

English planning and resources

Planning and Resources

School -

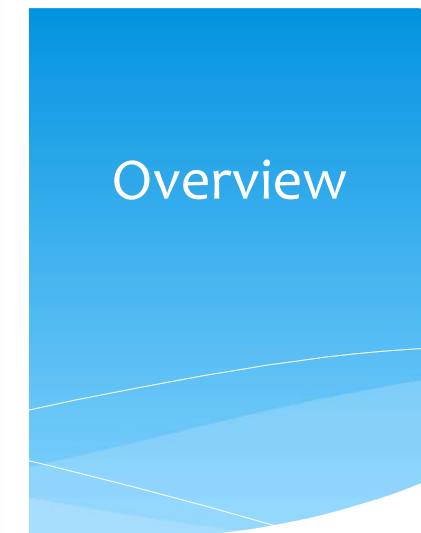
Year group (s) – 5

Teacher –

Text – Mama Miti

Term – Spring 1

Sp1	POR 1 Response to illustrations – what do we know / want to know / how will we find out	POR 2 research using books and online – model note taking – SPAG bullet points and consistency of punctuation credible sources – variation of handwriting for different tasks – each group take different aspect	POR3 Model using PPT to present information for others to readily understand and use – create PPTs from research –	POR4 Children present PPTs and others take notes to gain full picture of research	POR 5 exploring language – character examination and comprehension SPAG – literal and symbolic language	Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson	Note taking PPT presentation of research Book of proverbs
Sp2	POR 6 – freeze frame – inference from pictures (not advice letter) SPAG recap direct speech – accurate punctuation	POR 12 – again inference and SPAG speech – focus on speech giving information about the character	POR16 dilemmas and solutions POR 17 comparing and contrasting illustrations POR 23 Compare and contrast illustrations	POR 24 Finish reading book Tell me Response to full text	POR 25 Proverbs What are they Why are they used Identify features Symbolism and common expressions		
Sp3	Model text – learn with actions – sequence	Vocabulary focus – dictionary up to 3 letters – shared writing proverb for main aspect of story	Research of Kenyan proverbs Model presenting these with ICT to support understanding e.g. text alteration or images	Write own proverbs based on key aspect of lessons Create on IT same as Kenyan Collate in class book	Edit, improve, review Share proverbs with peers and discuss meanings and language selected		
Sp4	POR 27 Speech – listen to speech Respond – comprehension questions – learn speech with actions	POR 28 look at speech – annotate with key features of text and language Give other speeches for children to annotate – learn and share with class	Shared write – speech for school council on how to direct change in school – SPAG formal language choice and degrees of possibility with modal verbs and adverbs	Independent speech to be written and then to film for local MP to direct change in local area	Listen to all speeches recorded – edit, improve, review – give feedback based on features analysed in previous lesson		Speech for change
Sp5	Model text – biography of Mama Miti – learn with actions – give personal response to her life's work	Model using context to support understanding of unknown language – use of root words – similar sounding – background knowledge vocabulary exploration	Model finding text features of biography model text – identify in different text (one from the selected speech previously heard)	Model finding language features of biography model text – identify in different text (one from the selected speech previously heard)	SBW – look at needs of class and select appropriate group gap filling exercises May need to focus on SPAG of tenses here – depends on if current person alive they are writing about		Biography
Sp6	Model researching – selecting appropriate sources – looking for bias – double checking facts – Children to research chosen inspiration leader of change – model note taking and recapping use of bullet points	Model planning a biography using features from other biographies as success criteria Children to plan biography with success criteria – use NC objectives alongside to show where these writing skills will also be demonstrated	Model write opening to biography – children to then write their biographies from plans	Model edit and reviewing work by rereading – SPAG using a thesaurus to raise language choices Children complete their biography	Edit, review and improve – share with other classes biographies written		
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							



Writing outcomes and SPAG focus

Writing outcomes

- * Note taking
- * Presentation of research
- * Story with moral purpose
- * Speech for change
- * Biography

SPAG focus

- * bullet points
- * Literal v symbolic language
- * Recap direct speech
- * Proverbs
- * Degrees of probability
- * Tenses

NC objectives

<u>Discussion Expectations Y5</u>	<u>National Curriculum Writing Expectations Y5</u>
Use addition conjunctions	Spell some words with 'silent' letters.
Use contrast conjunctions	Distinguish between homophones by their spelling.
Use conclusion conjunctions	Identify my audience and write with them in mind.
Use generalisers, such as 'people', 'everybody'	Draft my work developing initial ideas and researching where necessary.
Use words to introduce opinions	Select and use the correct grammar to enhance meaning.
Paragraph 1 - What is being discussed and why does it matter? Paragraph 2 - Reasons for Paragraph 3 - Reasons against Paragraph 4 - State what you think is right and give reasons	Use the correct tense throughout.
	Ensure subject and verb agreement.
	Check for spelling and punctuation errors.
	Write cursive text legibly.
	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets, and dashes for parenthesis.
	Use a colon to introduce a list.
	Use a semi-colon to separate a more detailed list.
	Punctuate bullet points.

Genre objectives

Report Expectations Y5

Use generalisers, such as 'people', 'everybody'

Use addition conjunctions

Use subject specific and technical vocabulary

Use present tense

Use third person

Use detail and description with comparisons

Vary sentence openers

Use formal language

Paragraph 1 - Introduce the topic

Paragraph 2 - Describe what it looks like

Paragraph 3 - Describe where it is found

Paragraph 4 - Describe what it is best known for

Paragraph 5 - Final amazing fact

Imagery / Narrative / Non-sense / Free verse / Classic / Performance

Poetry Expectations Year 5

Discuss poet's possible viewpoint, explain and justify own response and interpretation

Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor

Comment on how this influences meaning

Explore imagery including metaphor and personification

Compare different forms and describe impact

Vary pitch, pace, volume, expression and use pauses to create impact

Use actions, sound effects, musical patterns, images and dramatic interpretation

Invent nonsense words and situations and experiment with unexpected word combinations

Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing

Attempt different forms, including rhyme for humour

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

- * Link below
- * [https://clpe.org.uk/system/files/Mama%20Miti%20Core books%20TS_o.pdf](https://clpe.org.uk/system/files/Mama%20Miti%20Core%20books%20TS_o.pdf)

Week 1 Monday

- * Learning Outcome / Objective
- * I can give a personal response to illustrations with justifications.
- * I can pose questions for further learning.

Hook – look at these pictures and discuss your ideas from them with a partner

- * For each picture, think about the clues each image provides about the setting of the story you are about to embark upon.
- * Consider the following questions:
 - Where do you think it might be set?
 - Why do you think this?





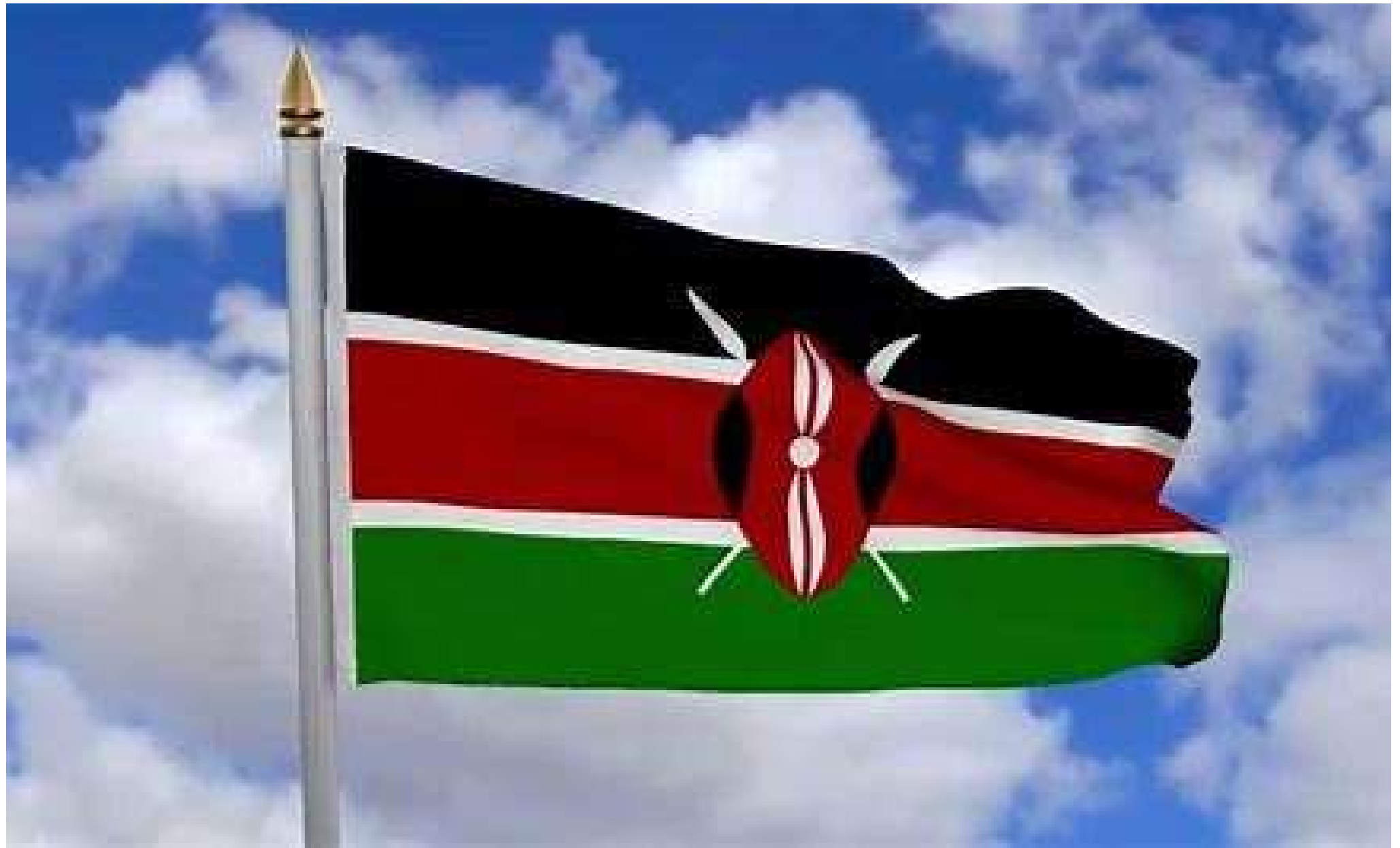










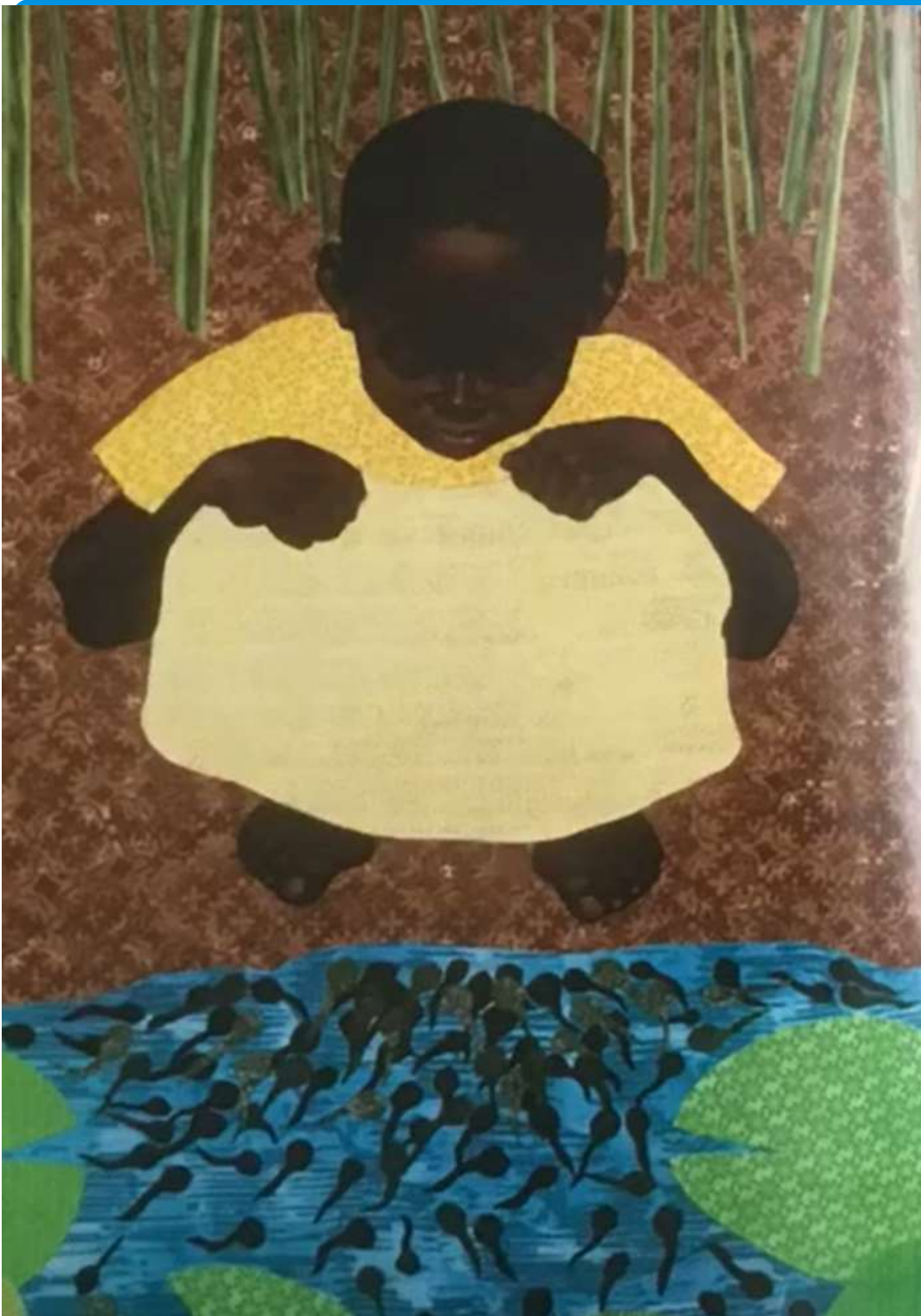


Questions...

What do we know about the setting?	What do we think we know?	What would we like to know?

What clues do you have?

