

What should we put in an online biography of Olaudah Equiano?

Enquiry question	Activities	Outcomes	Resources
<p>1. What can evidence tell us?</p> <p>The Scheme of Work begins by introducing Olaudah Equiano through the interpretation of layered historical sources, taking an archaeological approach.</p> <p>Combined History and Literacy Learning Objective</p> <p>To participate in group discussion, assessing the nature and usefulness of a range of texts (historical sources) in building up a view of an historic figure.</p> <p>Links with renewed Framework for Literacy, Year 6, Non-Fiction, Unit 1, Phase 1</p> <p>Children explore the biography of a particular person as presented in a</p>	<p>Withhold the overarching title of the Scheme of Work and enquiry question for the sake of keeping the element of surprise for the first activity. The text below sets up this activity as a drama exercise. Alternatively, you can lead the activity as a visualisation exercise (eyes closed) from the same script (Resource A).</p> <p>Prepare enlarged colour versions of the seven documents from Resource B, together with a copy of Artefact: Leg Irons from www.understandingslavery.com (Learning Resources) (Resource C). You will also need to make enough A4 sets of these eight documents and the alleged portrait of Equiano (Resource D), placed randomly into A4 evidence folders, for small group work.</p> <p>Create a slide show for your IWB including; Artefact: Leg Irons (Resource C), the alleged portrait of Olaudah Equiano (Resource D), the inference frame (Resource E), and the evidence table (Resource F) for modelling group work later on.</p> <p>Starter</p> <p>Choose a space that can be blacked out as much as possible. Clear the floor and scatter it with bits of old wood (these might be from old bits of discarded furniture etc.) and fragments of transparent plastic (representing small shards of broken glass). Among the debris, scatter enlarged colour versions of seven evidence documents (Resource B).</p> <p>When pupils enter the darkened room explain to them that they are time travellers from the far future. They are going to travel back in time to the year 2107. Divide the class into small groups of about five.</p>	<p>To have participated in a piece of drama as time travellers.</p> <p>To have participated constructively in group discussion, expressing a point of view by reference to evidence and listening to others in turn.</p> <p>To have helped fill in a worksheet, deciding on the nature and usefulness of a range of texts (historical sources) relating to Olaudah Equiano.</p>	<p>Resource A Time travel script</p> <p>Resource B Documents B1-B7, for evidence folder</p> <p>Resource C Artefact: Leg irons from www.understandingslavery.com (Learning Resources)</p> <p>Resource D Alleged portrait of Equiano (from the Royal Albert Museum & Art Gallery, Exeter)</p> <p>(Resource E) Inference frame</p>

