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PHOTOCOPIABLE RESOURCE SHEETS 46

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About this book

This book is organised into six chapters, one for each term of Years Three and Four. Each chapter is on a theme, such as 'The Ancient Egyptians', so that the children can be working on the same topic throughout the term while addressing different aspects of the Speaking, Listening and Drama curriculum in each lesson.

The chapters

Within each chapter there are four lesson plans. These address the following aspects of the subject (although not always in the same order):

- Speaking for different audiences
- Listening and responding
- Discussion and group interaction
- Drama activities



The lesson plans

The majority of the lesson plans are organised into the familiar literacy hour format of:

- Whole-class activity
- Group activities
- Plenary session

There may be one or two occasions where the nature of the activities has dictated that the lesson plan move away from this rigid format, but it has been planned in such a way that the lesson can still be completed in the time allocated for the lesson.

Each chapter has the following guidance:

Overall aims

This itemises the aims of all four lessons and relates more to the topic being addressed than the speaking, listening and drama objectives.

Resources

This is a list of the resources that teachers might need to help them deliver the objectives of

the lessons in that chapter. These include the photocopiable sheets, which are optional as teachers may wish to supply their own resources.

Each lesson plan has the following guidance:

Intended learning

These objectives are taken directly from the QCA's guide, Teaching Speaking and Listening in Key Stages 1 and 2. For the most part the lesson plan includes all of the objectives from the guide but where it was felt the lesson would become too unwieldy not all of them are addressed.

Some lesson plans have the following guidance:

Notes for the teacher

This might be background information to the topic being addressed or suggestions for extension activities.



Photocopiable sheets

Speaking, listening and drama are not activities that normally lend themselves to the use of photocopiable activity sheets. However, there are some sheets included for some of the lessons. These aim to help the teacher explain the content of the lessons or aid with recording and other aspects of the lessons.

The Ancient Egyptians

Overall aims

- To investigate the excavation of the tomb of King Tutankhamun.
- To recreate the excavation and the events that followed it.
- To discuss the effectiveness of their presentations and their learning.

Resources

- Music such as 'Saturn' from Holst's 'The Planets' suite.
- A tape recorder.
- A torch/candle/lantern.
- Information on Howard Carter.
- Photographs and drawings of Tutankhamun's tomb and its artefacts.
- Props for mummification, such as bandages and masks.
- Musical instruments: cymbals, tambourine, triangle, drums.
- Photocopiable Sheets Five and Six (pages 50 and 51).

In this lesson the children learn about the discovery of an ancient historical site and use this to write a poem, starting as a whole class and then continuing in groups. They use the subject matter to define the words and expressions in the poem together with the manner in which the poem is spoken.

Lesson One

Speaking for different audiences

(reading own writing aloud)

Intended learning

- To consider the effects of reading aloud, such as how expression adds or changes meaning.

Notes for the teacher

For four years Howard Carter, an experienced and tenacious archaeologist, had been searching the Valley of the Kings in Egypt for a significant tomb which he thought was still undiscovered. His dig had been funded by Lord Carnarvon, a rich aristocrat with a keen interest in Egyptology. Carter had managed to persuade Carnarvon to fund one final year's exploration.

In November 1922 a water boy, prodding aimlessly in the sand, uncovered a step. Fifteen more steps were excavated. These led to a passage which in turn led to a doorway closed with an unbroken seal which was decorated with dogs and slaves – a sure indication that the tomb behind it belonged to a rich and important person – it was the tomb of the king Tutankhamun.

As soon as the tomb was discovered Carter sent a telegram to Carnarvon asking him to come to Egypt forthwith. The journey to Egypt took two weeks by ship and Carnarvon duly arrived with his daughter, Lady Evelyn.

Carter, his sponsor and Lady Evelyn secretly broke into the tomb in spite of the fact that all excavations had to be attended by an Egyptian inspector. The treasures found inside the tomb are the most stunning extant examples of Egyptian artefacts.