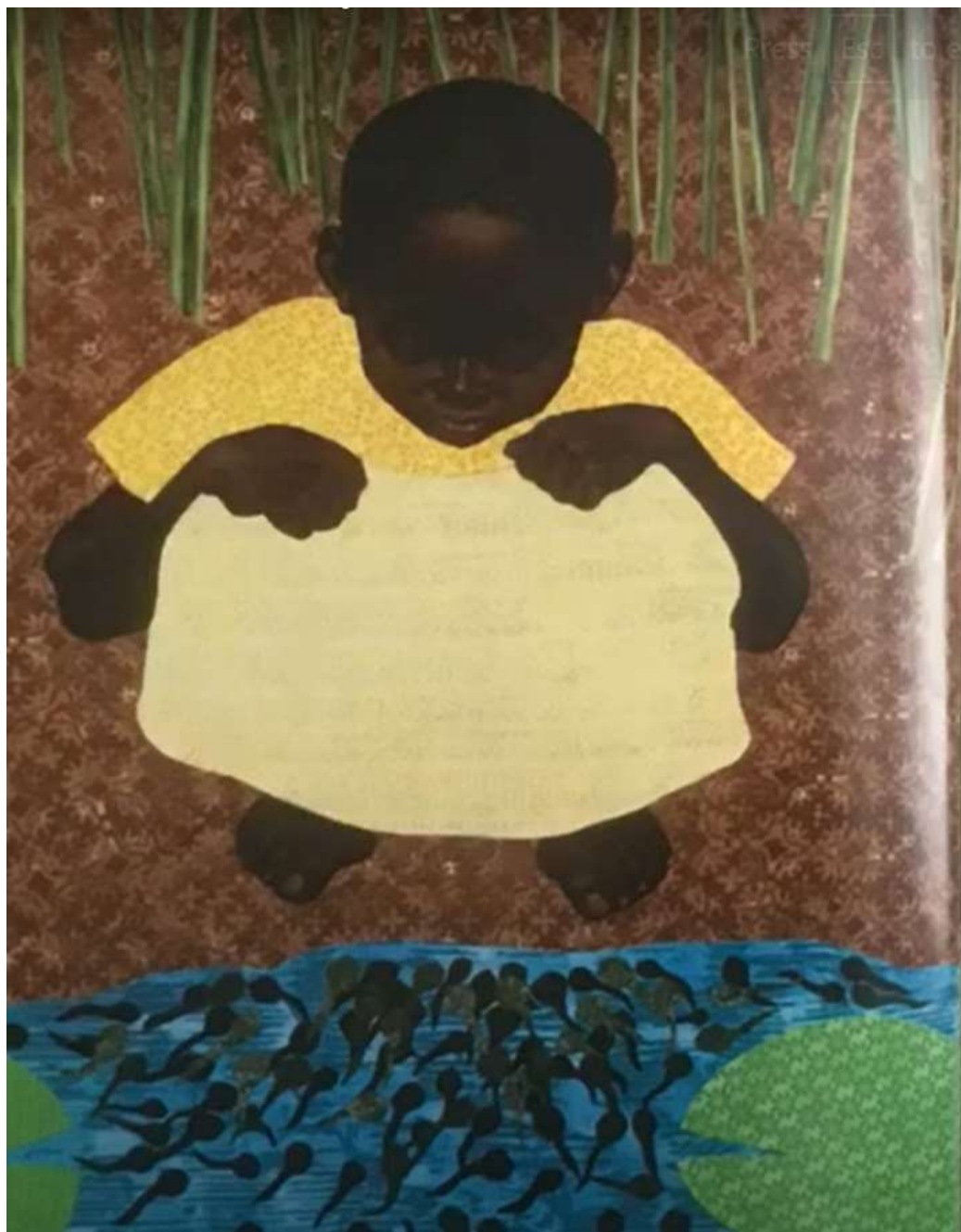




What do the further details in the illustration tell us?

How does the illustrator use colour to convey meaning?

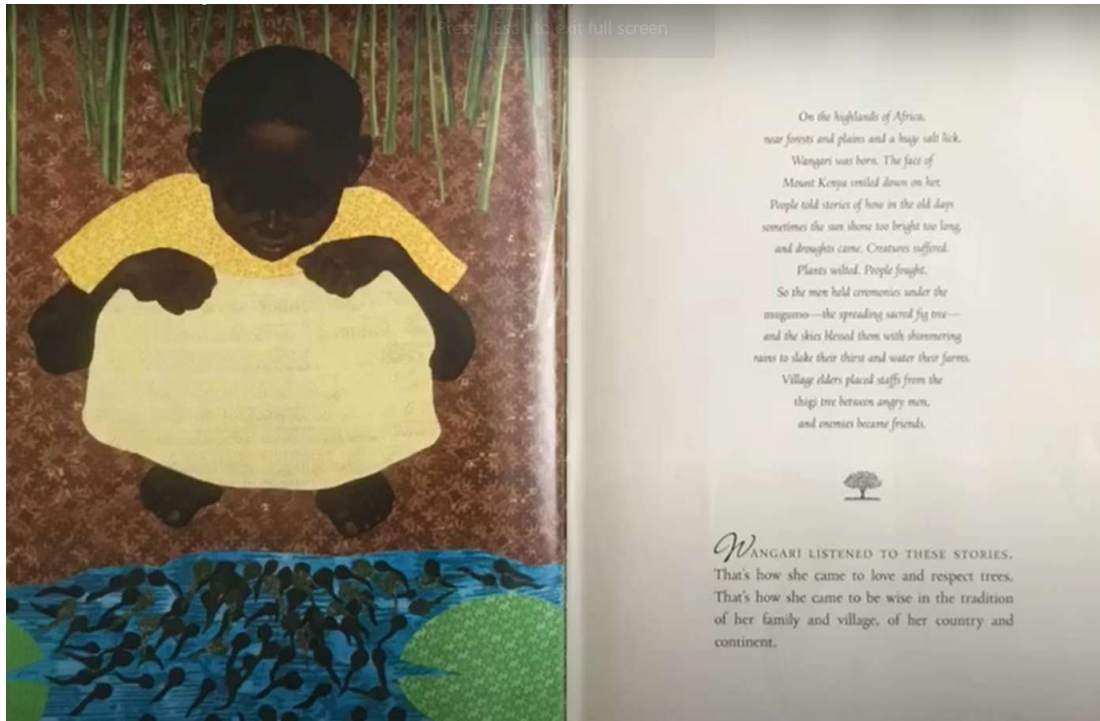
What can we infer about the story based on the illustration?



*On the highlands of Africa,
near forests and plains and a huge salt lick,
Wangari was born. The face of
Mount Kenya smiled down on her.
People told stories of how in the old days
sometimes the sun shone too bright too long,
and droughts came. Creatures suffered.
Plants wilted. People fought.
So the men held ceremonies under the
mugumo—the spreading sacred fig tree—
and the skies blessed them with shimmering
rains to slake their thirst and water their farms.
Village elders placed staffs from the
thigi tree between angry men,
and enemies became friends.*



*W*ANGARI LISTENED TO THESE STORIES.
That's how she came to love and respect trees.
That's how she came to be wise in the tradition
of her family and village, of her country and
continent.



Thinking and discussion points...

What are the challenges in this community?

What are the strengths of this community?

What role does nature play in the lives of the people of this community?

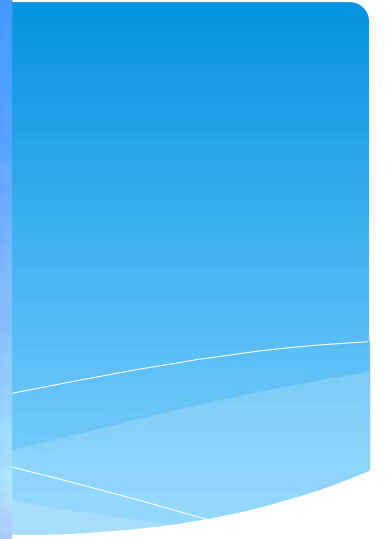
Why might village elders placing a staff between two quarrelling individuals help resolve the argument?

What does this suggest about the connection the people have with the trees?

What significance might this have for the story?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can research information and select information that is of significance and relevance.
- * I can use note taking to collect research information.
- * I can use bullet points with consistent punctuation.





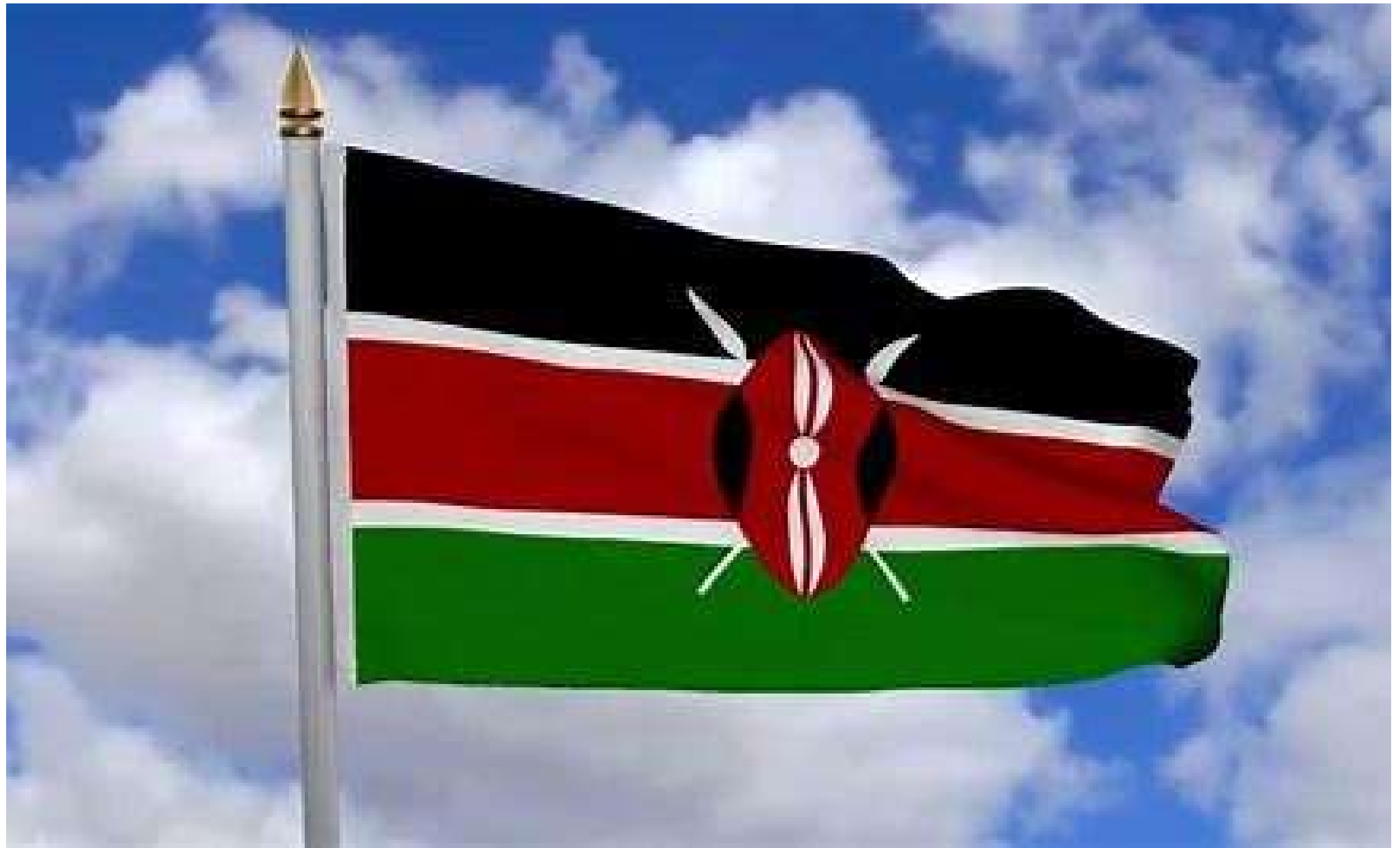












Questions...

What do we know about the setting?	What do we think we know?	What would we like to know?

Selecting information and recapping bullet point punctuation

How to research:

- * Think of your question;
- * Select a website that is a reputable source;
- * Read through all the information;
- * Decide which parts are the most important;
- * Write the key ideas and facts as bullet points;
- * Ensure capital letters at the start of each point, semi-colons to end each point and then finish the last point with a full stop.

Selecting information and recapping bullet point punctuation

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Selecting information and recapping bullet point punctuation

Question ‘ Who is Wangari Maathai?’

Website – Unesco

Key information:

- * 1940–2011;
- * Kenyan scholar and environmental activist;
- * Founded the pioneering Green Belt Movement in 1977;
- * Encouraged people, particularly women, to plant trees to combat environmental degradation.

Select your questions from ideas in yesterday's lesson.

E.g.

What is Kenya like?

How do flower markets work in Africa?

How are beaded necklaces made?

What is a beach resort like in Malindi?

How was the Nabiyotum crater in lake Turkana formed?

Where do the Thigi trees grow?

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can present information with clarity and confidence.
- * I can organise information for coherence.

Think about yesterday's notes from each group...

- * Do you recall all the information?
 - * How clear were people speaking?
 - * Could you see any information?
-
- * What would have helped you understand the information fully?

Here are two presentations from your teacher...

- * They both have the same information to share.
- * Think about each and decide what was working well and what could be made even better.



- * Wangari Maathai (1940–2011), the first woman to obtain a PhD in East and Central Africa, was a scholar, and an environmental and human rights activist.
- * In 1977, she founded the Green Belt Movement, a non-governmental organization, which encourages women to plant trees to combat deforestation and environmental degradation. To date, the Green Belt Movement has planted over 50 million trees.
- * In the face of regular opposition, she succeeded in deepening and expanding her engagement with local communities through an impressive network of regional and international alliances, which made the Green Belt Movement a model women's organization.
- * Increasingly aware that the environment was directly linked to issues of governance, peace and human rights,
- * Maathai began to use her organization as a springboard in the struggle against abuses of power, such as land-grabbing or the illegal detention of political opponents.
- * She was eventually elected as a Member of Parliament upon Kenya's effective return to multiparty democracy in 2002, also serving as assistant Minister in the Ministry for Environmental and Natural Resources.
- * In 2004, she was the first African woman to be awarded the Nobel Peace Prize.

Who is Wangari Maathai?

She was a Kenyan scholar and environmental activist.

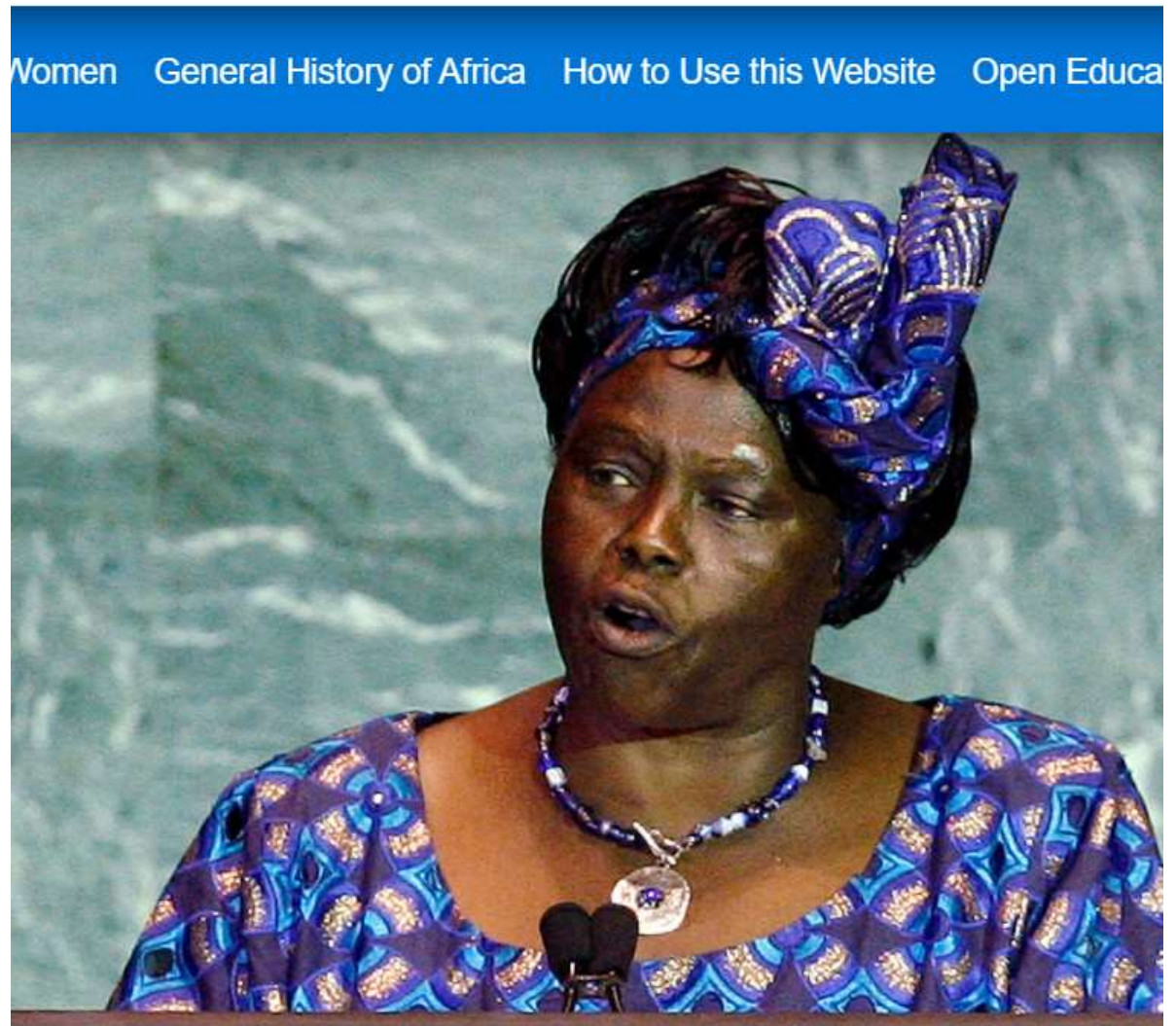


Who is Wangari Maathai?