Slave Trade Abolition: Key Stage 2 Scheme of Work 2

<p>range of different texts, on paper and on screen. They build up a picture of the person's life from the various perspectives offered, as well as discussing and evaluating the differences between the texts.</p>	<p>Read from the script (Resource A) inviting the groups to gradually move forward towards the debris as you talk through the different sections. At each pause in the script, ask groups to freeze their positions and touch three or four individuals at random, asking them to briefly speak in the role of a far future time traveller about their feelings.</p> <p>For the last section of the script (Section 4) move away some of the debris and shine a torch to 'discover' the papers on behalf of the group, as they watch.</p> <p>Then display Artefact: Leg Irons (Resource C) and the alleged portrait of Olaudah Equiano (Resource D) in turn on the IWB pretending that the torch has just discovered them in the dark. At this point end the drama.</p> <p>Activity</p> <p>Re-divide the class into small groups making sure that there is at least one strong leader in each. Give each group an 'Evidence Folder' containing nine documents that the time travellers took from their visit to the mysterious room in 2107 (Resources B, Resource C, Resource D). Each group's task is to decide what each piece of evidence is, and what it can tell us about the room and its contents.</p> <p>Model how to do this first, with help from the class. Display Resource E, which shows the alleged portrait of Olaudah Equiano inside a speaking/listening/layers of inference frame.</p> <p>Take suggestions from the class as to what should be written in answer to the first question What can I see? and write these around the edge of the picture in the first frame. Next, ask pairs to discuss What does this tell us? and use the no-hands rule to gather suggestions from a range of pupils, transferring them to the second layer of the frame. For example: "This was a shop selling pictures".</p> <p>Repeat the process for the third question What other questions could I ask? Pupils might suggest: "Who was he?" "Where did he come from?" "Is this a shop selling old pictures?" etc.</p>		<p>Resource C Artefact: Leg irons www.understandingslavery.com Learning Resources</p> <p>Resource D Alleged portrait of Equiano</p> <p>Resource B Documents B1-B7, for evidence folder</p> <p>Resource E Inference frame</p>
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<p>2. What was the Transatlantic Triangular Slave Trade?</p> <p>Having introduced Olaudah Equiano, the Scheme of Work continues with the evidence-based approach, using interactive resources to place Equiano within the history of the Transatlantic Slave Trade.</p> <p>History Learning Objective To understand the basic economic pattern of the Transatlantic Triangular Slave Trade.</p>	<p>Prepare sufficient computers for pupils to share one between two. Be ready to display the interactive map of the Transatlantic Triangular Slave Trade (Resource G) from http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular. For the follow-up activity, you will need world atlases, pencils and paper.</p> <p>Starter Arrange pairs of pupils at computers. Ask for silence and for pupils to close their eyes. Then read out the following visualisation script: You are a time traveller again, back in the dark basement room, picking your way among the wreckage of scattered papers, broken glass, timber and objects. Your torch falls on a large box sticking out from the wall. It is made from black plastic. You sweep away the cobwebs with your hand and find a glass screen covered in dust. Below are some push buttons. You press them at random, yellow, blue, red, and then finally green. To your amazement the screen suddenly lights up and this is what you see....</p> <p>Ask pupils to open their eyes and ensure that they can all see the interactive map of the Transatlantic Slave Trade from http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular</p> <p>Activity 1 Give pairs a strict time limit to skim and scan the text, including the resource's animated features. Although this resource is aimed at KS3, Y5 & 6 pupils should be able to follow the text. Use the pupils' completed versions of the evidence table (Resource E) and invite comments on whether/how this newly discovered</p>	<p>To have participated in a drama visualisation exercise.</p> <p>To have skimmed and scanned an interactive map of the Triangular Transatlantic Slave Trade and accompanying print text.</p> <p>To have revised their conclusions on resource sheet F in the light of the map.</p> <p>To have sketched and annotated their own map of the trade.</p> <p>To have participated in a recall exercise based on details of the Transatlantic Triangular Slave Trade.</p>	<p>Resource G Interactive map of Transatlantic Triangular Slave Trade and description from http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular</p>

Slave Trade Abolition: Key Stage 2 Scheme of Work 2

evidence has confirmed what they thought or changed their minds.

Reveal that the identity of the building the time travellers discovered was a museum, The National Maritime Museum, which created the electronic map. The devastated room was once a gallery devoted to Olaudah Equiano, an African who had been enslaved.

Activity 2

The following activity could be used to reinforce the learning about the Triangular Trade from the museum website.

Ask pupils to work in pairs again, and sketch a map of the North Atlantic coastline using an atlas. Then, to transfer details of the triangular trade from the electronic interactive map and description onto their sketch. As a form of **peer assessment**, put pairs of pupils together with other pairs and get them to advise each other about what details they might have missed.

Collect their drawings and then display the interactive map.

Invite three different pairs to offer details from memory as to what happened on each of the stages of the Transatlantic Triangular Slave Trade; Stage 1: Britain to Africa, Stage 2: Africa to West Indies and Stage 3: West Indies to Britain. As you do this, set the relevant part of the animation sequence on the map going so that the pupils can gauge whether the details have been recalled accurately/in full.

When referring to the details on the interactive resource, draw attention to the greed of British traders and African rulers, the cruelty of the Middle Passage conditions for enslaved Africans and the massive scale of profits that could be made. Wherever possible refer to Africans as “Africans” rather than “slaves”, as this description emphasises their humanity. The overuse of the term “slave” conveys the impression that enslaved Africans were all helpless victims of the trade when in practice there was much resistance. Further guidelines on why language matters can be found at

www.understandingslavery.com.



What should we put in an online biography of Olaudah Equiano?

