*Mount. Everest*

*Writing to Persuade*

*KS3 Unit of Work*

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| **Suggested year: 9****Suggested duration: 25 lessons**  |
| **Rationale**This unit is designed to develop learners’ ability to write for a given audience and purpose. It will support learners to consider how information is communicated to the reader and the effects of language. Learners will also focus on the accuracy of their writing and how SPaG can be used to convey meaning and create effects.  |
| **Learning Outcome**Persuasive speech |
| **Learning Objectives****LNF Coverage: Writing: Organising ideas and information*****Meaning, purposes, readers**** make connections and/ or elaborate to ensure full coverage of a topic.
* in planning writing, make choices about content, language, structure and presentation to suit the purpose
* use summary, discussion of issues detailed explanations as appropriate to purpose.
* give due weight to evidence sources, explanations and logic when covering a topic.

***Structure and organisation**** select, analyse and present ideas and information convincingly or objectively.
* organise longer pieces of writing making links within and between paragraphs.
* choose and use whole-text structures to support meaning and communication for effect, e.g. what are the best structures to successfully describe, explain, persuade?
* select structures to organise writing using appropriate features effectively
* use paragraphs and sections to give coherence no longer pieces of writing

**LNF Coverage: Writing: Writing accurately** ***Language**** use technical terms, language and expression consistent with the subject content
* use a wide range of technical terms, language and expression consistent with the subject content.

***Handwriting, grammar, punctuation and spelling**** use the full range of punctuation in order to clarify meaning, e.g. semicolons, colons and parentheses
* produce fluent and legible handwriting
* write simple, compound and complex sentences with grammatical accuracy in their writing.

**KS3 PoS*** use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
* use the range of sentence structures effectively to enhance the fluency and coherence of their writing
* develop their ability to use paragraphs effectively
* use the full range of punctuation in order to clarify meaning and create effect
* choose and use a wide range of vocabulary with increasing precision
* use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses

**GCSE Specification** * write to communicate clearly and effectively, using and adapting register and forms and selecting vocabulary and style appropriate to task and purpose in ways that engage the reader.
* use linguistic, grammatical, structural and presentational features in their own writing to achieve particular effects, to engage and influence the reader and to support overall coherence.
* use a range of sentence structures and paragraphs appropriately for clarity, purpose and effect, with accurate grammar, punctuation and spelling.
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| **Teacher’s Activity** | **Learners’ Activity** |
| Explain to learners that the film they are going to watch was made in 1998 and filming took place during one of the deadliest years in Everest’s history – 1996. | Gaining an understanding of the context of the film. http://www.mountainsoftravelphotos.com/ReferenceImagesF/IMAX%20Everest%20DVD.jpg |
| Draw learners’ attention to significant moments in the film.Ask learners to share the questions that have. | Watching ‘Everest’ and making a list of questions in exercise books as they watch.Learners engage in discussion about the film through sharing their questions with others. |
|  | **Homework** Summarise the purpose of each camp on route to Everest’s summit.Using a multi-flow map, explain the causes and effects of altitude sickness.  |
| Draw learners’ attention to significant moments in the episode. Explain the life of the Sherpa people and their involvement with the mountain. **(top only)** | Watching ‘Everest Beyond the Limit’ Season 2 episode 1. <http://www.youtube.com/watch?v=R2qIQ7gbTLA> **(middle and bottom only)**Learners engage in discussion about the film through sharing their questions with others.Watching Sherpas’ burden **(top only)**  [**http://www.youtube.com/watch?v=l4vx\_E88x0M**](http://www.youtube.com/watch?v=l4vx_E88x0M)Watching Sherpas, the true heroes of Mount Everest **(top only)**Learners engage in discussion about the film through sharing their questions with others. |
|  | **Homework**Proof reading exercise one.  |
| Read articles with learners, using a range of note taking skills and thinking maps to ensure that learners have a full understanding of the documents they have read. It is up to you to decide how best your class will access the documents and gather a full understanding of them, learners should use the SQ4R skills where appropriate but the documents are deliberately challenging, so support will be needed. They are quite long documents so will need to be broken up and varied learning techniques and activities used. | ‘Sherpas: The Invisible Men of Everest’ **(top only)**‘Climbing Everest is the peak of hubris’ **(this is an extension article and should be offered to top set to be read in their own time)**‘Maxed out on Everest’ **(middle only)**‘Mount Everest’s Filthy Secret’ **(bottom only)**‘Mount Everest litter targeted by Nepalese authorities’ **(bottom only)** |
| Learners will now go on to answer the questions on the article(s) they have read. There are a variety of question types and you should go through what is required in each question before learners answer them. It is then up to you how you want to conduct the activity – as a mini test (there is no grading), individual activity, class activity etc. | Learners will be using the articles and the notes that they have made to answer a variety of questions. The questions cover a range of reading skills and pose differing levels of challenge for learners.  |
|  | **Homework**Proof reading exercise two. |
| Work through the questions with learners, explaining the different question types and reading skills they require. Learners should be introduced to the following:* Access and retrieve
* Integrate and interpret
* Reflect and evaluate

