuesday.

And now, here I am, out on the campaign trail in an election where we have consistently been hearing hurtful, hateful language about women – language that has been painful for so many of us, not just as women, but as parents trying to protect our children and raise them to be caring, respectful adults, and as citizens who think that our nation's leaders should meet basic standards of human decency.

Notes on speech 3 Identity

Consideration point:

- How did you decide whether these speeches were made by males or females?
- Was there anything about the content or language of the speeches that gave subtle hints about the age of the speaker?
- What else could we learn about the identity of the person based on these short extracts from the speeches?
- Which extract do you think is the most powerful?

TASK: Imagine your best friend is going to be delivering an important speech to thousands of people. The topic is something personal to him/her and they are speaking to strangers of all ages- from teenagers to adults.

What advice would you give to your friend about writing an effective speech? How can your friend ensure that they keep true to their identity? How might your friend's identity help them write their speech?

Make a list of ideas below:

HELP: I have completed a couple of ideas for you

HELP: consider not just what they are speaking about but how they write- persuasive

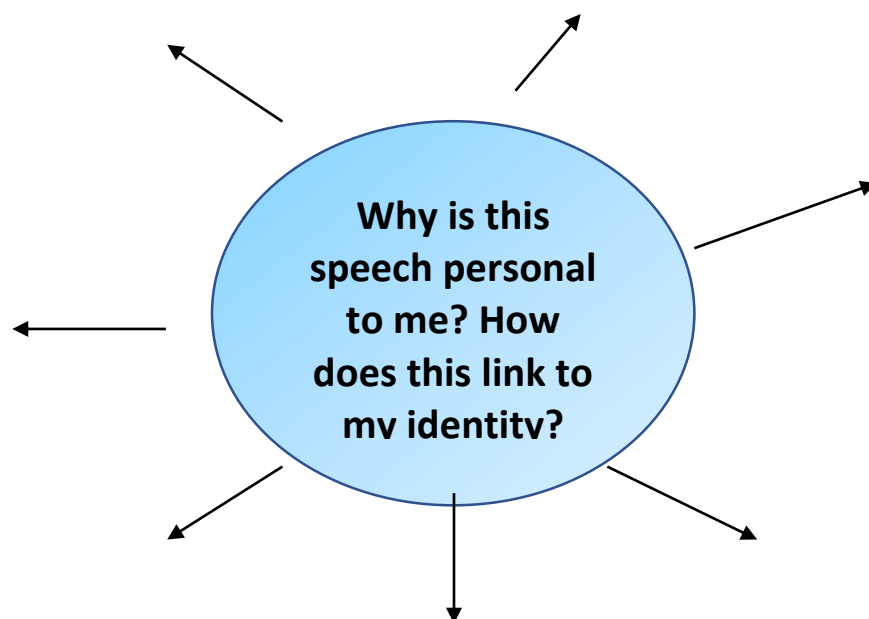
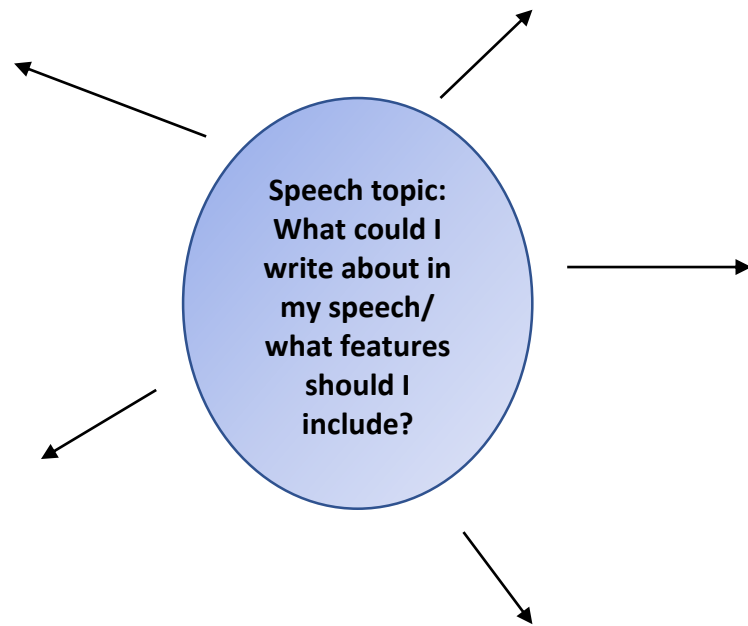
- Speak from the heart
- Remember to address the audience directly (use the word 'you')
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-

Next lesson you are going to be writing a short speech yourself. I would like you to choose one of the following options to write your speech about:

- 1) School uniform should be banished
- 2) Boys should be allowed to wear dresses to school, and girls should be allowed to wear shorts to school
- 3) There should be a new vote for young people as it is deciding their future so they should get a say
- 4) All plastic should be banned immediately

TASK: Complete the following spider diagrams to begin planning ideas for your speech.

HELP: Consider ideas for the content of your speech as well as how you can make sure it links to your identity- in other words it needs to be passionate.



Lesson 6: Writing your own speeches.

Today's lesson:

Over the last couple of lessons, we have been looking at a number of speeches that are from passionate people. We have looked at generic persuasive features as well as what makes a speech effective- how our identity not only effects how we deliver our speeches but what they mean to us.