Enquiry question	Activities	Outcomes	Resources
<p>3. What does “A Son of Africa” say about Olaudah Equiano?</p> <p>Having examined some original material about Equiano’s life, pupils are now going to look at the events of his life through a film biography made in 1996 called “A Son of Africa”.</p> <p>Combined History and Literacy Learning Objective</p> <p>To have built up an overview of the life of an historical figure (partly through an audio visual biography) and reflect on its significance.</p> <p>Links with renewed Framework for Literacy, Year 6, Non-Fiction, Unit 1, Phase 2</p> <p>Children access the same biography from an audio or</p>	<p>“A Son of Africa” is a short film biography that uses the narrative of Equiano’s life to provide the social and economic context of the 18th century slave trade. The production employs dramatic reconstruction, archival material and interviews with scholars such as Stuart Hall and Ian Duffield. The film-makers have picked out principal dates in Equiano’s life – drawn in turn from his auto-biography “The Interesting Narrative” – to tell the history. “The Interesting Narrative” is a key text, both for evidence of the triangular trade and as a piece of literary propaganda in the contemporary campaign to abolish the British slave trade.</p> <p>You should review the film (29 mins) (Resource H) or the clips (Resource H1) in advance of using them, to help with your selection of footage for pupils’ work. For this activity you will need to show the class short clips from the film.</p> <p>Prepare enough A3 copies of the ‘circles’ worksheet (Resource J) and A4 copies of Resource K for working in pairs. Pupils will also need a set of date-cards (Resource I) – these will need to be printed onto card and cut out. You will need to display a version of Resource J on the IWB for whole-class work. Some pupils may want to make use of a writing frame for the last activity (Resource L).</p> <p>Activity 1</p> <p>Explain to pupils that they will begin to think about Equiano’s life as a series of events, some of which are more important than others. When film-makers recreate the history of someone’s life, they must decide which events are important. Introduce the term biography and make sure pupils understand what the term means.</p>	<p>To have understood the term “biography”.</p> <p>To have arranged details of Equiano’s life into chronological order.</p> <p>To have viewed selected clips for the film biography “A Son of Africa”.</p> <p>To have rearranged details of Equiano’s life into categories of importance.</p> <p>To have reflected on the definitions of these categories.</p> <p>To have understood reasons for Equiano’s selection as one of the Greatest Black Britons in 2005.</p> <p>To have co-written and performed a T.V.script to their peers.</p>	<p>Resource H “A Son of Africa” (29 mins), 1996, Aimimage Productions</p> <p>This film is available for purchase from Aimimage Camera Company, Unit 5, St Pancras Commercial Centre 63, Pratt St, London. NW1 0BY Tel 020 74824340</p> <p>Resource J Circles of importance worksheet</p> <p>Resource K Reasons Equiano is a Great Black Briton</p> <p>Resource I Date cards of Equiano’s life</p>

Slave Trade Abolition: Key Stage 2 Scheme of Work 2

<p>visual source, make notes and then prepare and give an oral presentation to answer some key questions about the person's life.</p>	<p>Organise pupils to work in pairs. Give out sets of the date cards marked "1" from Resource I (covering the dates 1745 to 1766). Ask pairs to place the cards carefully in a chronological sequence, so that they form a timeline across the table.</p> <p>Introduce the film "A Son of Africa". Explain that at this time (1745 to 1766) racist attitudes were used to justify the enslavement of black Africans, who were regarded as "inferior" human beings by white Europeans.</p> <p>Show 'clips from the film to illustrate some of the episodes from Equiano's life that the pupils have placed on their timeline (e.g. his kidnapping as a child, his effort to buy his own freedom from Robert King etc).</p> <p>Give out the next set of date cards marked "2" from Resource I (covering 1767 to 1784). Repeat the exercise from above, with pupils arranging these cards along the timeline and then you selecting further clips to illustrate some of them.</p> <p>Give out the last set of date cards marked "3" (covering the years 1786 to 1797) and ask pupils to sequence them and add them to the timeline. Again pick out suitable dramatised clips from the film biography to illustrate.</p> <p>Finally, give out large copies of the circles of importance worksheet (Resource J). Ask pupils to re-organise all the date cards once more into the different circles (very important, less important, unimportant), depending on their opinion.</p> <p>While this is going on circulate, assessing pupils' understanding and prompting where necessary.</p> <p>Display a copy of Resource IJ on the IWB and invite pairs in turn to move electronic versions of the cards (click and drag) into the appropriate circle of importance. Draw pupils' attention to the</p>	<p>To have participated in pair work, expressing a view in turn and listening carefully to their partner.</p>	<p>Resource H Film clips</p> <p>Resource J Circles of importance worksheet</p> <p>Resource IJ Date cards and circles (interactive)</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