Women in African History

She was born in Africa in 1940 and died in 2011.

During her life she did great things.



Who is Wangari Maathai?

One of the great things she did was found the pioneering Green Belt Movement in 1977.



Official logo of the Green Belt Movement



Who is Wangari Maathai?

She encouraged people, particularly women, to plant trees to combat environmental degradation.



"I kept stumbling and falling and stumbling and falling as I searched for the good. 'Why?' I asked myself. Now I believe that I was on the right path all along, particularly with the Green Belt Movement, but then others told me that I shouldn't have a career, that I shouldn't raise my voice, that women are supposed to have a master. That I needed to be someone else."

Finally, I was able to see that if I had a contribution I wanted to make, I must do it, despite what others said. That I was OK the way I was. That it was all right to be strong."

—Wangari Maathai, environmentalist, Nobel Peace Prize winner, Founder of The Green Belt Movement

Presentation 1

- * Strengths

- * Areas to develop

Presentation 2

- * Strengths

- * Areas to develop

Make some notes about what makes a good presentation.

- * Write them as a success criteria using bullet points.

Presenting information...

To present information in the best way, you need to:

- * Use a slow, clear and confident voice;
- * Look at your audience;
- * Organise your information so it is easy to follow and links from one slide to another;
- * Select appropriate pictures to help support understanding;
- * Have words that are the key bits of information in a large and clear font.

Work as a group to present your information from your research.

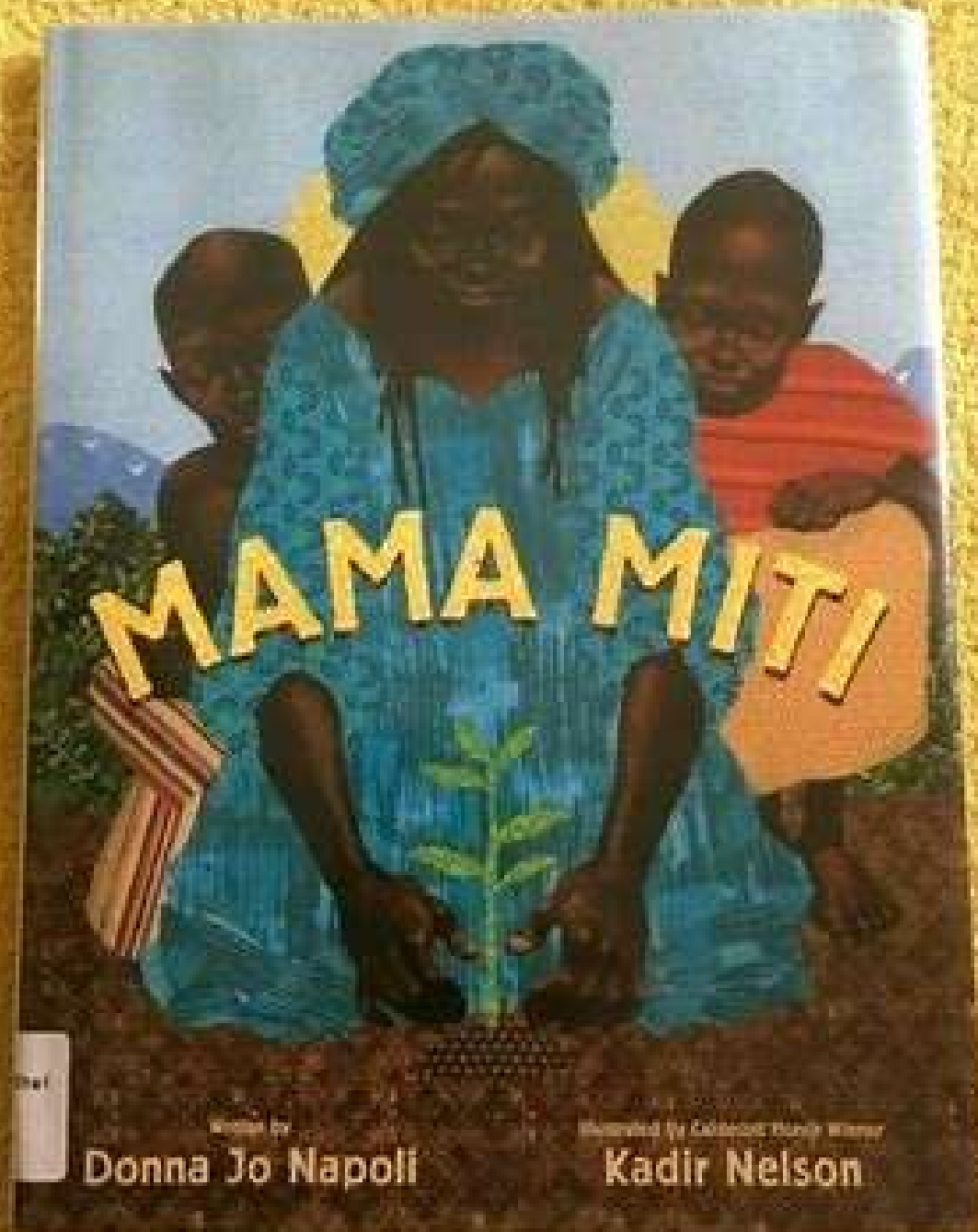
- * Present your information as a group, so decide who will say what and when.
- * Practice your presentations.
- * Once you are ready, give your presentations and then use your success criteria to give feedback to the other groups on their strengths and areas they could develop.

Week 1 Thursday

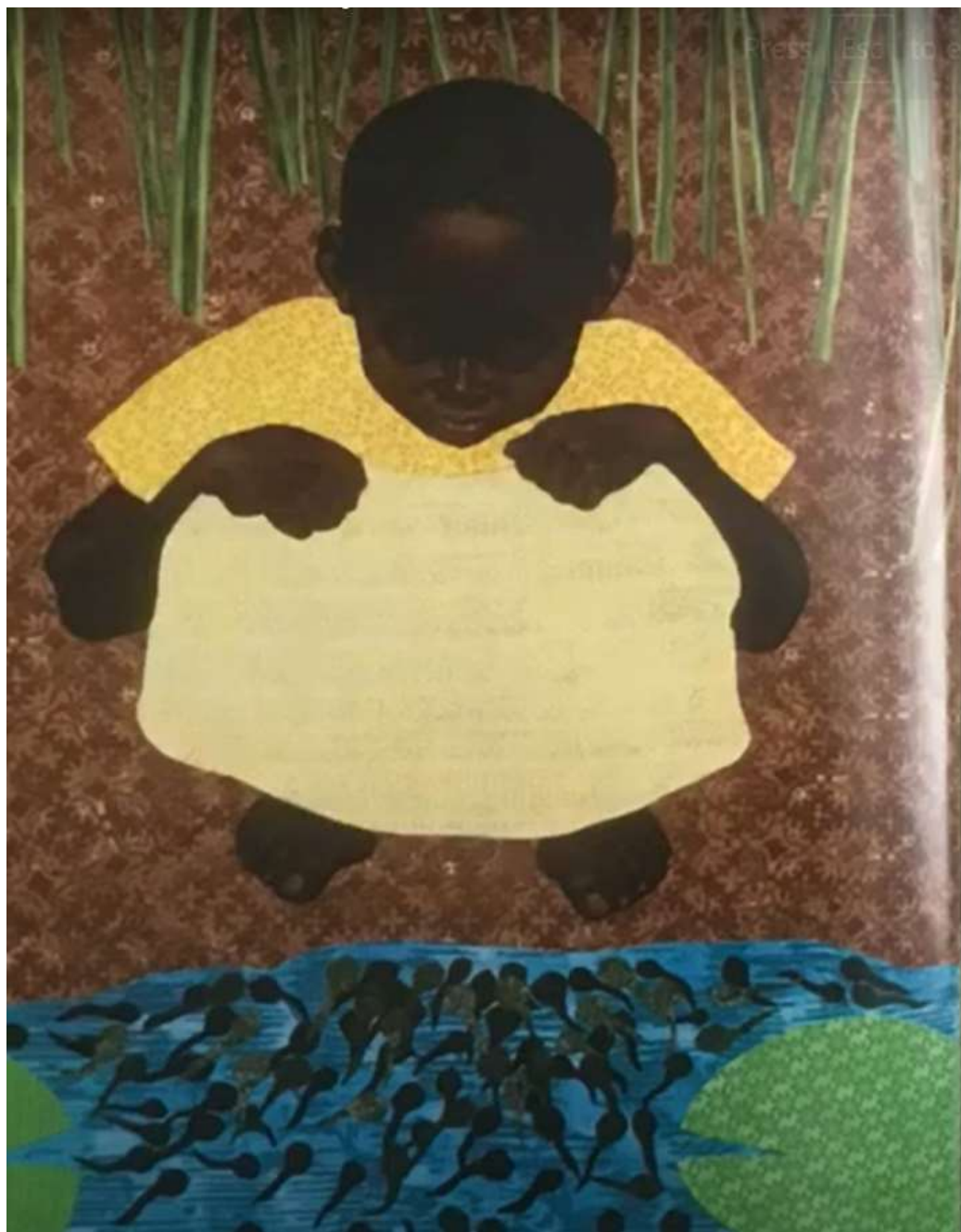
- * Learning Outcome / Objective
- * I can respond to a text giving my personal opinions and justifying these.



A story
about a
great
woman



***Mama Miti: Wangari Maathai
and the Trees of Kenya***



*On the highlands of Africa,
near forests and plains and a huge salt lick,
Wangari was born. The face of
Mount Kenya smiled down on her.
People told stories of how in the old days
sometimes the sun shone too bright too long,
and droughts came. Creatures suffered.
Plants wilted. People fought.
So the men held ceremonies under the
mugumo—the spreading sacred fig tree—
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*W*ANGARI LISTENED TO THESE STORIES.
That's how she came to love and respect trees.
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of her family and village, of her country and
continent.



When Wangari grew up, she worked in the city, but she always remembered her roots. She planted trees in her backyard and sat under them to refresh her body and spirit.

One day a poor woman came from the western valley to see the wise Wangari. Her children peeked out from behind her at the smiling woman in bright blue cloth with squiggles all through it, like tadpoles squirming in a pool. "I have too little food to feed my family," said the poor woman. "There is no longer a job for me in the timber mill. And I have no other skills. What can I do?"



Wangari took the woman's hands and turned them over. She took the children's hands, one by one. "These are strong hands. Here are seedlings of the *muhiru mui* tree. Plant them. Plant as many as you can. Eat the berries."

Thayu nyumba—
Peace, my people





The woman and her children returned home and planted trees with their strong hands, one by one. In the years to come, when flowering season was over, the family ate the shiny round fruits. They shared with their neighbors, who carried home the seeds, planted them, and grew their own *mubiru muiro* trees.





Another woman came to the wise Wangari, as poor as the first. This one traveled from the mountain in the south. Her daughters stood beside her, thin as ropes. "My daughters and I walk hours every day to find firewood to cook with," said the poor woman. "It takes so long, we have no time for anything else. What can I do?"

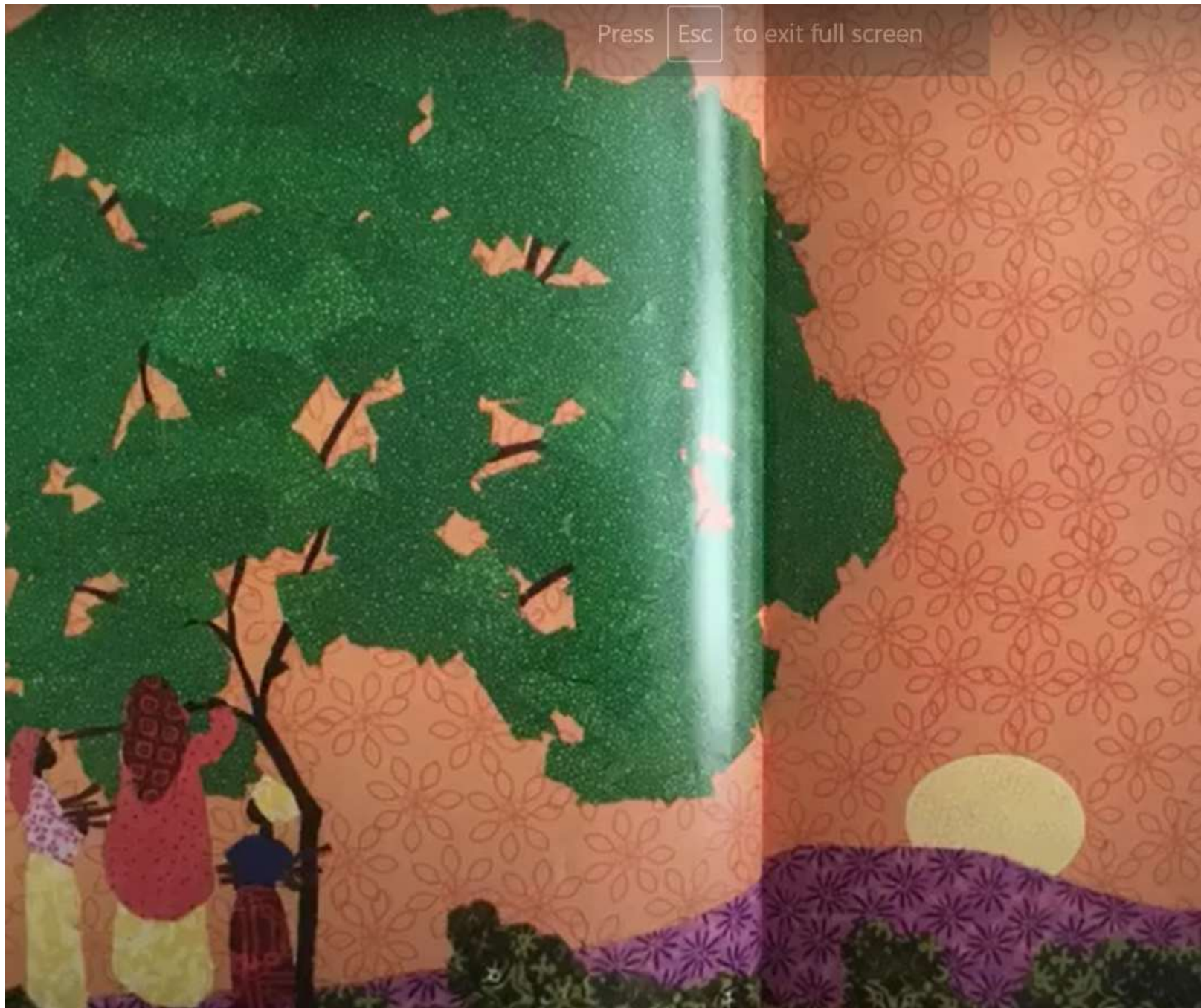


Wangari took the woman by the arms. "These arms are strong," she said. "Plant a tree. Here are seedlings of the *makinduri*. This tree makes good firewood. Plant as many as you can."