During yesterday's lesson, you chose a topic from a small list that you will be writing a speech about. You then began to plan some ideas for what you could write about and how this speech topic links to your identity.

By the end of today's lesson, you will have written a short speech and self-assessed using the success criteria on the next page.

TASK: On a piece of paper or on Google Drive, begin to write your speeches.

TASK: Once you have written your speech, work through this checklist below and tic off all of the content and skills you have included.

Once you have done this, complete the following sentences:

One thing I did well in my speech was....

One thing I need to improve is....

| Self-Assessment Success Criteria for your speeches: SUCCESS criteria- technical accuracy (SPaG) | Checklist/ Self-Assessment- have I included this in my speech? TICK |
|---|--|
| <ul style="list-style-type: none">▪ Correct spelling▪ Ambitious vocabulary▪ Range of punctuation used effectively and accurately▪ Paragraphs used correctly▪ Correct grammar/ formality▪ Consistent use of tenses▪ Clear 'voice' throughout- passionate▪ Keep linking back to the reason you are writing your speech | |

| Success criteria- content of my work | Checklist/ Self-Assessment- have I included this in my speech? TICK |
|---|---|
| <ul style="list-style-type: none"> ▪ Use direct address (You) to speak directly to the reader ▪ Repetition of structure and key phrases ▪ Emotive words and phrases ▪ Clever use of poetic language like metaphors to build clear images ▪ Shock tactics ▪ Rule of three/ triplets ▪ Effective pauses ▪ Rhetorical questions ▪ Facts and statistics ▪ Expert opinion ▪ Short, simple sentences ▪ Long, complex sentences that build tension ▪ Humour and/ or sarcasm ▪ Use of the inclusive pronoun 'we'- we are in this together ▪ Use of first person- 'I'- passionate | |

Lesson 7: To understand more about the form of a diary entry

Discussion point: Why do people write diaries?

TASK: Come up with a list of as many reasons for people writing diary entries below:

-
-
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-

Consideration point: Can you think of any famous diary entries, or books that include diary entries?

-
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Consideration point: how do you think our identity is linked to the form of a diary entry?

-
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-

Today's Lesson:

Today, we are going to be looking at what could be considered one of the world's most famous diaries: Anne Frank's diary.

Anne Frank:

Anne Frank was born in the German city of Frankfurt in 1929. Anne's sister Margot was three years her senior. Unemployment was high and poverty was severe in Germany, and it was the period in which Adolf Hitler and his political party were gaining more and more supporters. Hitler hated the Jews and blamed them for the problems in the country. He took advantage of the rampant antisemitic (anti-Jewish) thoughts in Germany. The hatred of Jews and the poor economic situation made Anne's parents, Otto and Edith Frank, decide to move to Amsterdam. Before long, Anne felt right at home in the Netherlands. She learned the language, made new friends and went to a Dutch school near her home.

On 1 September 1939, when Anne was 10 years old, Nazi Germany invaded Poland, and so the Second World War began. Not long after, on 10 May 1940, the Nazis also invaded the Netherlands. Five days later, the Dutch army surrendered. Slowly but surely, the Nazis introduced more and more laws and regulations that made the lives of Jews more difficult.

The Nazis took things further, one step at the time. Jews had to start wearing a Star of David on their clothes and there were rumours that all Jews would have to leave the Netherlands. Jews began to receive call-ups or a so-called 'labour camp' in Nazi Germany. These labour camps were the concentration camps we have all since learned of, killing millions of Jews and other people Hitler did not think were worthy of living (elderly, homosexuals, different races, gypsies, disabled people, etc.)

Her family decided to go into hiding. Before long, they were joined by four more people. The hiding place was cramped. Anne had to keep very quiet and was often afraid- if they got caught they would have surely been sent to one of the dreadful concentration camps.

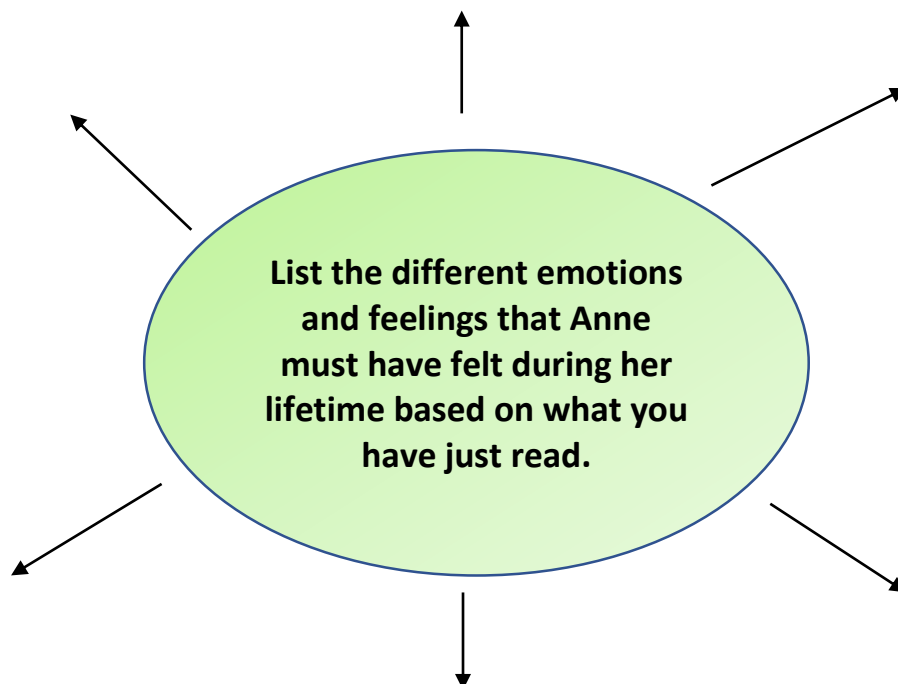
On her thirteenth birthday, just before they went into hiding, Anne was presented with a diary. During the two years in hiding, Anne wrote about events in the Secret Annex, but also about her feelings and thoughts. Just before Anne finished writing her diary she and the other people in hiding were discovered and arrested by police officers on 4 August 1944. She was sent to Auschwitz-Birkenau concentration and extermination camp and then shortly afterwards to the Bergen-Belsen concentration camp with Margot. Not long after, both Anne and Margot caught Typhus, and in February 1945 they both died, from exhaustion, malnutrition and the effects of Typhus.