differences between their ideas (save snapshots of the screen) and probe pupils' reasoning for their positioning of cards under particular categories carefully. From this, invite suggestions for what different pupils mean by the term "very important" in relation to Equiano's life.

Activity 2

In 2005 Olaudah Equiano came high in a vote for the 100 Great Black Britons. [Resource K](#) gives some of the reasons for this vote. Go through each point carefully explaining any unfamiliar terms such as campaign or campaigning.

Tell pupils that it is 2005. They are reporters for a children's television news programme, such as Newsround. The producers of the programme have decided to give a minute's airtime to Equiano and his importance. The task is to write a script for a 60 second biography of Equiano.

Ask pairs to choose no more than four cards they have placed on the circles of importance worksheet ([Resource J](#)) to include in their script. The script must be written in their own words but can include details from information on the date cards to support each point. Pupils may make use of the writing frame in [Resource L](#) if they wish.

One or both of the pair rehearse the script and present it to the class.

[Resource K](#)
Reasons Equiano is
a Great Black Briton

[Resource L](#)
Writing frame



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<p>4. What does “The Interesting Narrative” say about Olaudah Equiano?</p> <p>The Scheme of Work now moves from looking at later interpretations of Equiano’s life to his well known autobiographical book “The Interesting Narrative” (1789).</p> <p>Combined History and Literacy Learning Objective</p> <p>To compare and construct the relative accuracy of a film biography and a written biography as source material.</p> <p>Links with renewed Framework for Literacy, Year 6, Non-Fiction, Unit 1, Phase 3</p>	<p>Prepare enough paper copies of the book text (Resource M) for pupils to work in pairs and be ready to display an electronic copy on the IWB for whole-class work. Also prepare enough A4 copies of the film script (Resource N), and the extract cards from “The Interesting Narrative” (Resource O) – these should be printed on card and cut out. You may also wish to display electronic versions for class discussions.</p> <p>You will need to show the class short clips from “A Son of Africa” (Resource H).</p> <p>For Activity 2 you will need the sets of date cards again (Resource I), the ‘Evidence Folders’ including (Resource B, Resource C, Resource D), an electronic version of the alleged portrait of Equiano (Resource D) and some drawing pins or Blue Tack.</p> <p>Starter</p> <p>Explain to pupils they will be reading an original extract from the best-selling book Equiano wrote in 1789 called “The Interesting Narrative”. Organise the class into pairs. Pair weaker readers with stronger readers.</p> <p>Give out the extract from “The Interesting Narrative” (Resource M) and ask pupils to skim and scan the text, underlining any examples of direct speech in quotation marks. Transfer this information to an electronic version of the resource displayed on the IWB.</p>	<p>To have co-written and performed a play script based on an extract from “The Interesting Narrative”.</p> <p>To have participated in discussion about the relative accuracy of the film biography “A son of Africa”.</p> <p>To have participated in group work matching original extracts from “The Interesting Narrative” to details of Equiano’s life.</p> <p>To have participated in group work, matching supporting evidence to the extracts and details.</p> <p>To have participated in discussion about the relative accuracy of “The Interesting Narrative”.</p>	<p>Resource M Extract: “The Interesting Narrative” Chapter 7</p> <p>Resource N Film script: “A Son of Africa”</p> <p>Resource O1-O5 Extract cards from “The Interesting Narrative”</p> <p>Resource H “A Son of Africa”</p> <p>Resource B Documents B1-B7, for evidence folder</p> <p>Resource C Artefact: Leg irons www.understandingslavery.com Learning Resources</p> <p>Resource D Alleged portrait of Equiano</p>