Thayu nyumba—
Peace, my people

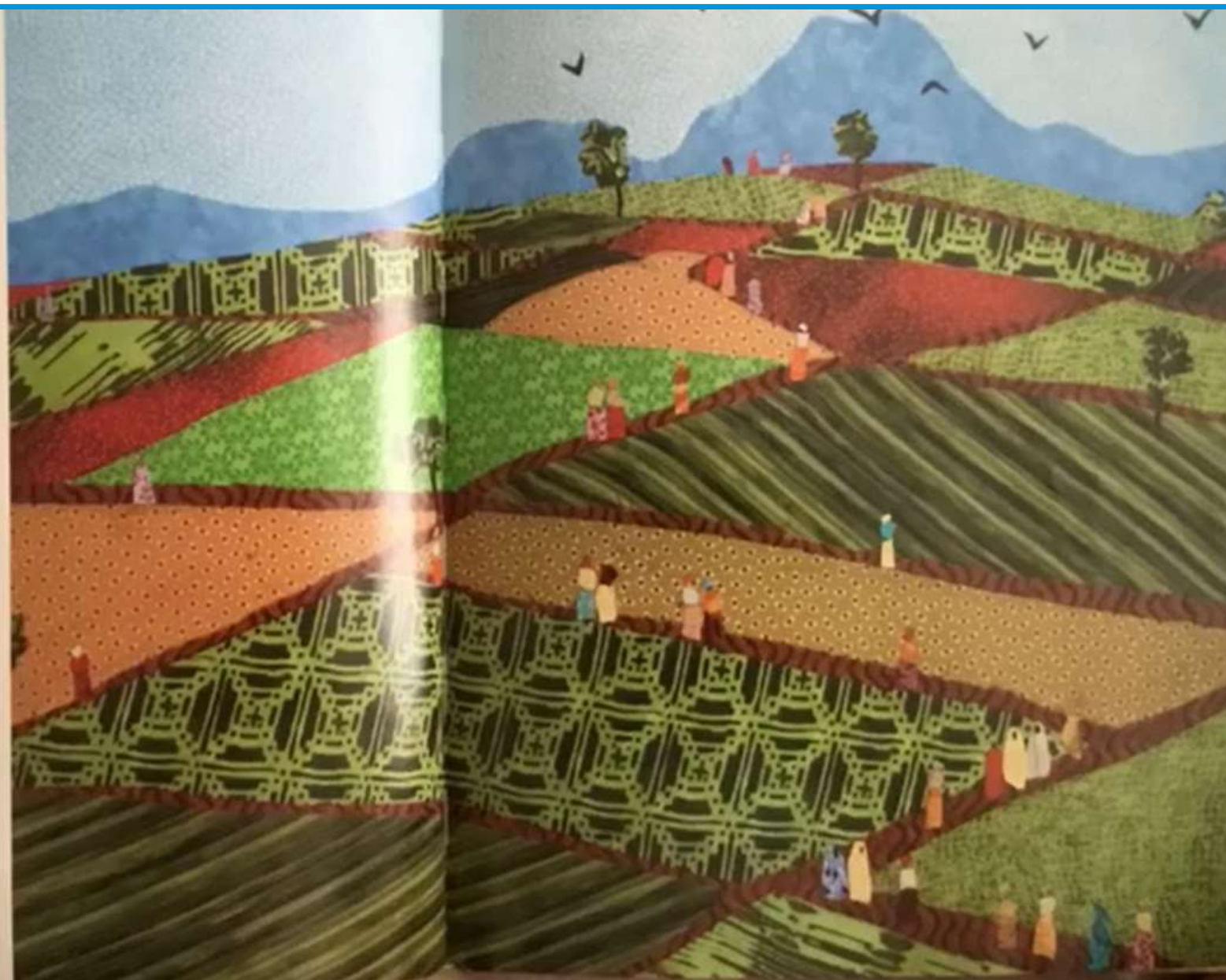


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The woman and her daughters planted those seedlings. In time the trees grew huge with many wide branches. The woman and her daughters cut branches for warmth. They shared new seedlings with their neighbors, who carried them home and grew their own *mukinduri* trees.

Word passed from woman to woman, until all over Kenya women knew about the wise Wangari. They came to her from every direction, one after another, as the years went by.





"Our goats are starving," said a woman from near the northern desert. "I have barely enough food to feed my family; how can my husband feed the animals, too?"

"Plant a tree. A *muheregendi*. The leaves are good animal fodder. Plant as many as you can."

Thaya nyumba— Peace, my people

"My cows are sick," said another, from the savanna. "I have no money to buy medicine for them."

"Plant a tree. A *muthakua wa athi*. The leaves cure gall sickness in cattle."

Thaya nyumba— Peace, my people

"Wild animals come in the night and steal my chickens," said a woman from a fishing village. She shook her head in worry.

"Plant a tree. A *mukawa*. Its thorns will keep out predators."

Thaya nyumba— Peace, my people

"My home fell apart" came the cry of another woman, who had come all the way from the coast. "We have no shelter."

"Plant a tree. A *muluhakuha*. The timber makes good building poles."

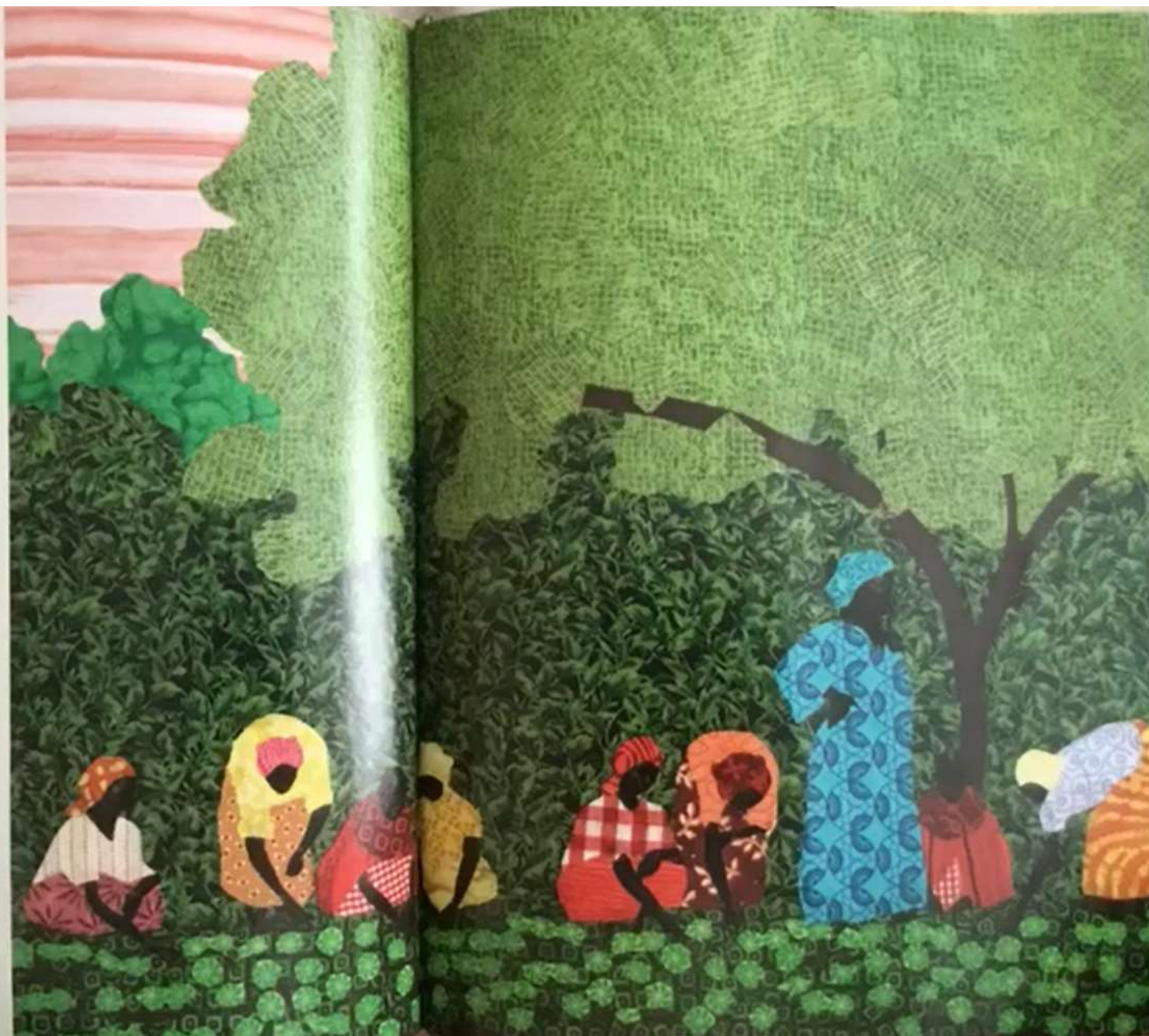
Thaya nyumba— Peace, my people

Wangari told women to plant *marigolds*, whose branches make good stakes for training yam vines.

She told them to plant *muhuti* as a living fence around their animal yards.

She told them to plant *madageya*, whose leaves could be wrapped around bananas to ripen them.

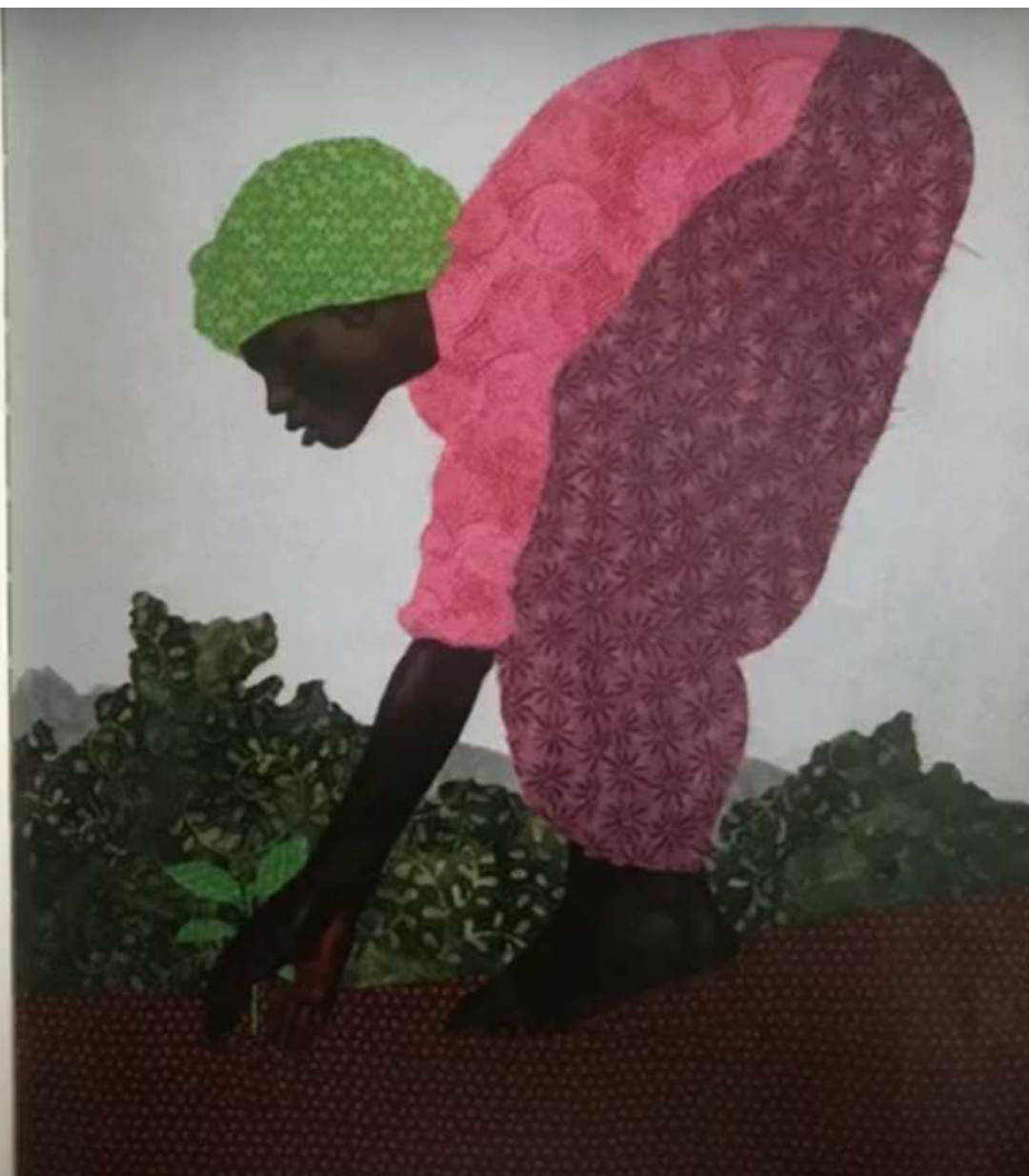
She told them to plant *muringa* for the pure joy of their white flowers.





And when a woman from her own village came, lamenting that the water in her stream was too dirty to drink, Wangari told her to plant *mukuyu*, the giant sacred fig, the drinker of water, which acts as nature's filter to clean streams.

Thaya nyumba—
Peace, my people



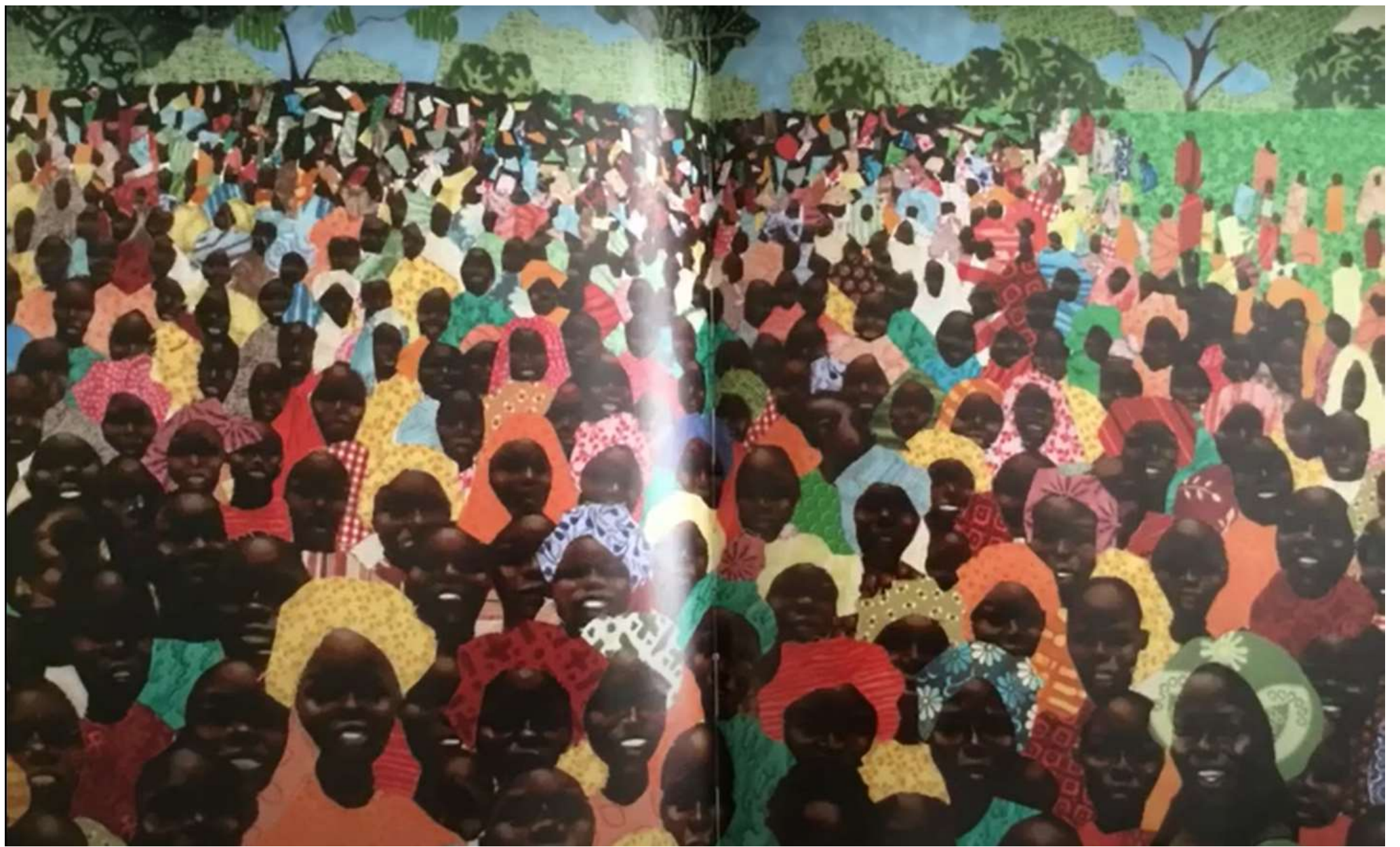


Soon cool, clear waters teemed with black wriggling tadpoles, like the ones on Wangari's clothes—like the ones Wangari marveled at in the waters when she was small, when Kenya was covered with trees and animals, when people lived in peace with nature.