TASK: Read the information above about Anne Frank and answer the following questions. This can be done on paper or Google Drive.

Questions about Anne Frank:

- 1) What year was Anne Frank born in?
- 2) Where was Anne Frank born?
- 3) Who did Hitler hate, and why?
.....
- 4) Why did Anne's parents decide to move to Amsterdam?
- 5) Why did the Second World War begin?
- 6) What was life like for Jewish people when the Nazis took over?
- 7) How did Anne feel when her family were in hiding?
- 8) How old was Anne when got her diary, and why was she given it?
- 9) What happened on 4th August 1994 and where did Anne go?
- 10) What happened to Anne and her sister Margot in February 1945?

TASK: Complete the spider diagram below. Try to use the best emotive words that you can think of (i.e not just 'sad')



Anne didn't just write her diary entries. She also wrote in a number of notebooks. She used to make lists of dreams that he had for the future, as well as writing short stories and tales. Sadly, her notebooks were never found, but it was clear that Anne loved to write.

Consideration and reflection Point:

- Anne made this comment about writing in 1944.
- What do you think she meant by 'I'd absolutely suffocate?'
- Why do you think it was important for her to get all of her thoughts and feelings out?
- Do you think Anne thought anyone else would ever read her work?

"The nicest part is being able to write down all my thoughts and feelings; otherwise, I'd absolutely suffocate." (Anne Frank, 16 March 1944.)

We are now going to read two extracts from her diary.

As we read, I want you to consider how these diary entries reveal a lot about the type of person Anne Frank was.

October 9th 1942: *"Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."*

October 20th 1942: *"My hands still shaking, though it's been two hours since we had the scare... The office staff stupidly forgot to warn us that the carpenter, or whatever he's called, was coming to fill the extinguishers... After working for about fifteen minutes, he laid his hammer and some other tools on our bookcase (or so we thought!) and banged on our door. We turned white with fear. Had he heard something after all and did he now want to check out this mysterious looking bookcase? It seemed so, since he kept knocking, pulling, pushing and jerking on it. I was so scared I nearly fainted at the thought of this total stranger managing to discover our wonderful hiding place..."*

Lesson 8: To consider how diary entries are closely linked with identity

Today's Lesson:

Today we are going to look at other examples of diary entries and how the writing content and style reflects the writer's personality.

TASK: Before we look at the new examples, highlight all of the typical characteristics of a diary entry from the list below.

HELP: What type of writing and content would you expect to see in a diary entry?

- 1st Person (I)
- Include quotations
- Includes emotive language
- Talking about your feelings
- Sometimes in the past tense
- 3rd person
- Metaphors and similes
- Rhyme
- Sometimes in the present or future tense
- Reveals secrets or the truth
- Refers to dates, times, places and people
- Written very formally and using complicated language
- Written informally
- Simple language
- Rhetorical questions

Consideration Point:

- What is the purpose and intended audience of a diary entry?
- What's the difference between a notepad kept in your bedside table and a blog online?
- Do you think you would write slightly differently if you knew people would read your diary?
- How does the purpose and audience differ between a letter and a diary entry?

TASK: Write some of your discussion and thoughts here to refer to later:

Read the following newspaper article about diaries and make some notes on the following questions

Do you agree or disagree with the writer?

Do you have any comments to make about any of her points?

How would you feel if someone read your diary?

What would you do if you found someone's diary?

**Have you read any books that include a diary entry within them? Did you read it?
Why?**

s top

Top 10 diary books

From the Anne Frank's *Diary of a Young Girl* to the *Diary of a Wimpy Kid*, diary books offer a unique insight into someone else's head whether real or fictional. Rebecca Westcott shares 10 of the best.