Slave Trade Abolition: Key Stage 2 Scheme of Work 2

<p>Children re-read and analyse some of the biography and autobiography texts, identifying key language, structure, organisation and presentational features as preparation for writing.</p>	<p>Invite comments from pupils on what Equiano is describing in his book, drawing attention to the words and phrases he uses to describe the event.</p> <p>Activity 1 Explain that the extract describes Equiano’s purchase of his freedom from Robert King, his last owner, when his British friend, the ship’s Captain Farmer, accompanied him.</p> <p>Re-organise the class into groups of three. Include at least one strong reader/writer in each group.</p> <p>Ask pupils to write a play script based on the book text, with each person playing a different part: Robert King, Captain Farmer, Olaudah Equiano (Gustavas Vassa). If necessary, draw pupils’ attention to the conventions of script writing i.e. that each character must speak in turn and explain about stage directions. Limit the time pupils spend on script writing. Remind pupils that Equiano would have been called Gustavus or Vassa by the other two, as this was his enslaved name.</p> <p>While this is going on circulate, gauging progress, probing pupils’ understanding and prompting where necessary. The greatest difficulty is likely to be converting the reported speech in the original text into direct speech.</p> <p>Once their time is up, ask groups to perform their scripts in front of the class in turn. Discuss how accurate pupils think their scripts might be. They will probably suggest it is very accurate because it is directly based on the extract.</p> <p>Next show pupils the clip of Equiano buying his freedom from the film biography called “A Son of Africa” (Resource H).</p>		<p>Resource H “A Son of Africa”</p> <p>Resource N Film script: “A Son of Africa”</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

	<p>Give out the film script for the clip (Resource N) and ask three strong readers to act it out. Ask groups to discuss how accurate they think the film script is. Then hold a class discussion about it.</p> <p>Ask groups to compare the film script to both their scripts for the 60- second TV programme and the book text from “The Interesting Narrative”. Invite suggestions as to why they might be different. Pupils might suggest that the film-makers wanted to make the scene exciting by imagining things or make Equiano a hero by giving words to him words that he might not have really said.</p> <p>Finally, vote on a scale of 1 to 5 how accurate they think the whole film biography might be about Equiano’s life, given what they know about one scene (1 = completely accurate, 5 = totally inaccurate). Probe the reasons that pupils give for voting for a particular number.</p> <p>Activity 2 Put up large versions of the date cards (Resource IL) chronologically, forming a timeline around the classroom walls (from 1745?-1797).</p> <p>Explain to the class that they are going to play round 1 of “Evidence Bingo”. Divide the class into groups, ensuring there are strong readers in each one. Give out a set of the date cards (Resource I) to each group.</p> <p>Explain that you will give each group a set of extract cards with quotes from “The Interesting Narrative” (Resource O). Their task is to read each of the cards in turn, match it with a date card from Resource I and then send someone from their group to put the matching cards under the correct date on the wall. The first group to complete the matching task shouts “Bingo”.</p>		<p>(Resource IL) Equiano date cards (large version)</p> <p>Resource O1-O5 Extract cards from “The Interesting Narrative”</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

	<p>During this activity circulate, gauging progress, probing pupils' understanding and prompting where necessary. When the first group has shouted "Bingo", ask all groups to retrieve their cards from the timeline.</p> <p>Display each extract from "The Interesting Narrative" (Resource O1-O5) in turn on the IWB, inviting a strong reader to read it aloud and hold a discussion about which date cards from Resource I it matches and why.</p> <h3>Activity 3</h3> <p>Explain that groups are going to play a second round of "Evidence Bingo". Give out the Evidence Folders. Invite the pupils to match each of the evidence documents to a date card, then place it under the right dates on the classroom timeline.</p> <p>Once the first group has shouted "Bingo", display each evidence document in turn on the IWB and invite suggestions as to why they link with particular dates. A more able pupil might 'spot the difference' that the baptismal record (Resource B Document B2) gives Equiano's birthplace as Carolina, North America rather than Africa.</p> <p>Display the baptismal record (Resource B Document B2) with the extract from "The Interesting Narrative" (Resource O1) and ask pupils to compare. Explain to pupils that historians disagree about what this difference might mean.</p> <p>For example, one historian (Vincent Carreta) says that, because the baptismal record lists Equiano's birth place as Carolina, this suggests that Equiano may have been born in Carolina not Africa. Other historians say that this reference to Carolina does not prove that Equiano was born there. They say Equiano (who was about 12 at the time) might not have understood questions about where he was born; his English might not have been good</p>		<p>Evidence Folder Documents B1-B7 Resource C Resource D</p> <p>Resource B Document B2</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