All over the countryside the trees that had disappeared came back.
Nairobi, the capital city, had been known as Kiinuini, "the place where
there are many miina trees." Now it was Kiinuini again.

Kenya was strong once more, strong and peaceful.

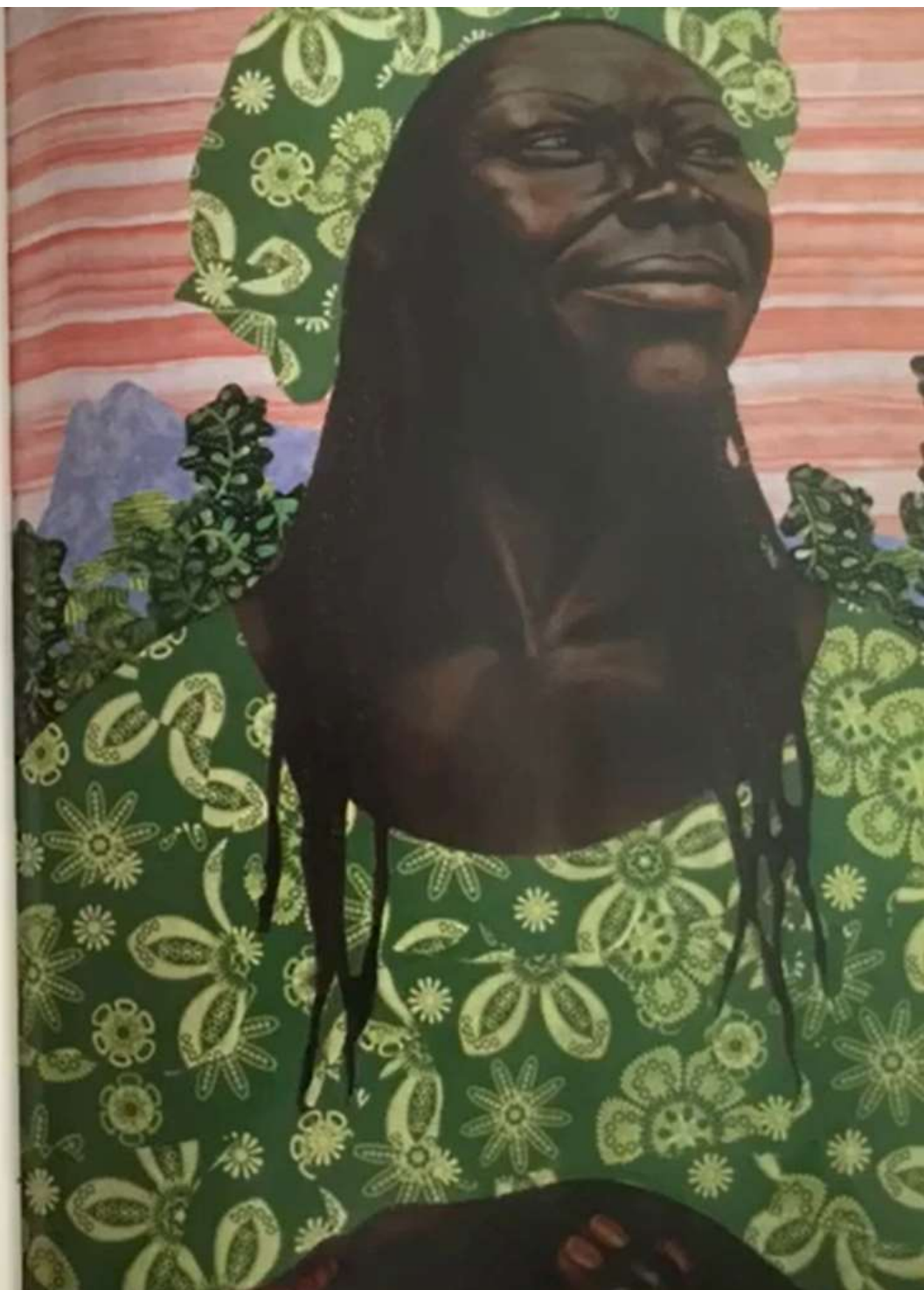






Wangari changed a country, tree by tree. She taught her people the ancient wisdom of peace with nature. And now she is teaching the rest of the world. She is known these days as Mama Miti—the mother of trees. A green belt of peace started with one good woman offering something we can all do: “Plant a tree.”

Thayu nyumba—
Peace, my people



Tell me...

Likes *What did you like about the book/ story / picture?*

Dislikes *Was there anything you disliked about it?*

Puzzles *Was there anything that puzzled you?*

Connections / Patterns *Does it remind you of anything? Did you notice any pattern?*

Discuss and then write down your answers...

What do you find most inspiring about this story?

What would you say were the strengths of the community portrayed?

What would you say were the strengths of Wangari's guidance?



WANGARI MAATHAI

VISIONARY, ENVIRONMENTAL LEADER, POLITICAL ACTIVIST

NAMULUNDAH FLORENCE

Week 1 Friday

- * Learning Outcome / Objective
- * I can recognise literal and symbolic language.
- * I can understand how expressions are used and why.

When Wangari grew up, she worked in the city, but she always remembered her roots. She planted trees in her backyard and sat under them to refresh her body and spirit.

- * What does this paragraph tell us...
- ☐ What do we know about Wangari?
- ☐ What does the expression 'remember her roots' mean?
- ☐ Why might she find the trees refreshing?
- ☐ What special significance might these phrases have and what might they suggest about her and the story?

Common expressions...

- * 'They keep me grounded.'
- * 'He's my rock.'
- * 'She was overflowing with joy.'
- * 'They were beaming with pride.'
- * 'The performance blew me away.'



Expression

Literal Meaning

Symbolic Meaning

Week 2 Monday

- * Learning Outcome / Objective
- * I can infer characters' understanding and thoughts from images.
- * I can learn retell a story using prosody and fluency.

Mama Miti

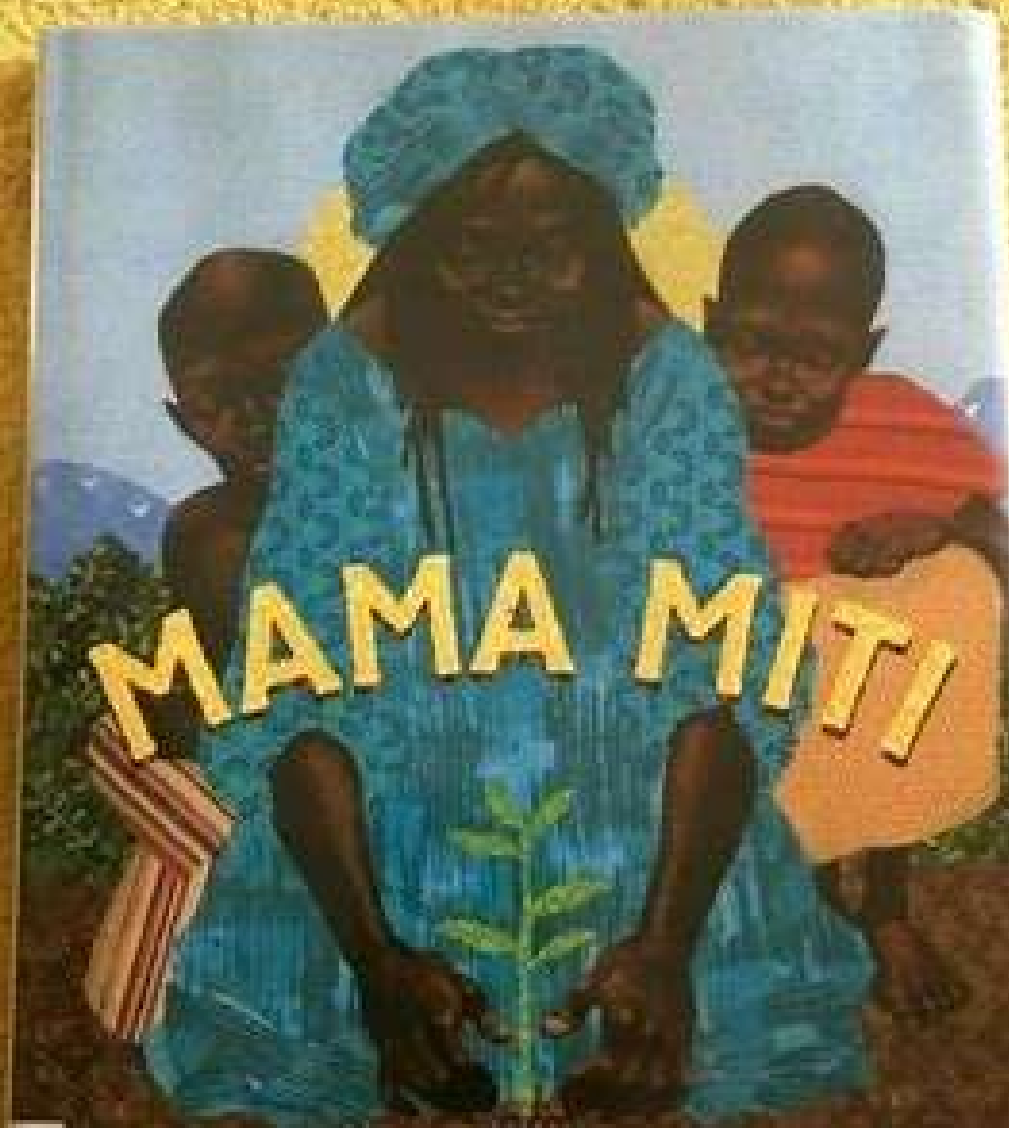
On the highlands of Africa, near the forests, plains and a huge salt lick, Wangari was born. The face of Mount Kenya smiled down on her.

As a little girl, Wangari grew up listening to the sacred stories of the mugumo tree. She loved and respected trees, so when she moved to the city for work, she planted trees in her back garden to refresh her body and spirit. All around her she noticed that trees were becoming sparse as land was being used more and more for other things.

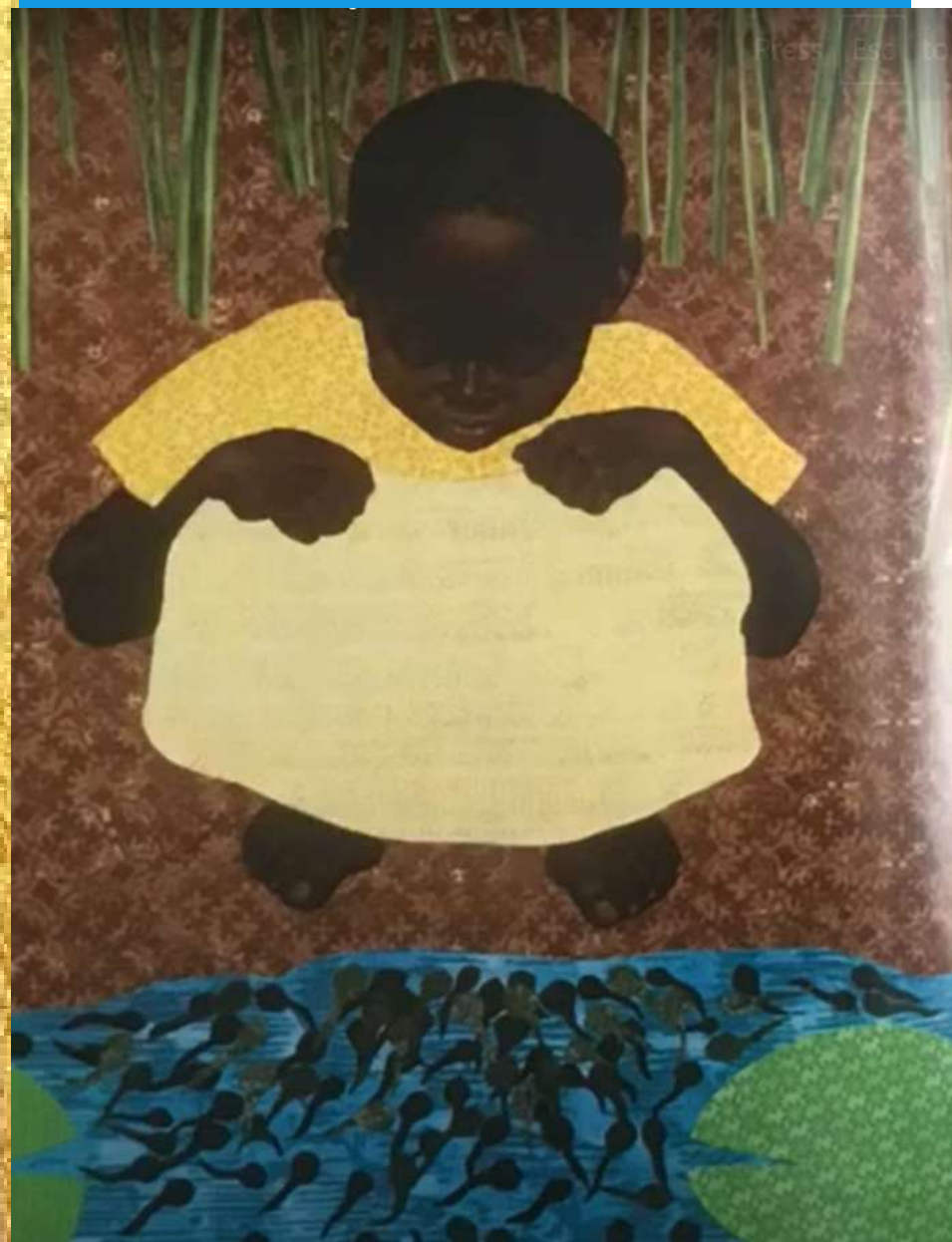
One day, a poor woman came to Wangari and spoke of her family being poor. She said she did not have food to feed her family, so Wangari offered her mubiru muiro seeds. "These seeds will grow and the trees will give you plenty of berries to eat, peace my people." Next came another woman, as poor as the first. She said she had no firewood to cook with, so Wangari offered her mukinduri seeds. "These seeds will grow and the trees will give you plenty of firewood to cook with, peace my people." Before long, woman after woman came to Wangari for support and each was offered the seeds of a tree to help a family survive and flourish. With every handful of seeds, Wangari offered peace and gave her own strength.

