



Saltaire Stories is the education programme of SWHEA: Saltaire World Heritage Education Association, charity no.115756

'I will be arrested!' (GCSE English Language Paper 1 Q5)

Purpose of Learning Resource:

To explore the history of the Suffragette movement and use inquiry as stimulus for creative writing.

Learning Intention:	Ideas for activities:	Resources
<p>To use real archival sources as a prompt to extend and organise creative writing to make its content and structure more compelling, convincing and ambitious.</p>	<p>DO NOW: Ask students to write 5 synonyms for the word 'restrain', 5 different types of sentence openings, the five senses, 5 different structural techniques and 5 different language techniques, on their MWB. Why are they important for GCSE English Language Paper 1 Q5? Feedback and address any misconceptions.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduce self, Saltaire Stories and go through Learning intention and VAK. 2) Students to watch the trailer for the film 'Suffragette' and answer the questions - 1) What tone is created? 2) What camera shots and angles that are used in the trailer? What is the effect of this structure? How does it make the viewer want to watch the film? Feedback/ targeted questioning. Extension question – what effect does the music have? How can we recreate this with language/ structural techniques in our writing? 3) Show the photograph of Annie Kenney – what could the story be behind this picture? Students to use post-it-notes to collectively come up with anonymous ideas. 4) Explain how 'peeling' back the photograph and making it into a story board with different camera shots/ angles can create structure. Students to use template. Go through each section and use questions to model how writing can be developed. Model how deciding on specific words can create tone/ inference and how a story line can be created through mainly description. Ask students to upgrade their words, vocabulary and to craft their ideas, using effective literary devices (target students on a personalised basis). Students to write their own planning notes. Give students 2 mins at the end of each slide to add their own ideas. 5) Reveal the true story of Annie Kenney being arrested and discuss some of the reasons why the Suffragettes wanted to be arrested. Link this back to how her smile in the photograph can be the twist for a narrative. Extension task – read (using methods of 'reading reconsidered' the Yorkshire Observer newspaper article on the Shipley Glen demonstration for extra links to students' local heritage. Ask students about what they think changed the tone of the demonstrations? Why did the women become more violent? Address any misconceptions about the Suffragists/ Suffragettes – students' ideas could then be linked to 'An Inspector Calls' and the characters of Eva Smith/ Sheila Birling. 6) Look at the exam question and model to students how to highlight the key words and recap some of the methods that they can use to make their writing more convincing, compelling and ambitious. 7) Students to write their own piece of creative writing, using their plans and the checklists to help. Allow students 35 mins to do this. Staff to circulate and support students' writing on a personalised basis. Remind students to proofread their work and how to use the checklists to help with this. Students to use the mark scheme to identify their peers' successes and next steps. Invite students to share good examples of work, drawing attention specifically to examples where descriptions/ structural devices make the creative writing more compelling, convincing, ambitious and extended. 	<p>-Individual MWBs -Whiteboard pens -PowerPoint – access to whiteboard/ Internet (Youtube) -post it notes -template for planning A3 – slide 6 -copies of the newspaper article (slide 14) -copies of the checklists (slide 16) -lined paper</p>
<p>Assessment Objectives: AO5: <u>Communicate clearly, effectively and imaginatively.</u> Organise information and ideas. AO6: <u>Use a range of vocabulary and sentence structures for clarity, purpose and effect,</u> with accurate spelling and punctuation.</p>		

■ = differentiation
■ = key questions