	<p>enough yet. Others suggest a mistake could have been made filling in the register. Some historians think Equiano’s writing style in “The Interesting Narrative” is exactly like somebody who has been brought up in Africa. In any case, historians cannot be entirely certain whether Equiano was born in Africa or America because the evidence contradicts. All historians agree that “The Interesting Narrative” is an accurate record of his life from the age of 14 onwards. For an explanation of this historical controversy see www.brycchancery.com/Equiano/nativity</p> <p>Display the two portraits (Resource B Document B3) and Resource D). Explain that historians now think the portrait from the Royal Albert Museum & Art Gallery, Exeter (Resource D) is not of Equiano. The clothes in the painting date from the 1760s and they say he was not in England long enough to have ‘sat’ for a portrait painter to paint him at that time. (It takes many weeks to paint a portrait).</p> <p>Lastly discuss what has been learnt from all the evidence and ask pupils to vote on a 1 to 5 scale for the accuracy of Equiano’s book “The Interesting Narrative” (1 = completely inaccurate, 5 = totally accurate). Probe pupils’ reasoning carefully. Point out that Equiano was writing to win the support of white British people to abolish the transatlantic slave trade and that he also made money from the sale of his book.</p>		<p>Resource B Document B3</p> <p>Resource D</p>
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What should we put in an online biography of Olaudah Equiano?

Enquiry question	Activities	Outcomes	Resources
<p>5. What should we put in an online biography of Olaudah Equiano?</p> <p>Pupils now write an online biography of Olaudah Equiano, using Wikipedia as a model.</p> <p>The whole activity is intended to reinforce prior learning about the chronology of Equiano's life and to illustrate the subjective nature of historical opinion. That is, describing Equiano's feelings using the facts of his life is a matter of personal judgement based on the evidence.</p> <p>Combined History and Literacy Learning Objective</p>	<p>Prepare enough sets of date cards (Resource I) and A3 versions of the living graph (Resource P) for pupils to work in pairs. Pupils will need some Blue Tack. For Activities 2 and 3 each pupil will need a planning frame (Resource Q) and pupils may wish to use a writing frame (Resource R). For Activity 4, provide the Evidence Folders and copies of Resource K.</p> <p>Pupils could work on the computer to complete these activities.</p> <p>It is useful to have an electronic version of each resource for the IWB to enable whole-class discussion.</p> <p>You will need to access Wikipedia for the starter and give printed versions of a biography to each pupil, with highlighters or coloured pens.</p> <p>Starter</p> <p>Divide pupils into pairs. Display an online biography from Wikipedia of an historical figure with whom pupils may already be familiar (e.g. John Lennon or Henry VIII) and give out printed versions.</p> <p>Ask pairs to highlight the headings used in the text. Then ask them to use two other colours to highlight examples of fact and opinion. Lead a class discussion on these features of the text, highlighting them on the whole-class version.</p> <p>Explain to pupils that they will use everything they have learnt so far to write an online biography of Olaudah Equiano for Wikipedia. Explain that this will be written in four stages.</p>	<p>To have analysed the characteristic features of an online biography.</p> <p>To have participated in pair work, arranging details of Equiano's life onto a living graph.</p> <p>To have planned the framework for writing an online biography and selected facts for inclusion.</p> <p>To have drafted and completed an online biography of Olaudah Equiano.</p>	<p>Resource I Date cards of Equiano's life</p> <p>Resource P Living graph</p> <p>Resource Q In/out planning frame</p> <p>Resource R Writing frame</p> <p>Resource K Reasons Equiano is a Great Black Briton</p> <p>http://en.wikipedia.org/wiki/Portal:Biography</p>