Read the first chapter of Rebecca Westcott's debut diary book *Dandelion Clocks*



▲ What a different book the *Diary of a Wimpy Kid* would have been if he hadn't been written as a diary (it wouldn't have been called *Diary of a Wimpy Kid* for a start...) Photograph: Diyah Pera

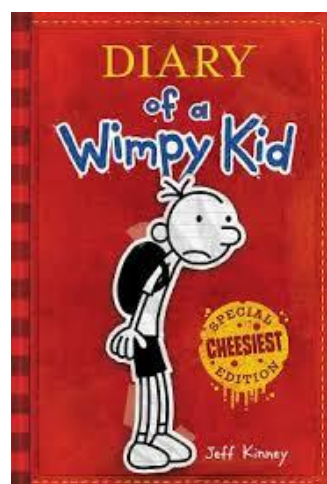
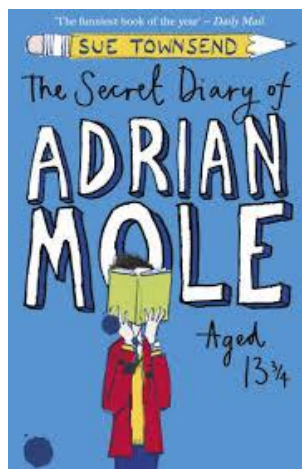
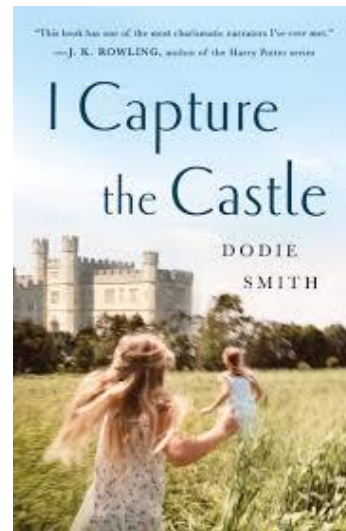
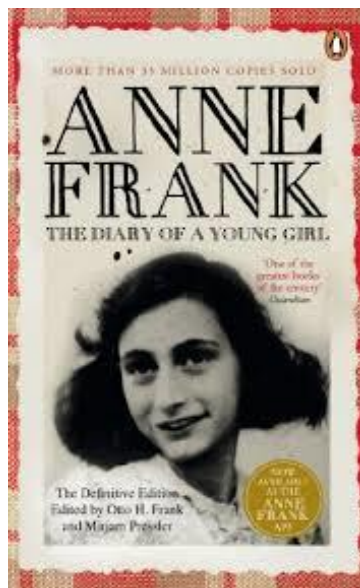
The relationship between a diary and a diarist is supposedly a private, sacred affair. A diary's pages are the ideal place to record your deepest, heart-felt passions or your darkest desires, safe in the knowledge that your diary will take those secrets to the grave. Write whatever you like - it's all totally secret.

Isn't it? Err, well no, actually. Because once those thoughts are out of your head and onto the page they can be seen by anybody. They can be found. Which is kind of the whole point of writing something down in the first place, isn't it? To have it read.

I am fairly unscrupulous. I will hesitate only as long as it takes me to find a comfy chair before I start reading any diary that I happen to stumble upon (or find after hours of searching in my daughter's bedroom...). Diaries are intriguing. They offer us an insight into someone else's head. If we're really lucky they provide reassurance that other people think like we do. The best part about reading a diary (and this applies to reading your own, old diaries) is discovering what the writer of that diary chose to record. What was important to them on that day? Seemingly irrelevant, mundane comments can say a lot about a person, even if it's that "I had the biggest laugh at school today. Jason was messing about with a Bovril sandwich and somehow it ended up being shoved down my jumper (I hasten to add that it was wrapped in cellophane). I got it out, crawled over to James' bag and put it inside without him seeing. Everyone else saw - it was well funny." The unabridged entry goes on for so long that I ended up adding three sides of A4 paper to my diary, so hilarious was the incident of the Bovril sandwich. I was 16-years-old. I was supposed to be revising for my GCSEs.

Books based on diaries give a reader something really special. The feeling that someone is confiding in you; sharing things with you that they would never tell another living soul. There are many fantastic books for children and teenagers with a diary format. These are my top ten, in no particular order as these books are so diverse that it would be impossible to compare them to each other.

Recommended Reading (diary focused texts)



TASK: Read this diary extract from Samuel Pepys Diary about the great fire of London (1666)

How is this diary extract slightly different from the ones we have looked at so far?

HELP- Consider:

- Samuel's intended audience and purpose (do you think he meant for his diary to be private?)
- What his diary entry is about
- How much detail he goes in to
- Whether you think it 'sounds' like a diary entry
- What features of a diary he has/ hasn't used
- How formal/ informal he writes

Make your notes here:

An extract from Samuel Pepys' Diary.

September 2, 1666

It was a small mistake, but with great consequences. On September 2, 1666, Thomas Farrinor, baker to King Charles II of England, failed, in effect, to turn off his oven. He thought the fire was out, but apparently the smouldering embers ignited some nearby firewood and by one o'clock in the morning, three hours after Farrinor went to bed, his house in Pudding Lane was in flames. Farrinor, along with his wife and daughter, and one servant, escaped from the burning building through an upstairs window, but the baker's maid was not so fortunate, becoming the Great Fire's first victim.