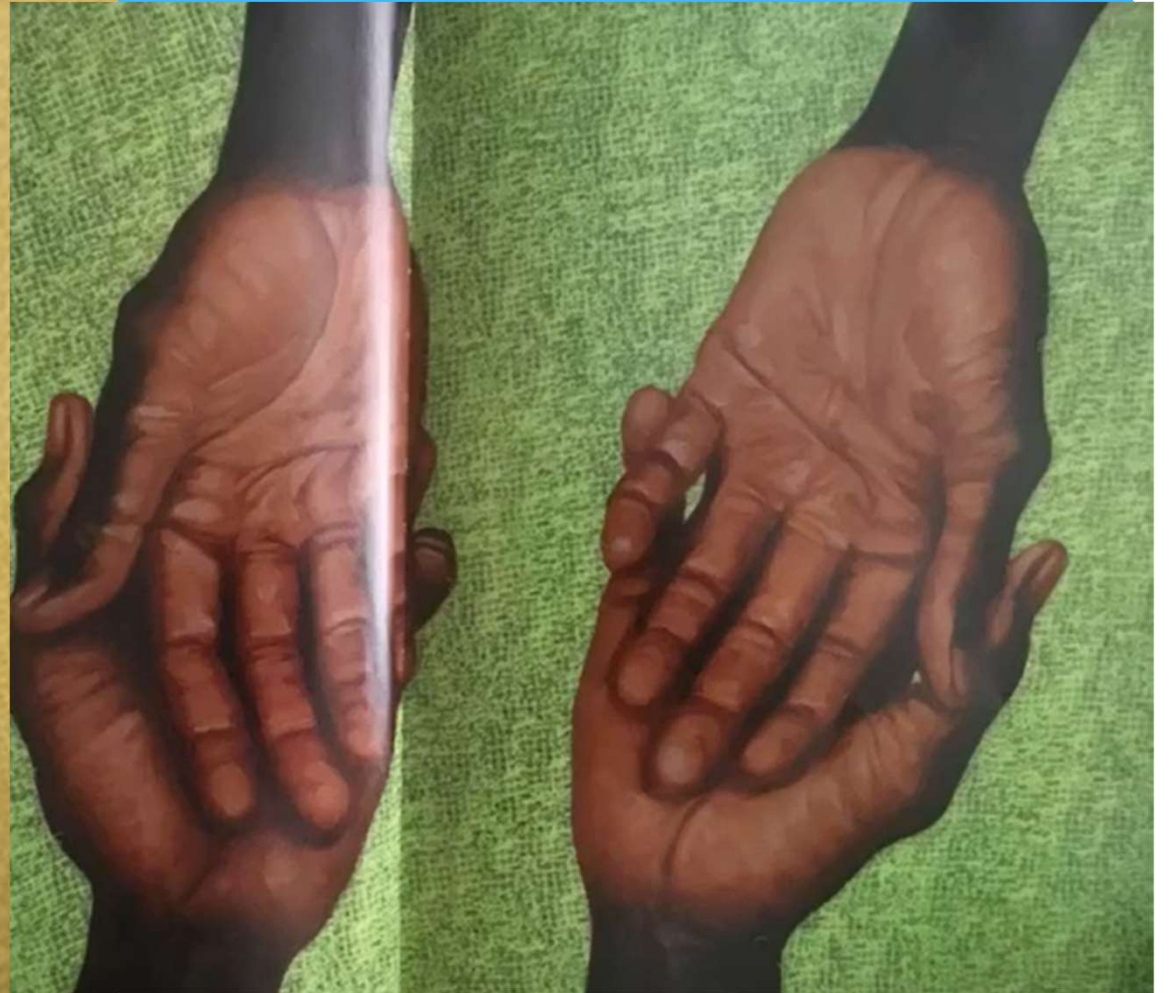
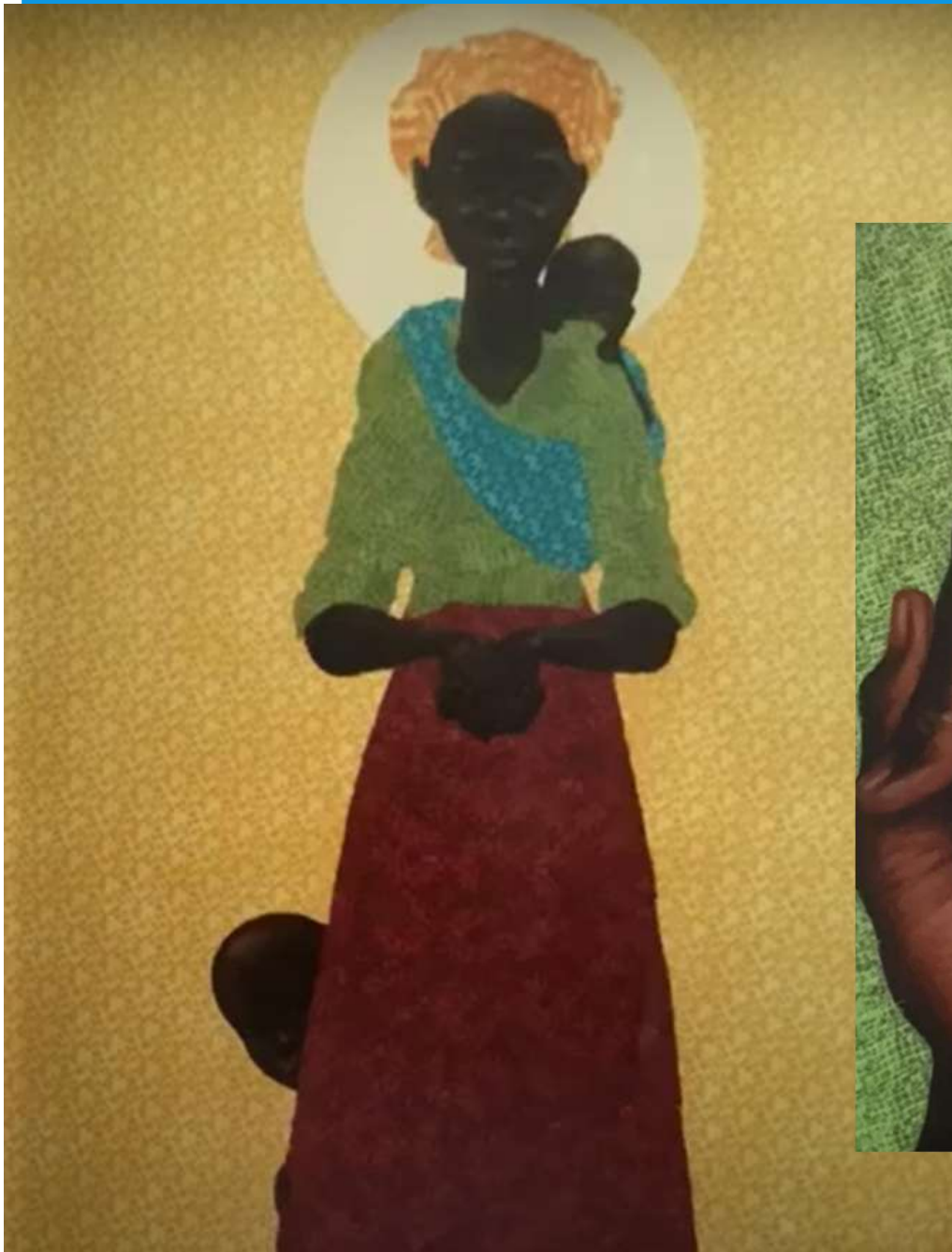
In time, every woman, and their daughters, planted the trees. They grew strong and wide with branches. Each tree then gave birth to new seedlings, that in the spirit of Wangari, were spread far and wide to women all over Africa to plant.

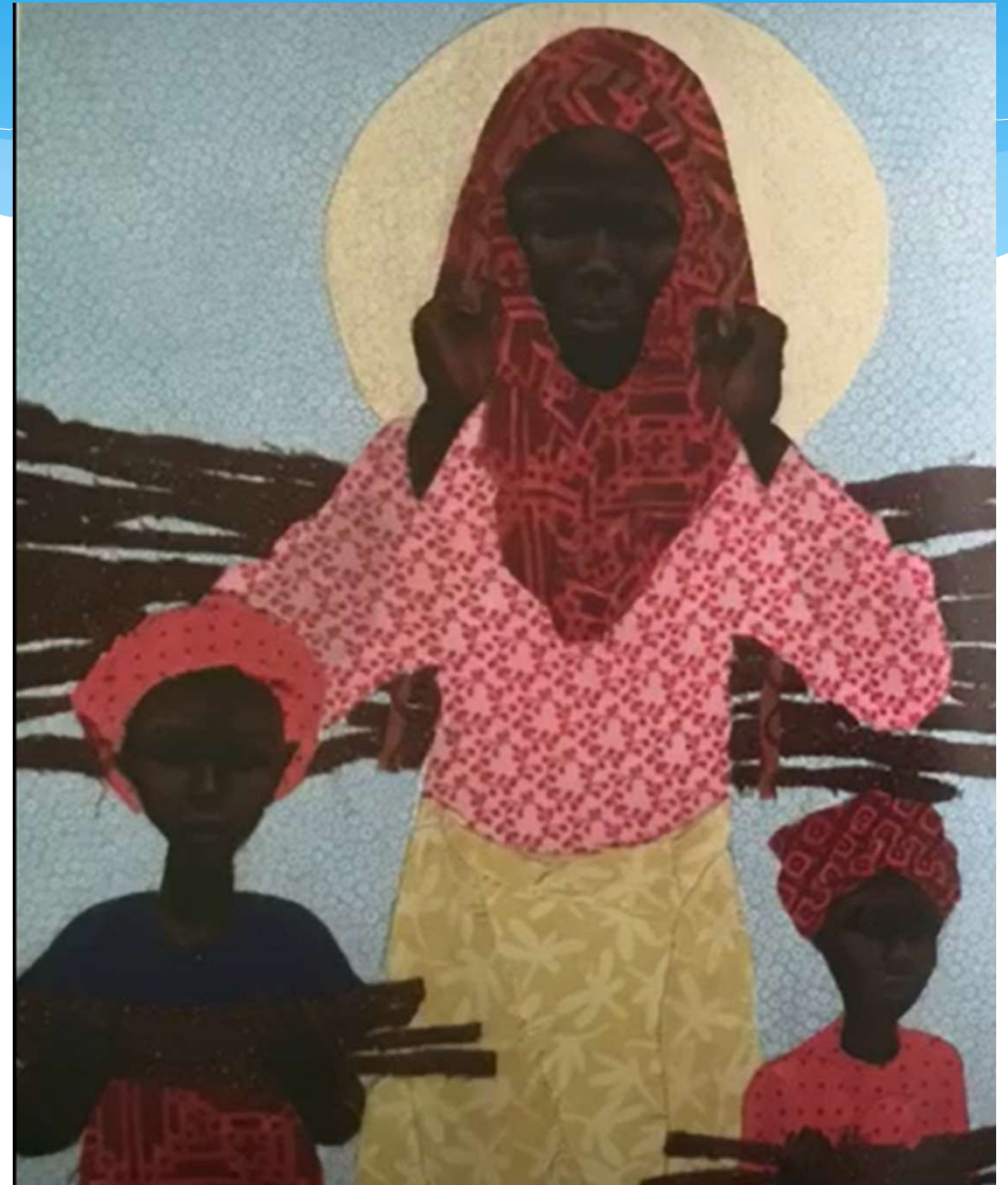
Over time, trees were restored to the land creating what had once been: clear waters teeming with tadpoles and trees providing food, shelter and life. Wangari moved back to the highlands, and as she went to shut her eyes for the last time, she saw Mount Kenya smiling down on her once again.