<p>To draft and complete an online biography of Olaudah Equiano.</p> <p>Links with renewed Framework for Literacy, Year 6, Non-Fiction, Unit 1, Phase 4</p> <p>Following teacher modelling, children set their own writing challenge and, based on a range of biographical information, write biographies (or simulated autobiographies) of the person concerned, selecting their own approach and medium, as required by the purpose and audience.</p>	<p>Activity 1: A living graph</p> <p>Give out sets of date cards (Resource I) and a living graph (Resource P) to pairs. This is a graph with a timeline covering the dates of Equiano's life on the horizontal axis and his feelings (happy/sad) down the vertical axis.</p> <p>First, ask pupils to arrange the cards in chronological order along the bottom timeline of the living graph. Limit time for this activity. Then ask pupils to move the cards up and down to plot whether they think Equiano was feeling happy, sad or somewhere in between at that time. Stick the cards in place with Blue Tack.</p> <p>Ask pupils to mark the card with a question mark if there is doubt that an event took place as described. The doubt might relate to events from his birth in Africa (1745?) to arrival in Virginia (1755).</p> <p>Lead a class discussion, inviting different pairs to talk through their pattern of plotted date cards and probe pupils' understanding of that pattern.</p> <p>Stress that pairs can rearrange their cards if they hear something that changes their minds.</p> <p>Activity 2: Deciding what facts to include</p> <p>Although pupils are working in pairs, each pupil will decide on their own headings for a biography, what facts go in and what gets left out.</p> <p>Ask pupils to decide how many headings their biography will have and what each section will be called. Refer back to the warm up activity and the living graph.</p> <p>Give out the planning frame (Resource Q) – one per pupil – which gives a structure for deciding what to put in and what to leave out of the biography. Explain that pupils may create their own planning frame if they wish.</p>		<p>Resource I Date cards of Equiano's life</p> <p>Resource P Living graph</p> <p>Resource Q In/out planning frame</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

	<p>Model thinking about what to include and exclude for a particular heading, using an electronic version of Resource Q on the IWB, taking suggestions from the whole class and probing their reasoning.</p> <p>Ask pairs to work together, deciding what facts should go in and which could be left out, for each of their biography headings. These choices could be marked in different colours on the in/out planning frame (Resource Q) (e.g. black for inclusion; red for exclusion). Pupils will probably refer to the date cards on their living graph to help them with this task.</p> <p>Finally, select individuals to share the facts they have included or excluded with the class.</p> <p>Stress that individuals can change their decisions as they go along if they wish.</p> <p>Activity 3: Drafting the biography Select some of the important date cards/events pupils marked for inclusion at Stage 2.</p> <p>Model how to write these into a few sentences, “thinking aloud” about the wording as you write. Deliberately include an opinion in the wording and invite pupils’ comments, stressing the difference between fact and opinion. Also draw attention to the use of the first person in autobiography and third person in biography, explaining that this is a major difference between writing a biography and an autobiography. A quote from one of the extracts from “The Interesting Narrative” to support this point might be helpful, along with comments on the use of speech or quotation marks.</p> <p>Give out a writing frame with some sentence starters (Resource R), which individuals can use to help them if they wish.</p> <p>Ask pupils to fill in the main section of Equiano’s life first (1745-1797) but leave writing the introduction until later.</p>		<p>Resource R Writing frame</p>
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Slave Trade Abolition: Key Stage 2 Scheme of Work 2

	<p>During the activity circulate, gauging progress, probing pupils' understanding and prompting where necessary.</p> <p>Once drafts are complete, give feedback using the three to one marking model* and any success criteria you have developed (these could be based on the Learning Outcomes). *Mark three places in the draft in one colour where the pupil has met the success criteria and mark one place where they may improve their work by redrafting. At this place in the text, you could suggest an improvement through a question prompt or sentence starter depending on the ability of the pupil.</p> <p>Activity 4: Completing the biography</p> <p>Display Resource K and give out copies. Remind pupils of some of the reasons that Equiano came high in the poll of 100 Great Black Britons in 2005.</p> <p>Model a few sentences that summarise Equiano's achievements. These will veer heavily towards opinion.</p> <p>Ask pupils to write and share their own introductions and to complete any redrafting of their biographies from Stage 3. Suggest that pupils could select illustrative documents and images from their Evidence Folder to place in the text if they wish.</p>		<p>Resource K Reasons Equiano is a Great Black Briton</p> <p>Evidence Folder Resource B Documents B1-B7 Resource C Resource D</p>
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