The fire then leapt across Fish Street Hill and engulfed the Star Inn. The London of 1666 was a city of half-timbered, pitch-covered

medieval buildings and sheds that ignited at the touch of a spark-- and a strong wind on that September morning ensured that sparks flew everywhere. From the Inn, the fire spread into Thames Street, where riverfront warehouses were bursting with oil, tallow, and other combustible goods. By now the fire had grown too fierce to combat with the crude firefighting methods of the day, which consisted of little more than bucket brigades armed with wooden pails of water. The usual solution during a fire of such size was to demolish every building in the path of the flames in order to deprive the fire of fuel, but the city's mayor hesitated, fearing the high cost of rebuilding. Meanwhile, the fire spread out of control, doing far more damage than anyone could possibly have managed.

Lesson 9: Assessment Preparation Lesson.

Today's Lesson:

Today we are going to be putting what we have learned so far into practice and preparing for our first writing assessment.

Assessment details:

- The assessment will happen next lesson
- You will have the whole hour to complete your assessment
- You will complete your assessment on lined paper or Google Drive
- I will be giving you a level and two separate marks- one for your content (WHAT you write about/ your ideas) and one for your technical accuracy (HOW you write- spelling, punctuation etc.)

Assessment Task

You will have a **choice of three different tasks**. You only need to choose **one** from the following options:

Option 1- Write a **letter. Choose from the letter topics below (only choose one)**

- Write a letter of complaint about a product or service you have received recently**
- Write a letter to a family member who you don't see that often to give them an update on your life**

OR

Option 2- Write a Speech. Choose from the speech topics below (only choose one)

- Write a speech about something you are passionate about that you will deliver in assembly to the rest of the school**
- Write a speech to persuade Mr Wood to make a change to a part of the school**

OR

Option 3- Write a diary entry. Choose from the diary topics below (only choose one)

- Write a diary entry based on your first day at school**
- Pretend you are someone famous and write a diary entry from their point of view (famous singer performing/ sportsperson scoring the winning goal, politician becoming president, etc.**

TASK: Complete the following assessment preparation tasks within this lesson. Once you have completed a task, remember to tick it off in the table.

| Task | Task details: | Completed? |
|-------------|--|-------------------|
| 1 | Choose the assessment task I want to complete | |
| 2 | Make some notes in this box about some initial ideas that I may write about in my assessment. Decide which are your best ideas (only choose 3-4) and write these ideas in the best order below. | |
| 3 | Write down some advice about the style and presentation of my work (I will need to look back through the booklet to do this). In other words, what do you need to remember your chosen type of writing includes to make it a letter or speech or diary entry? What is its typical features and type of language? | |
| 4 | Find a dictionary/ thesaurus and look up any key spellings or new words that I would like to use in my writing. Add these to a new revision card. | |
| 5 | Consider the following question: How will your piece of writing show your personality and link to your identity? Make some notes in this box. | |

Lesson 10: Song Writing

Today's Lesson:

During today's lesson we will be looking at how successful songs are written. We will look at some short extracts from interviews with songwriters, look at some song lyrics and discuss how they link to identity.

Consideration and reflection Point:

- Look at the following comments made by the famous singer/songwriter, Adele.
- What do you think about the comments she is making?
- How does song writing link to our theme of identity and self?
- Why do you think Adele has been so successful?
- How do you think Adele feels about people 'hearing' her words?

Heartbreak can definitely give you a deeper sensibility for writing songs. I drew on a lot of heartbreak when I was writing my first album, I didn't mean to but I just did.

The way I write my songs is that I have to believe what I'm writing about, and that's why they always end up being so personal – because the kind of artists I like, they convince me, they totally win me over straight away in that thing. Like, “Oh my God, this song is totally about me.”

I doubt I'll be singing forever, because at some point people aren't going to want to hear my music, and I hope that I'll still get the opportunity to write songs.

I wouldn't be able to write a song like “Someone Like You” and get someone else to sing it because it's so personal. It's like giving away your heart.

I find it quite difficult to think that there's, you know, about 20 million people listening to my album that I wrote very selfishly to get over a breakup. I didn't write it being that it's going to be a hit.

We are now going to look at the lyrics of a song from *The Greatest Showman*, called 'This is Me'.

TASK: Based on the title of the song, and what you may already know about it, what do you expect from this song? How does this song link to the theme of identity and self?

This is Me.

I am not a stranger to the dark
Hide away, they say
'Cause we don't want your broken parts
I've learned to be ashamed of all my scars
Run away, they say
No one'll love you as you are
But I won't let them break me down to dust
I know that there's a place for us
For we are glorious

[Chorus] When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
I am brave, I am bruised
I am who I'm meant to be, this is me
Look out 'cause here I come
And I'm marching on to the beat I drum
I'm not scared to be seen
I make no apologies, this is me

Another round of bullets hits my skin
Well, fire away 'cause today, I won't let the shame sink in
We are bursting through the barricades and
Reaching for the sun (we are warriors)
Yeah, that's what we've become (yeah, that's what we've become)
I won't let them break me down to dust
I know that there's a place for us
For we are glorious

[chorus]

and I know that I deserve your love
(Oh-oh-oh) 'cause there's nothing I'm not worthy of
When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
This is brave, this is proof
This is who I'm meant to be, this is me.

TASK: Try and annotate this song, considering what the language makes us think of and how this links to identity.

TASK: Using the song lyrics as a guide, answer the following question in your exercise books.