If needed, go back and complete longer questions as a class and/or for homework. | Learners will be aware of the skills they have used when answering the questions. |
| **FLAP** |
| Introduce learners to the FLAP acronym and FLAP place mat, explaining what each term means and how it can be identified in texts. | Learners will be familiar with how texts are classified and how purpose and audience can be identified. |
| **LANGUAGE AND AUDIENCE** |
| Put learners into pairs and give each pair a scenario card, explaining that they should read the instructions on the card and carry them out when you start the timer. Each card will contain a scenario that requires either formal or informal language to be used. Learners will role play these scenarios for 5 minutes | Learners will be involved in the role play scenarios and adapting their language based on the scenario. |
| Feedback from task, asking learners to relay a few of the sentences or phrases that they used during their role play. After the feedback is given, select one formal and one informal scenario and ask learners to identify the differences between the two, guiding them to talk about the language used. | Learners will be made aware of situations that require formal and informal language. |
| Ask learners to identify written examples of the use of formal and informal language. | Learners will offer suggestions, transferring what they have seen in the role plays to a written context. |
| Split the class into groups of ten and give each group a copy of the ‘informal and formal language’ cards and ask learners to form a line with the cards with ‘informal’ at one end and ‘formal’ at the other.  | Learners will think about the degrees of formality needed in writing and identify when informal and formal language is used. |
| Discuss learners’ decisions. | Learners will be engaged in the decisions that each group has made and the perceptions that have about the language needed. |
| Now go on to make the connection between the audience and the language and how the audience often determines whether we will use formal or informal language in our writing. |  |
|  | **Homework**: proof reading exercise three. |
| **Purpose** |
| Explain the different purposes that are used when writing. Put learners in groups of three and hand each group a set of ‘purpose’ cards.Discuss – brownInform – bluePersuade – greenRecount – light greyInstruct – dark grey Explain - blue | Learners read the passages on each card and identify the purpose. |
| **Writing to Persuade** |
| Put learners into groups and give each group one of the animal leaflets to look at and ask them to pick out how they think the leaflet persuades the reader - this could be done on as a group or pair activity on a large piece of paper with the leaflet in the middle. | Learners will be exploring the texts independently, looking to discover how writers persuade – they will not have any information from you at the moment about techniques etc. |
| Ask learners to write the things they have identified onto individual Post-it notes and then to arrange the notes into groups (we are looking for them to start working out the techniques, here).  | Learners will be thinking about the things they have picked out and making connections between their annotations. |
| Ask learners to feedback on their categories. |  |
| Show learners the AFOREST acronym and draw connections between the groups they’ve made and the areas of the acronym. The most important thing here is that they are aware of the EFFECTS of using these techniques. |  |
| Give learners a second animal cruelty leaflet and direct them to analyse the leaflet using AFOREST. | Learners will be applying their knowledge of AFOREST to a new document/context. |
| Share mark scheme with learners and explain how the assessment piece will be marked. **EXT: where needed learners could make their own, individual mark schemes, taking the statements from the mark scheme and putting them into pupil friendly language and deciding what they are most confident with etc. This is at your discretion – decide whether you think this will be beneficial to your class.** | Learners will become familiar with the mark scheme and what they need to do in the assessment task. |
| Using one of the leaflets that they have analysed, and the mark scheme, support learners to plan the following task: ‘Give a speech to your class about **(enter here the topic of the leaflet),** persuading them to **(support the charity, stop eating meat –whatever the leaflet is about).****NB –** they are only planning this and then writing an opening paragraph, this should take no more than one lesson, it is not a complete task. | Learners will be applying their knowledge of FLAP to a piece of writing. All learners will write the first paragraph of the speech. |
| You now need to support the peer assessment of the paragraphs that learners have written – this needs to be done thoroughly and learners need to be aware of the mark scheme and what they are looking for. **LEARNERS DO NOT GIVE A MARK OR GRADE TO THE WORK – JUST TSAW.** Here are a useful set of guidelines for creating effective peer assessment. For PA to be successful, there needs to be:* *A clear rationale: what are the purposes of this particular activity?*
* *Explicit procedures—students need to know*
* *What is expected of them.*
* *Reassurance of a safe environment*
* *Confidence that other students will be fair and honest*