Whole class

- * Show the children a picture of the Valley of the Kings. You could use the one on photocopiable Sheet Five (page 50) on an OHP or whiteboard.
- * Tell the children the story of Howard Carter and his discovery of the tomb of Tutankhamun. Tell them that inside the tomb a sentence was written in hieroglyphs saying, 'I am yesterday; I know tomorrow.' Say this in an ominous tone of voice in order to give the whole setting a sombre feel.
- * Now tell them that they are going to work together to write a poem that recreates the moment when the tomb was breached by Carter's party in November 1922. Tell them that the tomb was entered surreptitiously because the three people knew that without an Egyptian guide what they were doing was wrong. This, therefore, will affect their choice of words for the poem and the tone of their reading.



- * Discuss the weather and atmosphere at the time. For example, there might have been a full moon and a gentle, warm breeze. Talk about what the Valley of the Kings looks like. Think about its sounds and its smells at the dead of night. Brainstorm on the board words that they could use to portray these.
- * Now use all these ideas to help the children to write the first verse of the poem as a whole class. Home in on the three figures creeping with a lantern towards the tomb. Consider carefully the words to use and the manner in which they will be spoken aloud. For example, one line might be 'The silent, stooping three crept towards the terrifying tomb.' The first half of the line would be said almost in a whisper, while the second half is said in louder, more menacing voices.
- * Suggest that the whole class speaks the chorus 'In the Valley of the Kings' at the end of each verse.

- * Tell the children that now they will be working in groups to write the rest of the poem. They should describe the look and feel of the place and the artefacts (see the artefacts on photocopiable Sheet Six (page 51)). Give them some possible phrases/sentences to use, such as 'Couches, chairs, wheels piled high and higgledy piggledy', 'Two statues face each other guarding the entrance,' or 'A rose petal sealed in 3500 years before releases its fragrance in the desert air.'

Groups

- * Organise the children into four different groups, each group taking responsibility for a different aspect of the unfolding story.
 - Group 1 takes the thoughts and feelings of the three as they approach and as they open the tomb and peer inside.
 - Group 2 works on the dialogue between the characters as they approach and decide what to do next.
 - Group 3 describes what they see as they approach and perhaps what they imagine the surrounding sounds of the night might be.
 - Group 4 could make up curses emanating from the tomb as it is opened for the first time in 3500 years.

Plenary

- * Let each of the groups read their verses to the whole class with the chorus spoken by the whole class. Talk about tone of voice and the feeling of the moment. This can be improved by scary music like Holst's 'The Planets' suite or sound effects like scraping and scratching to accompany the reading. Discuss and analyse the best ways of reading and setting the scene for the story which is about to begin.



Lesson Two

Listening and responding

In this lesson the children are given information about Carter's behaviour and take on the roles of newspaper reporters in order to interview both him and Carnarvon. They devise their own questions and put the questions to two children who take on those roles. These questions are then answered.

Intended learning

- To follow up others' points.
- To show whether they agree or disagree with others.

Notes for the teacher

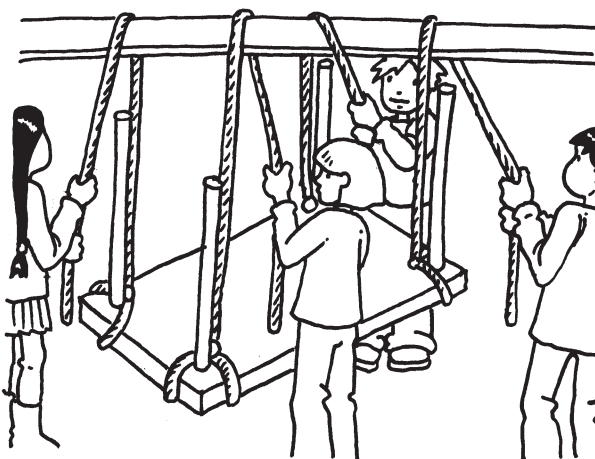
A letter was sent to Carter by the Egyptian prime minister, Zaghul Pasha, expressing concern about the way that Carter was excluding Egyptian inspectors from the Department of the Antiquities from the excavation process. Archaeological expeditions in Egypt were obliged to have an inspector present when tombs or other finds were uncovered. This exclusion was probably also due to the fact that Carnarvon had signed a contract with 'The Times' of London to report on and photograph the tomb's interior and its artefacts.