Based on the lyrics of 'This is Me' what do we learn about the identity of the song writer?

HELP:

- Use your annotations to guide your ideas
- Use the PEE paragraph structure to help you write your answer
- Use the table below to help plan some of your ideas.
- Don't forget to use quotations from the lyrics and analysis- tell me what the words mean and suggest!

Planning sheet and prompt questions are on the next page!

- **What** can we infer? **What** does the writer imply?
- **What** is the writer trying to say about the character/theme/topic?
- **What** is the effect on the reader? (**What** do we think/feel/understand?)

- **How** does the writer do this?
 - Quote
 - Techniques?
 - Key words? What type? Connotations?
- **How** does it connect to the rest of the text? **How** does it link to context?

In the metaphor, the word "... " means ... and connotes ... This [suggests/implies/emphasises]...

- **Why** does the writer use this technique/word/phrasing?
- **Why** does it have that specific effect on the reader?
The author wants us to understand the significance of ... because ...
It could be argued/Some readers might think ...
Alternatively/On the other hand/However others ...

Proofread

DIRT

Have you...

...marked your sentences clearly?

...used accurate spellings?

...ensured your writing is legible?

...marked your paragraphs?

...used accurate punctuation?

...used Standard English grammar?

WHAT?

-What is the writer telling us about the theme/ character/setting?

-What do they want you to feel as a reader?

* _____ is presented as...

*The reader gets the impression that...

*The writer causes the reader to think that...

HOW?

-How is the writer doing this?

-How do they use language/structural techniques to do this?

-How do key words/phrases show this?

-How does it tell us something about the time a text was written?

*The adjective/noun/verb/phrase/ image/simile/metaphor/ alliteration

*This suggests/implies/indicates demonstrates/presents/ portrays/ highlights/ emphasises/ reinforces/ develops/creates/hints at...

WHY?

-Why is the writer doing this?

-Why did the writer choose that language?

-Why might they want us to interpret it in a different way?

*The writer wants us to understand the importance of...

*It could be argued/some readers may believe/alternatively/ possibly/on the other hand/ it may be seen as/ for other readers/ equally/ conversely

Lesson 11 and Lesson 12 looking at identity themed poems.

Last lesson we looked at some song lyrics that millions of people have credited with changing their lives, making them feel better and giving them strength to get through hard times.

These personal lyrics were written by just two people, however millions of identities have been positively impacted.

Today's lesson:

We are going to look at a number of poems with the theme of identity.

TASK: For every poem you get, I would like you to annotate the following:

- **Key language or words that stand out to you**
- **The mood or tone of the poem (happy, sad, bitter, angry, shocked, hopeful, etc.)**
- **Who you think wrote the poem- male or female, young or old**
- **Which country this poem is about/ written In**
- **How this poem links to identity**

a) **Poem 1:** Checking out Me History

b) **Poem 2:** I Am

c) **Poem 3:** Invictus

d) **Poem 4:** Still I Rise

e) **Poem 5:** The Emigree

Next Lesson:

TASK: Using the technology available (tablets/ computers) you will be completing some research on the poem, and the author. You will need to present this information on a poster and share with the class upon our return.

HELP: What you need to include in your research:

- **What your poem is about**
- **Who the writer is and what their life was like**
- **How the writer's identity inspired the writing of this poem**
- **How this poem links to the theme of identity and self**

Checking out me History

Dem tell me
Dem tell me
Wha dem want to tell me
Bandage up me eye with me own history
Blind me to my own identity
Dem tell me bout 1066 and all dat
dem tell me bout Dick Whittington and he cat
But Touissant L'Ouverture
no dem never tell me bout dat

*Touissant
a slave
with vision
lick back
Napoleon
battalion
and first Black
Republic born
Touissant de thorn
to de French
Touissant de beacon
of de Haitian Revolution*

Dem tell me bout de man who discover de balloon
and de cow who jump over de moon
Dem tell me bout de dish run away with de spoon
but dem never tell me bout Nanny de maroon

*Nanny
see-far woman
of mountain dream
fire-woman struggle
hopeful stream
to freedom river*

Dem tell me bout Lord Nelson and Waterloo
but dem never tell me bout Shaka de great Zulu
Dem tell me bout Columbus and 1492
but what happen to de Caribs and de Arawaks too
Dem tell me bout Florence Nightingale and she lamp
and how Robin Hood used to camp
Dem tell me bout ole King Cole was a merry ole soul
but dem never tell me bout Mary Seacole

*From Jamaica
she travel far
to the Crimean War
she volunteer to go
and even when de British said no
she still brave the Russian snow
a healing star
among the wounded
a yellow sunrise
to the dying*

Dem tell me
Dem tell me wha dem want to tell me
But now I checking out me own history
I carving out me identity

John Agard

I Am

I am—yet what I am none cares or knows;
My friends forsake me like a memory lost:
I am the self-consumer of my woes—
They rise and vanish in oblivious host,
Like shadows in love's frenzied stifled throes
And yet I am, and live—like vapours tossed

Into the nothingness of scorn and noise,
Into the living sea of waking dreams,
Where there is neither sense of life or joys,

But the vast shipwreck of my life's esteems;
Even the dearest that I loved the best
Are strange—nay, rather, stranger than the rest.