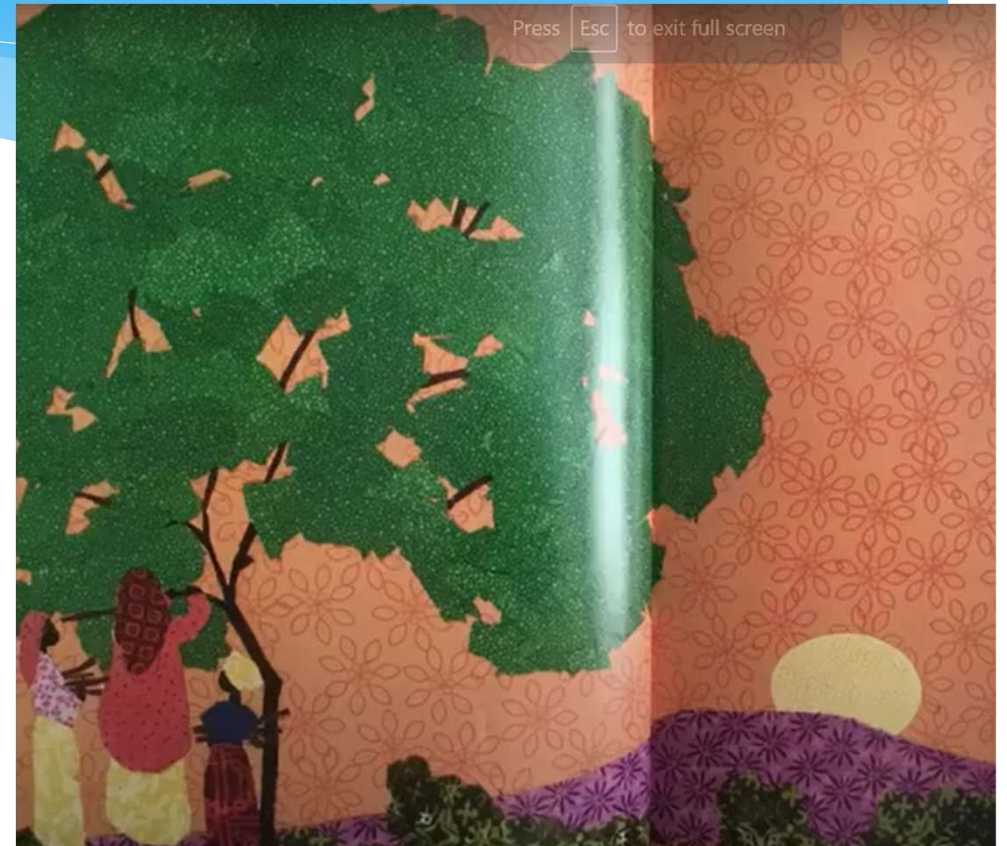


*Mama Miti: Wangari Maathai
and the Trees of Kenya*

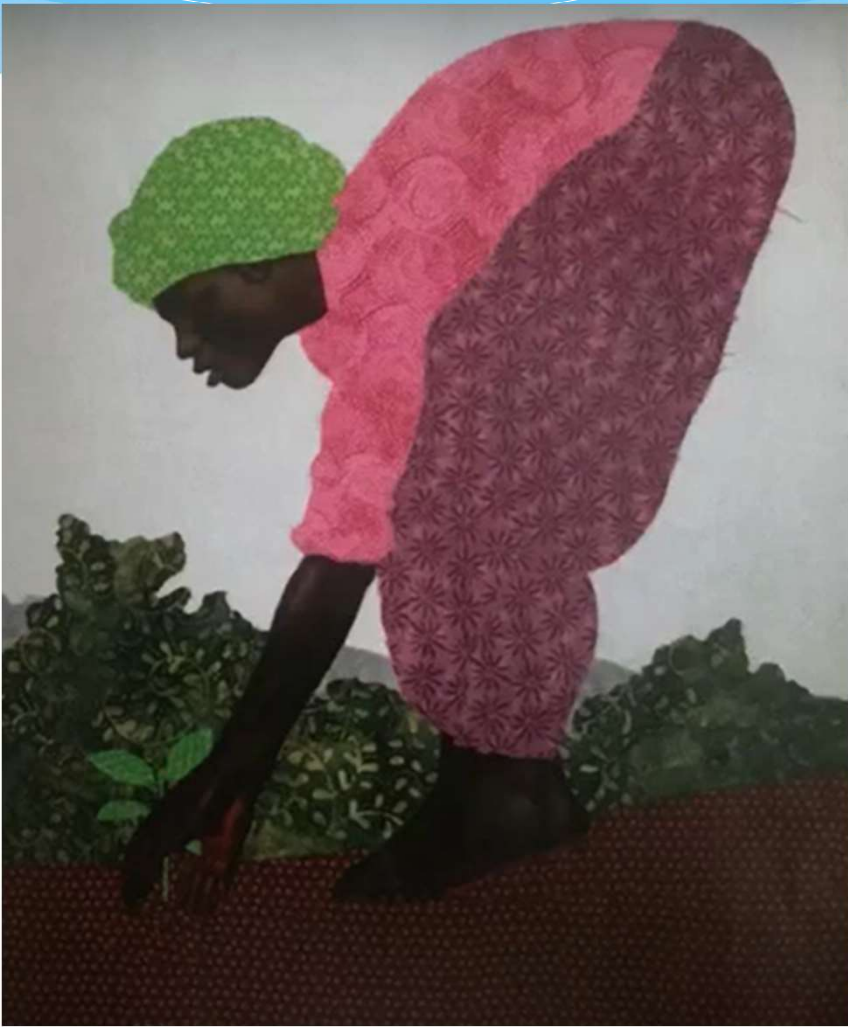
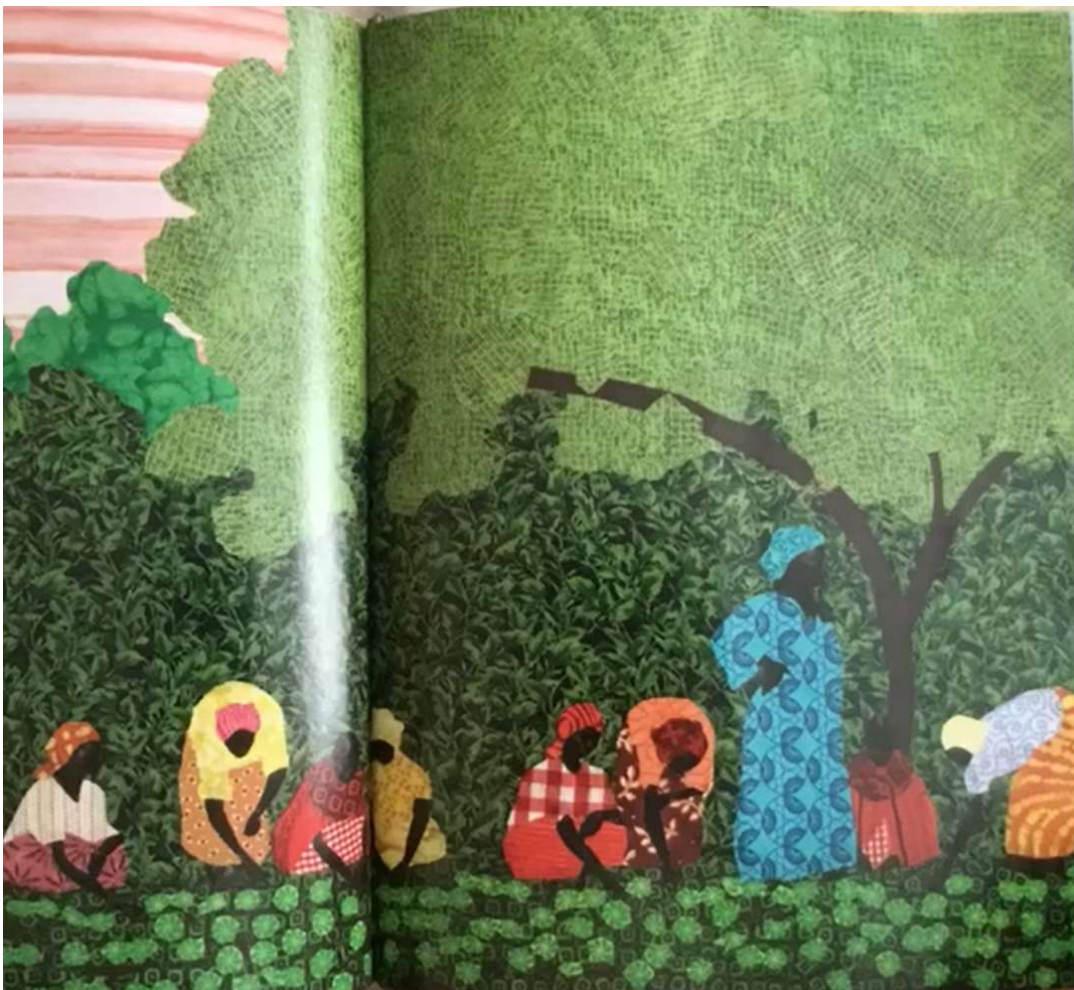




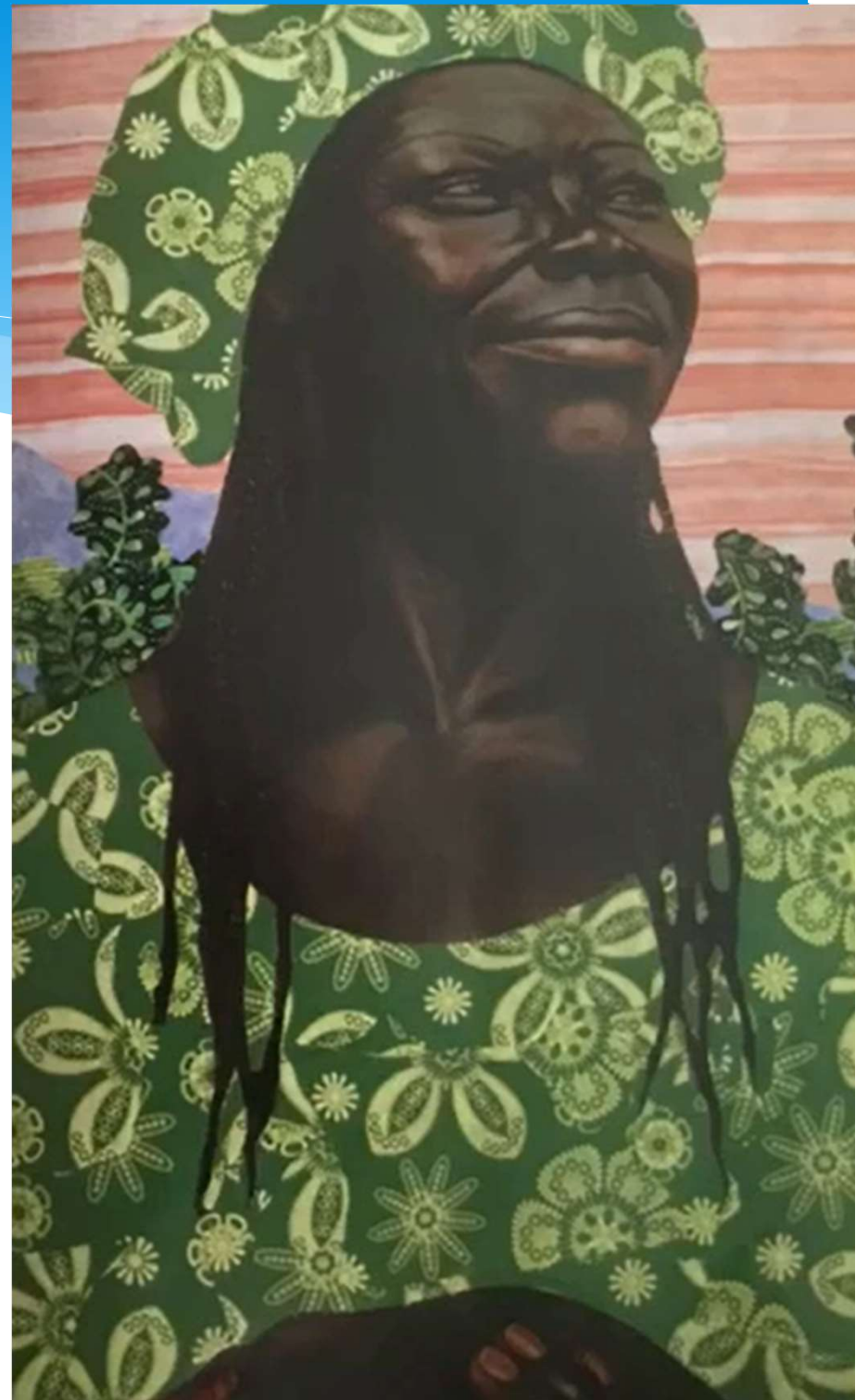
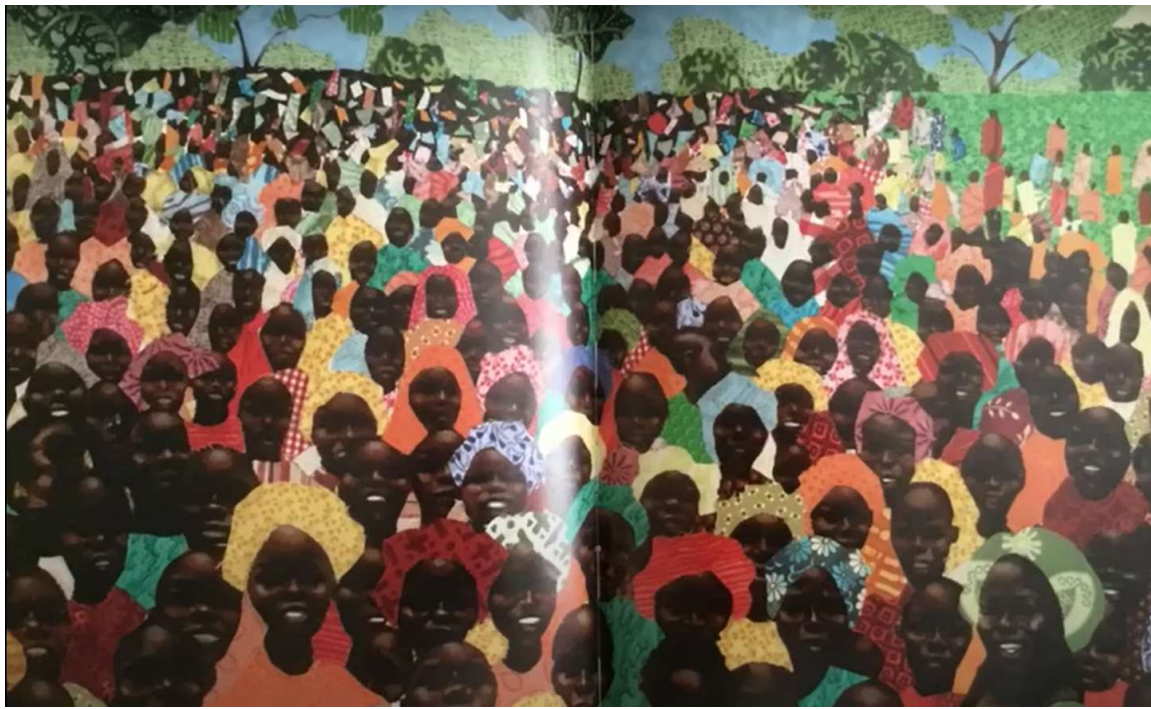


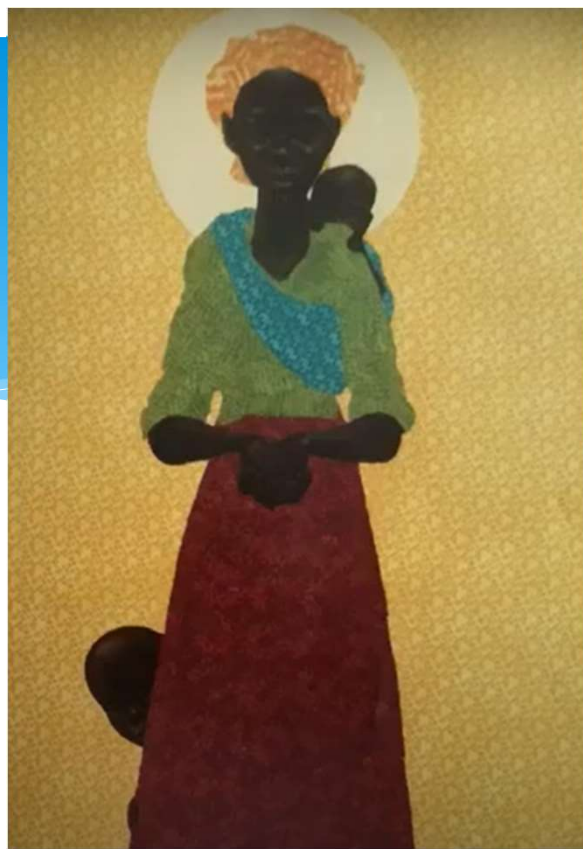


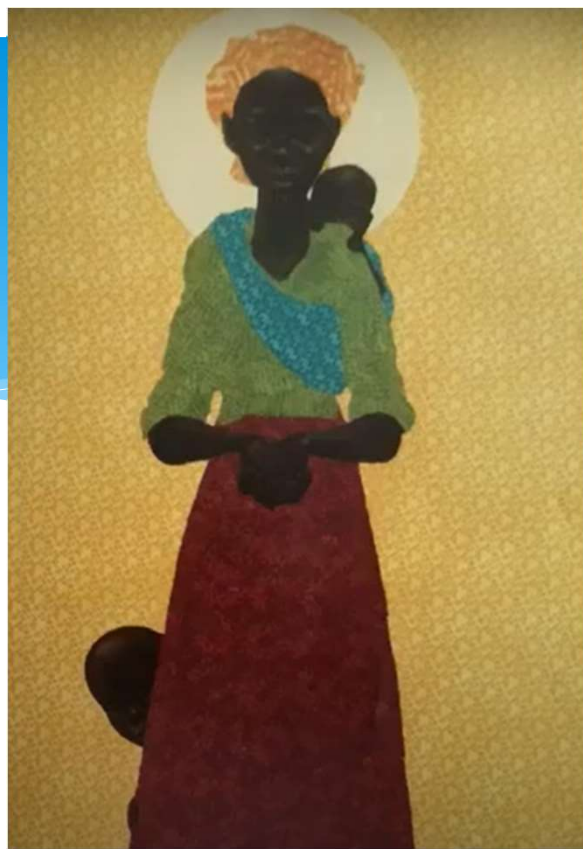












Speech

What did children say as the characters.

As a group, write your freeze frame as speech between the characters.

Remember your speech punctuation.

Example...

“Here,” said Wangari, “take this seedling and plant it near your home.”

The poor woman carefully took the young tree and replied, “I am grateful for your support. How will I ever repay you?”

“Just nurture this tree and that will be payment enough,” smiled Wangari.



Look closely at the punctuation used...

“Here,” said Wangari, “take this seedling and plant it near your home.”