Have prepared a letter from the prime minister of Egypt which includes the sentence 'I have to remind you, Mr Carter, that the tomb is not your property.'



Whole class

- ✳ Ask someone to volunteer to represent Carter. Hand the volunteer the letter and let him or her read it to the class. Ask the class to say what they think might be the thoughts, attitudes and feelings of Carter as he reads the letter, using appropriate voices to suggest anger, indignation and so on.
- ✳ Show the children the picture of the inside of the tomb of Tutankhamun (page 51). Tell them that Carter was engaged on a particularly sensitive manoeuvre in the tomb when he read this letter. The sarcophagus containing the tomb had a crack in it and Carter had constructed an elaborate system of pulleys to raise the heavy lid and gain access to the coffins inside. (You might like to recreate this moment by raising a table with ropes at each corner, held carefully by reliable children.)

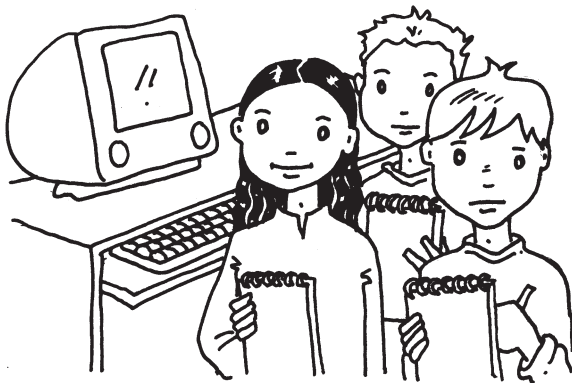


When he read the letter from Pasha he immediately downed tools and left the lid swinging precariously. (Perhaps one child could let go of one corner of the table.)

- ✳ Talk about the danger of leaving the tomb like this. Tell the children that you are going to organise them into groups to represent the archaeologists and some different newspaper reporters who have been sent to interview them about their conduct and intentions.

Groups

- * In small groups/pairs the children who are newspaper reporters should decide on the names of the newspaper they represent and formulate questions for Carter and Carnarvon. For example:
 - 'Why did you decide you had the right to open the tomb?'
 - 'Why did you enter the tomb without an Egyptian inspector?'
 - 'Why did you enter at night when no-one was around?'
 - 'Why did you open the tomb without permission?'
 - 'Why did you nearly damage the tomb when the Egyptian prime minister's letter arrived?'



These should be written on paper or typed on a computer and printed out. A spokesperson should be chosen from the group to ask the questions.

- * Select a Carter and a Carnarvon to respond to the questions. They should be given some information to help them in their replies. For example:
 - They believed it was vitally important that the world should know about the treasures of the tombs.
 - They thought they would be helping the Egyptian people.
 - They did not intend any harm to anyone.
 - Carter nearly dropped the lid because he was so worried about the letter.
 - They wanted all the credit for themselves.

Plenary

- * You can facilitate the conference by taking the chair if you wish. Ask the groups to introduce themselves and ask questions. If Carter and Carnarvon need help as they are 'hot seated', you can stop the action and ask those who are watching for helpful suggestions.
- * As the questions are put, suggest to the children that follow-up questions could be asked. For example, 'What gives you the right to ignore the requests of the Egyptian government?'
- * Discuss how well the activity went and which points and which side of the argument they agree with.