The following should be done in the lesson following the writing of the opening paragraphs.Arrange ‘stations’ around the classroom with three to four pieces of work on and two A3 copies of the mark scheme and a list of example comments and targets (these could have been created as a class if time allows). Split learners into groups and assign each a starting ‘station’.Learners read work individually, in pairs or as a group and, using this mark scheme, put two stars and a wish on each piece of work. \*They simply ignore their own work when they come to it. This task should be done carefully and with consideration, it is important that the learners read carefully and give useful feedback and comments. | Learners will be looking at their peers’ work and considering it against the mark scheme.  |
| Hand books back to learners and ask them to consider their targets and comments, quietly. Following this, they should write a comment about the targets and, if possible, add their own target.  | Learners will review their targets and assess their own work. |
| **AT THIS POINT YOU MAY WISH TO INSERT A SERIES OF LESSONS THAT TARGETS THE FORMAT OF THE ASSESSMENT TASK. FOR EXAMPLE, WE HAVE USED A SPEECH AS THE ASSESSMENT FOCUS, BUT YOU SHOULD CHOOSE THE FORMAT THAT BEST COMPLIMENTS YOUR SOW.** |
| You will now give learners the assessment to complete. They are allowed the following resources during the assessment:* + *Concept map*
	+ *Annotated copy of the articles*
	+ *they have read*
	+ *FLAP mat*
	+ *Mark scheme*

Learners have 50 minutes to complete the assessment.  |  Complete assessment. |
| **Resources needed to teach this of work****‘Everest’ DVD (OR AN ALTERNATIVE DOCUMENTARY THAT PROVIDES LEARNERS WITH BACKGROUND INFORMATION ABOUT THE MOUNTAIN).** **‘Everest Beyond the Limit’** <http://www.youtube.com/watch?v=R2qIQ7gbTLA>**‘Sherpas’ Burden’** [**http://www.youtube.com/watch?v=l4vx\_E88x0M**](http://www.youtube.com/watch?v=l4vx_E88x0M)**‘Sherpas, the true heroes of Mount Everest’** (video available on website)**Proof reading exercises** **‘Sherpas: The Invisible Men of Everest’** **‘Climbing Everest is the peak of hubris’ (extension article)****‘Maxed out on Everest’** **‘Mount Everest’s Filthy Secret’** **‘Mount Everest litter targeted by Nepalese authorities’** **Informal and formal language cards****Purpose cards****Animal leaflets****Mark Scheme** **FLAP mat** |