I long for scenes where man hath never trod
A place where woman never smiled or wept
There to abide with my Creator, God,
And sleep as I in childhood sweetly slept,
Untroubling and untroubled where I lie
The grass below—above the vaulted sky.

John Clare

Invictus

Out of the night that covers me,
 Black as the pit from pole to pole,
I thank whatever gods may be
 For my unconquerable soul.

In the fell clutch of circumstance
 I have not winced nor cried aloud.
Under the bludgeonings of chance
 My head is bloody, but unbowed.

Beyond this place of wrath and tears
 Looms but the Horror of the shade,
And yet the menace of the years
 Finds and shall find me unafraid.

It matters not how strait the gate,
 How charged with punishments the scroll,
I am the master of my fate,
 I am the captain of my soul.

Still I Rise

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Maya Angelou

There once was a country... I left it as a child
but my memory of it is sunlight-clear
for it seems I never saw it in that November
which, I am told, comes to the mildest city.
The worst news I receive of it cannot break
my original view, the bright, filled paperweight.
It may be at war, it may be sick with tyrants,
but I am branded by an impression of sunlight.

The white streets of that city, the graceful slopes
glow even clearer as time rolls its tanks
and the frontiers rise between us, close like waves.
That child's vocabulary I carried here
like a hollow doll, opens and spills a grammar.
Soon I shall have every coloured molecule of it.
It may by now be a lie, banned by the state
but I can't get it off my tongue. It tastes of sunlight.

I have no passport, there's no way back at all
but my city comes to me in its own white plane.
It lies down in front of me, docile as paper;
I comb its hair and love its shining eyes.
My city takes me dancing through the city
of walls. They accuse me of absence, they circle me.
They accuse me of being dark in their free city.
My city hides behind me. They mutter death,
and my shadow falls as evidence of sunlight.

Carol Rumens

Lesson 13: Looking at biographies and autobiographies

In our final lessons, we are going to be looking briefly at biographies and autobiographical writing. This is going to prepare us for our final writing assessment of this unit, where you will have the choice of the following two assessment tasks:

- 1) Write the opening chapter from your own autobiography

OR

- 2) Write a short extract from a biography written about a famous person of your choice.

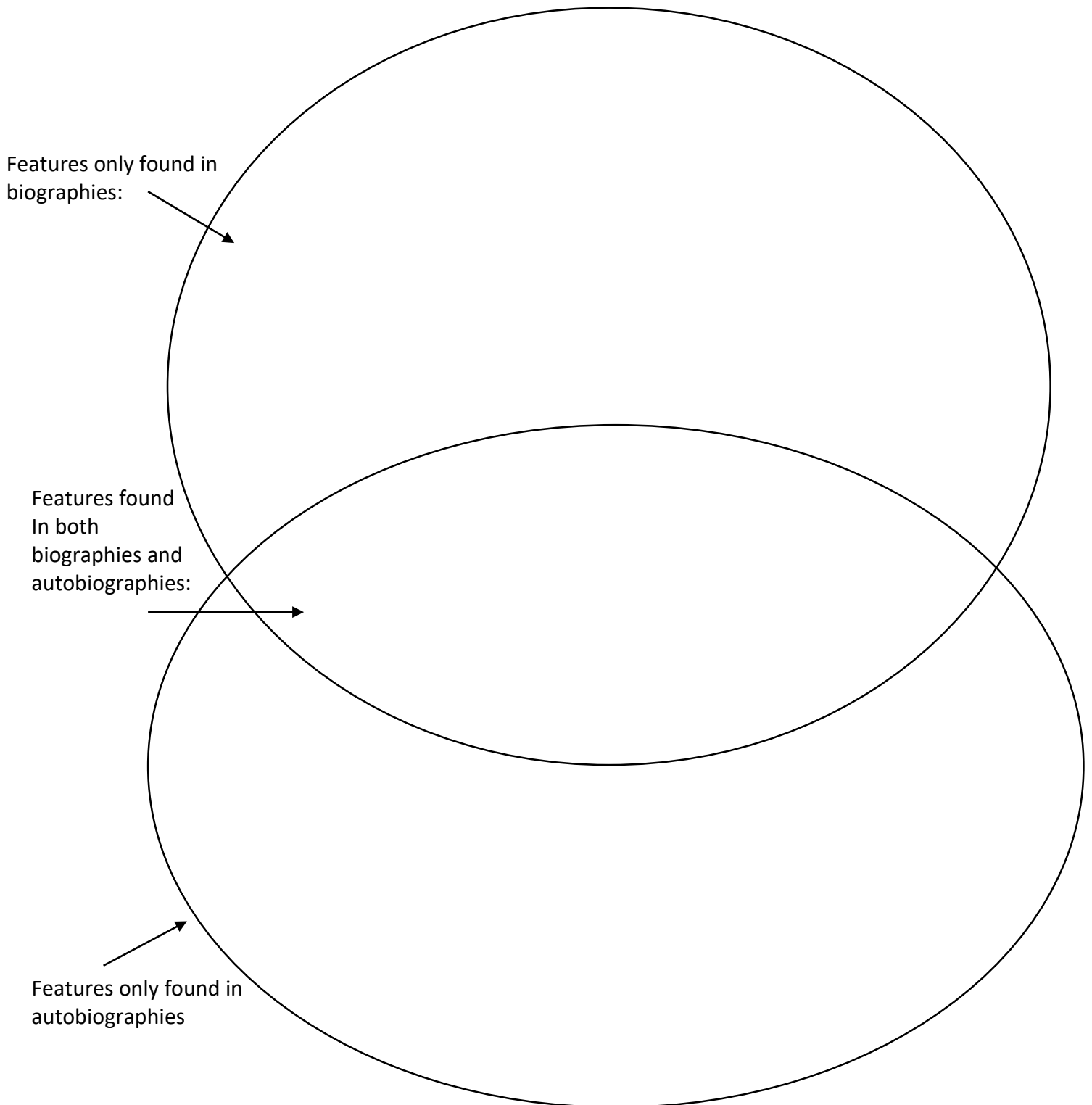
Reflection Point:

What do you already know about biographies and autobiographies?

TASK: Add as many notes as you can to the box below:

TASK: using these texts as a guide, complete the following diagram.

HELP: Look at the different texts- what do they have in common? What features does only a biography have? What features does only an autobiography have? What type of language has been used? Factual? Funny? First person? Third person?



TASK: Please provide your own detailed definitions of the genres of writing: Biography and Autobiography and what some of their typical features are.

A biography can be defined as.....

Typical features of biographical writing include....

An autobiography can be defined as.....

Typical features of autobiographical writing include....

Lesson 14: Assessment Preparation Lesson.

Today's Lesson:

Today we are going to be putting what we have learned so far into practice and preparing for our final writing assessment.

Assessment details:

- The assessment will happen next lesson
- You will have the whole hour to complete your assessment
- You will complete your assessment on lined paper or on Google Drive
- I will be giving you a level and two separate marks- one for your content (WHAT you write about/ your ideas) and one for your technical accuracy (HOW you write- spelling, punctuation etc.)

Assessment Task

You will have a **choice of two different tasks**. You only need to choose **one** from the following options:

Option 1- Write the first chapter of your own autobiography.

You should include:

- **Details of your birth- when were you born/ where were you born?**
- **Your family details- any siblings? Parent details**
- **Your interests and hobbies**
- **Your education and achievements so far**
- **Any notable events that have happened to you so far in your life**

OR

Option 1- Write the first chapter of a biography of a famous person of your choice

You should include:

- **Details of their birth- when were they born/ where were they born?**
- **Their family details- any siblings? Parent details, children?**
- **Their interests and hobbies**
- **Their education and achievements**
- **Any notable events that have happened to them**

*****IF you choose option 2 you will need to spend today finding information online that you could use within your assessment*****

TASK: During today's lesson you need to begin planning what you will be writing about in your assessment.

HELP: Use the following tables to help you- remember to check them off the list once you have completed the tasks.

If you are doing option 2, then complete the research as you fill in the boxes.

| Task | Task details | Completed? |
|-------------|--|-------------------|
| 1 | Make sure you have decided which assessment option you are completing I am going to do assessment option..... | |
| 2 | Details of the birth- when/ where | |
| 3 | Family details | |
| 4 | Interests and hobbies | |
| 5 | Education and achievements | |
| 6 | Any notable events | |

Don't forget the following:

AUTOBIOGRAPHICAL WRITING: (OPTION 1: Writing about your own life)

- Write in the first person (I/Me)
- Write in chronological order with time connectives
- Include memories, influences and achievements
- Use names of individuals, places and dates for specific events
- Include hopes and plans for the future

BIOGRAPHICAL WRITING: (OPTION 2: Writing about someone else's life)

- Describe and discuss the life of a real person
- Information is based on fact
- Incidents, dialogue, and people are accurate and from a reliable source using first person accounts when available
- The person's life story is told with respect to other people and events of the time in which they lived
- Develops an understanding of the places, times, events, and other people when the person lived
- Tells the story in a style and tone that the reader/listener can relate to the person and believe in their humanness
- Develops a person as a real and interesting person not a persona or stereotypical member of a particular group.

!!!Remember!!!

As well as making sure you are writing in the correct style for either an autobiography or biography, using correct SPaG and generally using the best English you can, you also need to remember that these texts are all about identity. I want to see your identity shine through if you are choosing the autobiographical option, or the famous person's identity if you have chosen the biographical option.

Success criteria for your assessments:

Success criteria- content of my work

- Correct and sustained features of a biography/ autobiography
- Interesting content
- Clear voice/ identity created
- Ideas are organised chronologically (in order of time from past to present)
- A wide range of vocabulary used to keep readers interested
- Sustained style of writing appropriate to task throughout
- Correct formality or informality used within writing
- Writing is interesting and compelling
- Clear sense of task and purpose throughout
- Paragraphs are cohesive and flow together

Success criteria- technical accuracy (SPaG)

- Correct spelling
- Ambitious vocabulary
- Range of punctuation used effectively and accurately
- Paragraphs used correctly
- Correct grammar/ formality
- Consistent use of tenses
- Clear 'voice' throughout- passionate
- Keep linking back to the reason you are writing your speech
- Uses standard English consistently accurately (no 'slang' such as ain't/ double negatives)

Good luck! 😊