The poor woman carefully took the young tree and replied, “I am grateful for your support. How will I ever repay you?”

“Just nurture this tree and that will be payment enough,” smiled Wangari.



Speech success criteria...

Correct punctuation for speech includes:

- * Speech marks enclose what is spoken out loud;
- * Capital letters are used after opening speech marks;
- * Closing punctuation is used before closing speech marks;
- * Lower case letters are used after closing speech marks.

Thinking deeper...

- * Why did the illustrator draw the characters facing the reader?
- * Why might the characters be positioned in the way that they are? What effect does this have?
- * What significance might the different colours have in relation to the story?
- * How might the shapes and colours correspond to nature?

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can compare and contrast illustrations.

Mama Miti

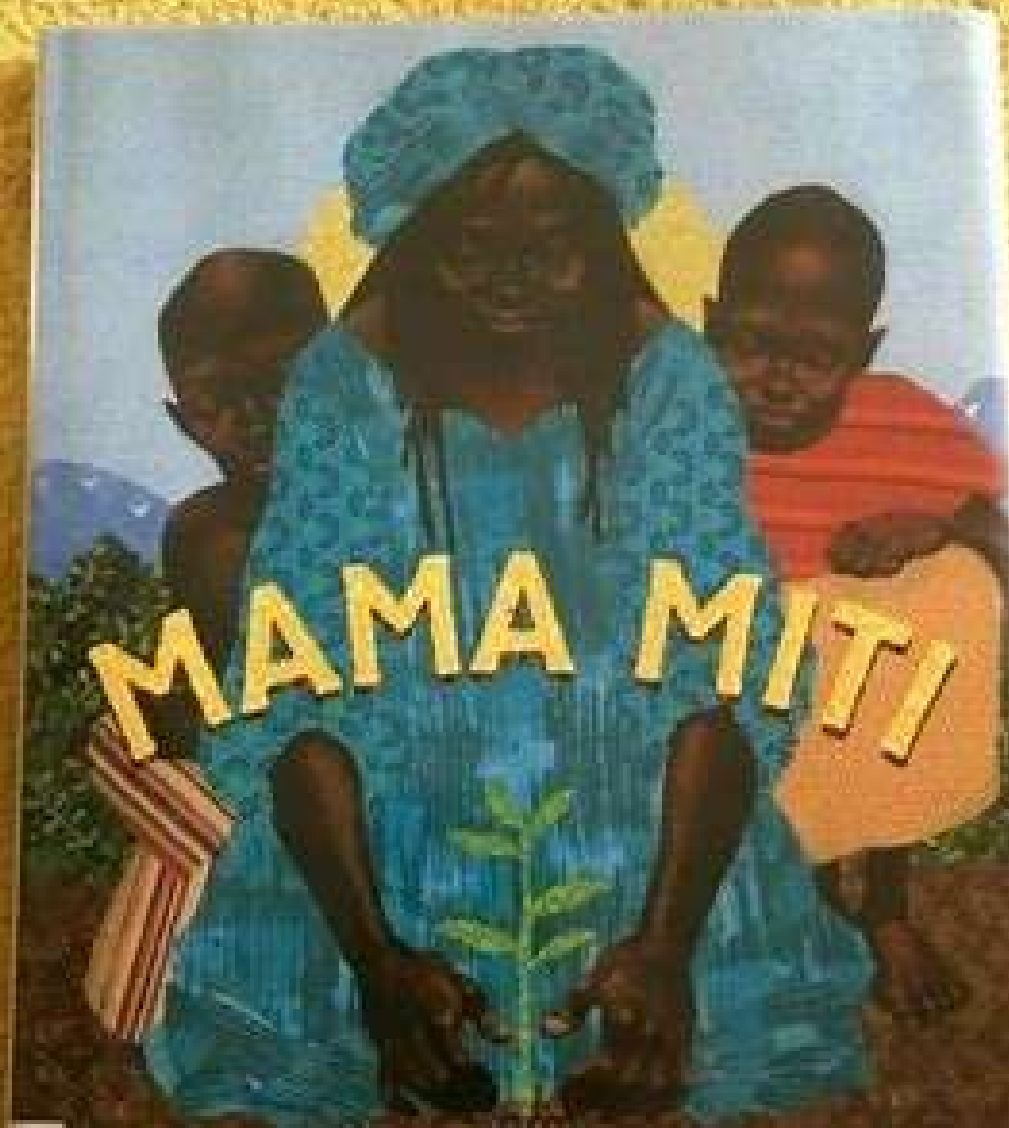
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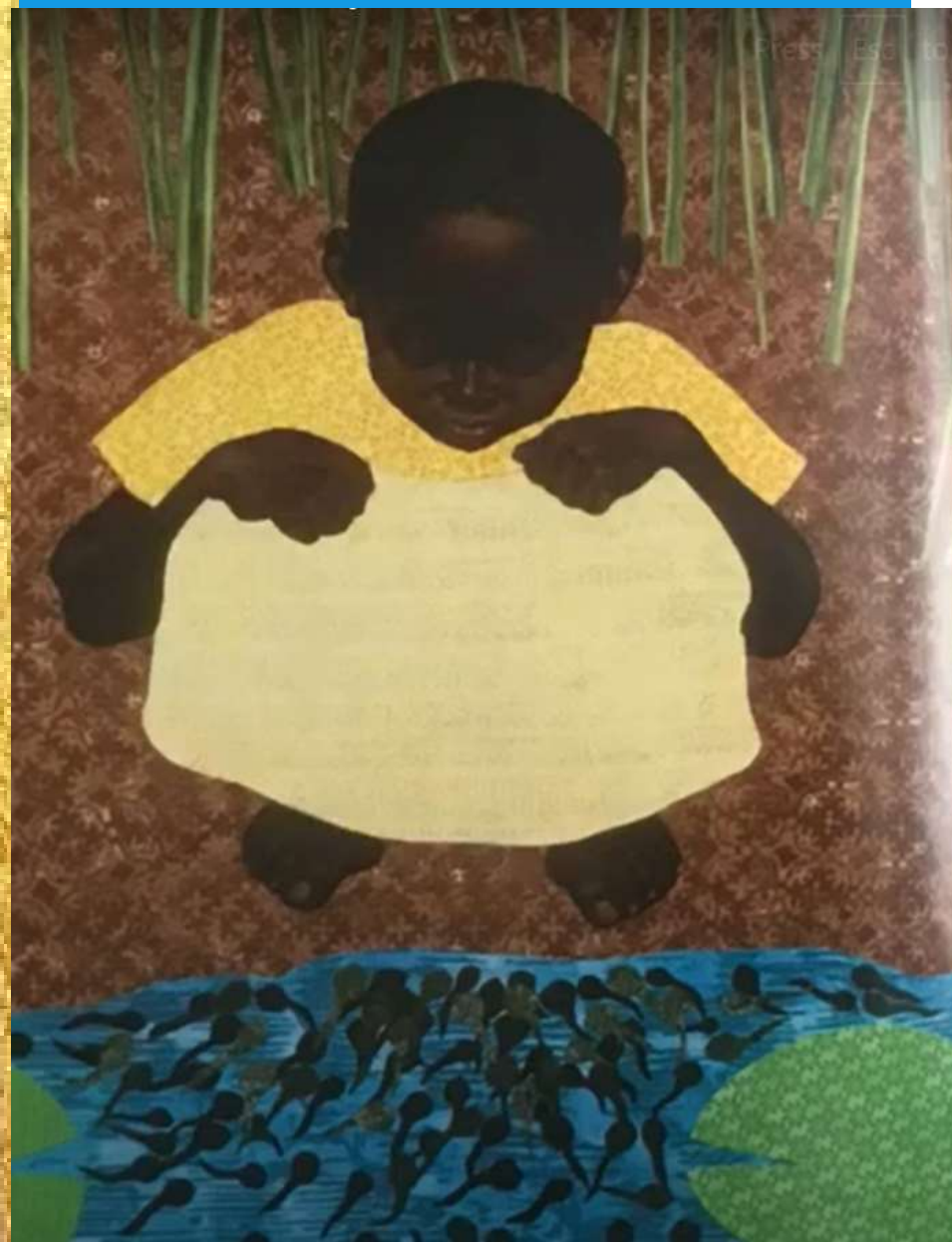
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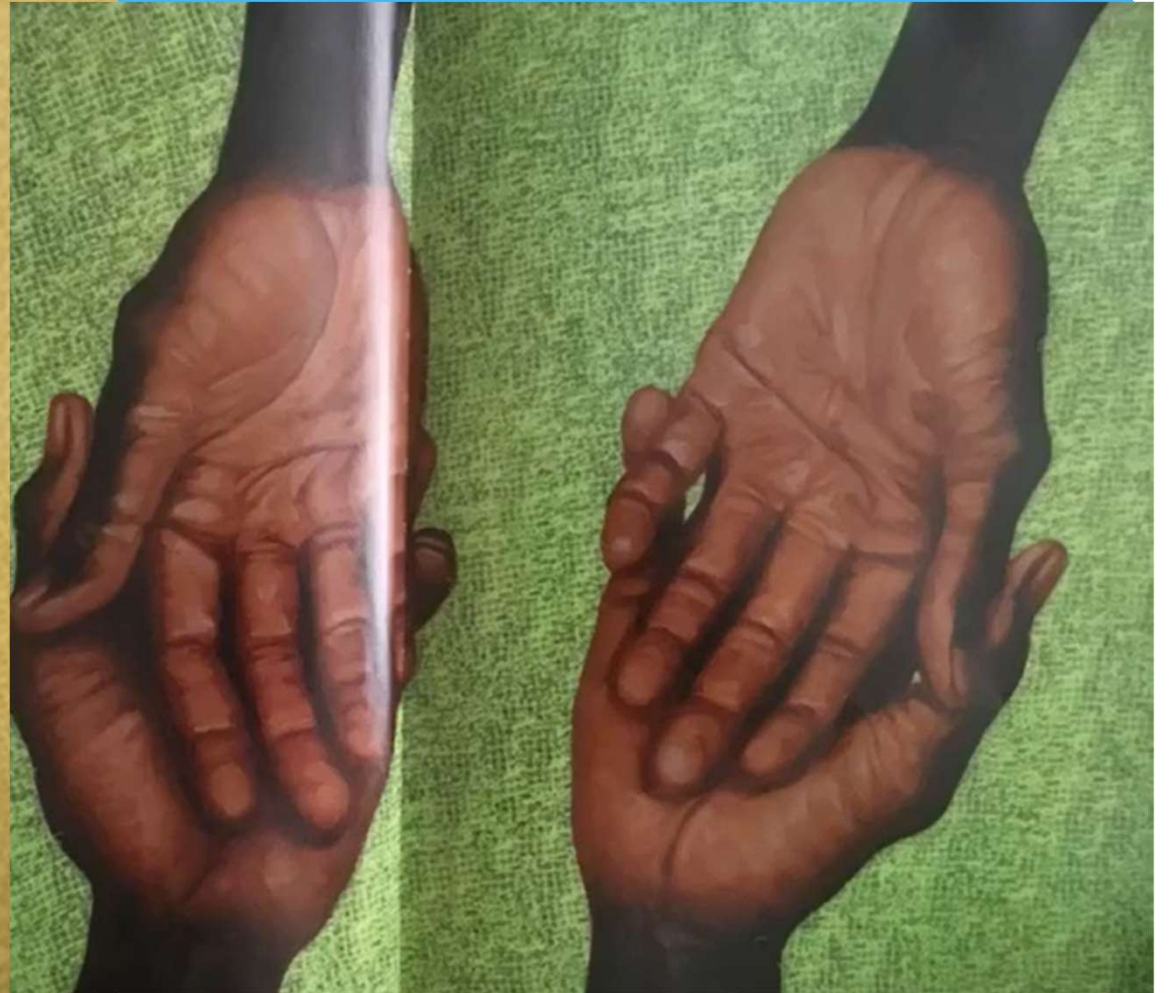
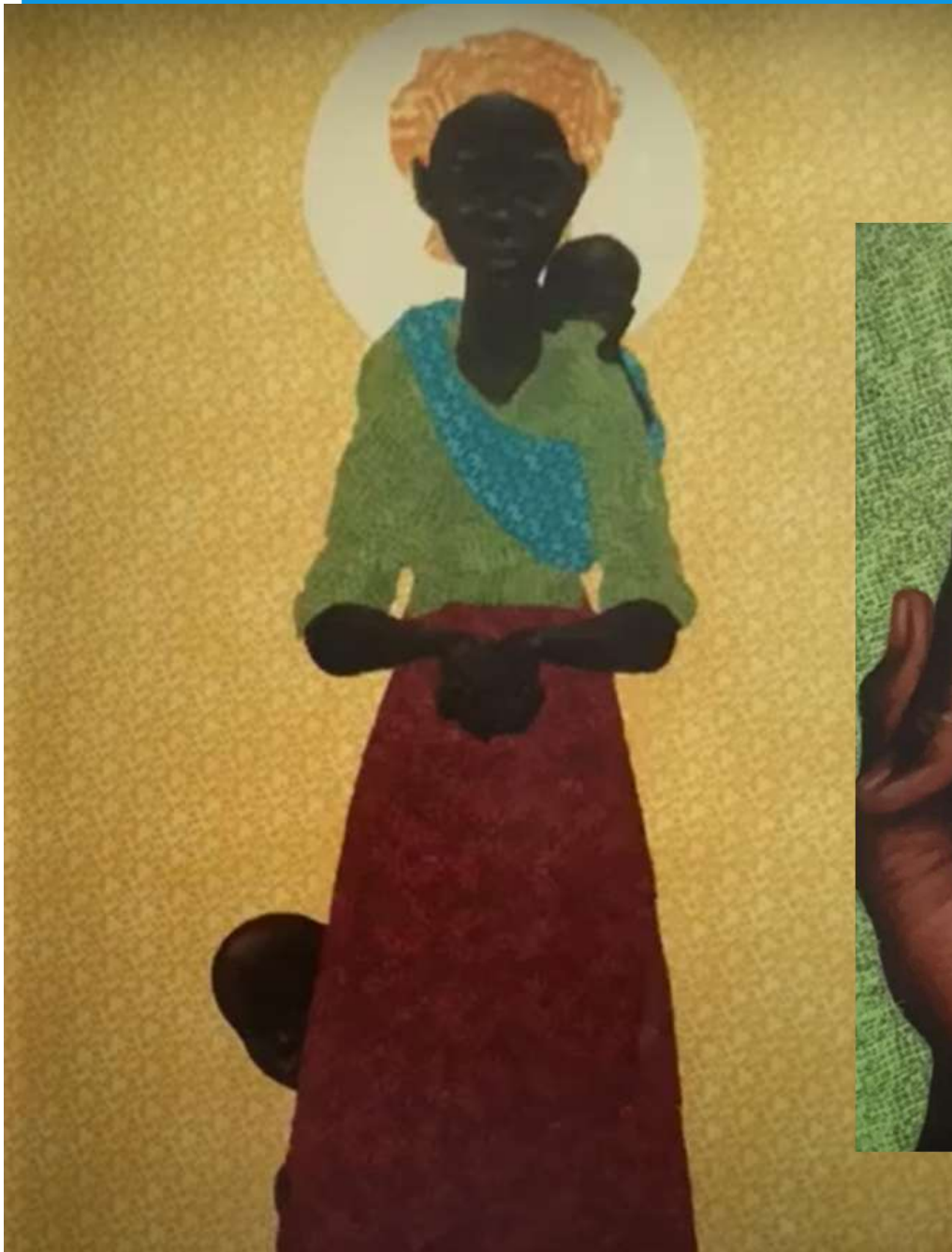
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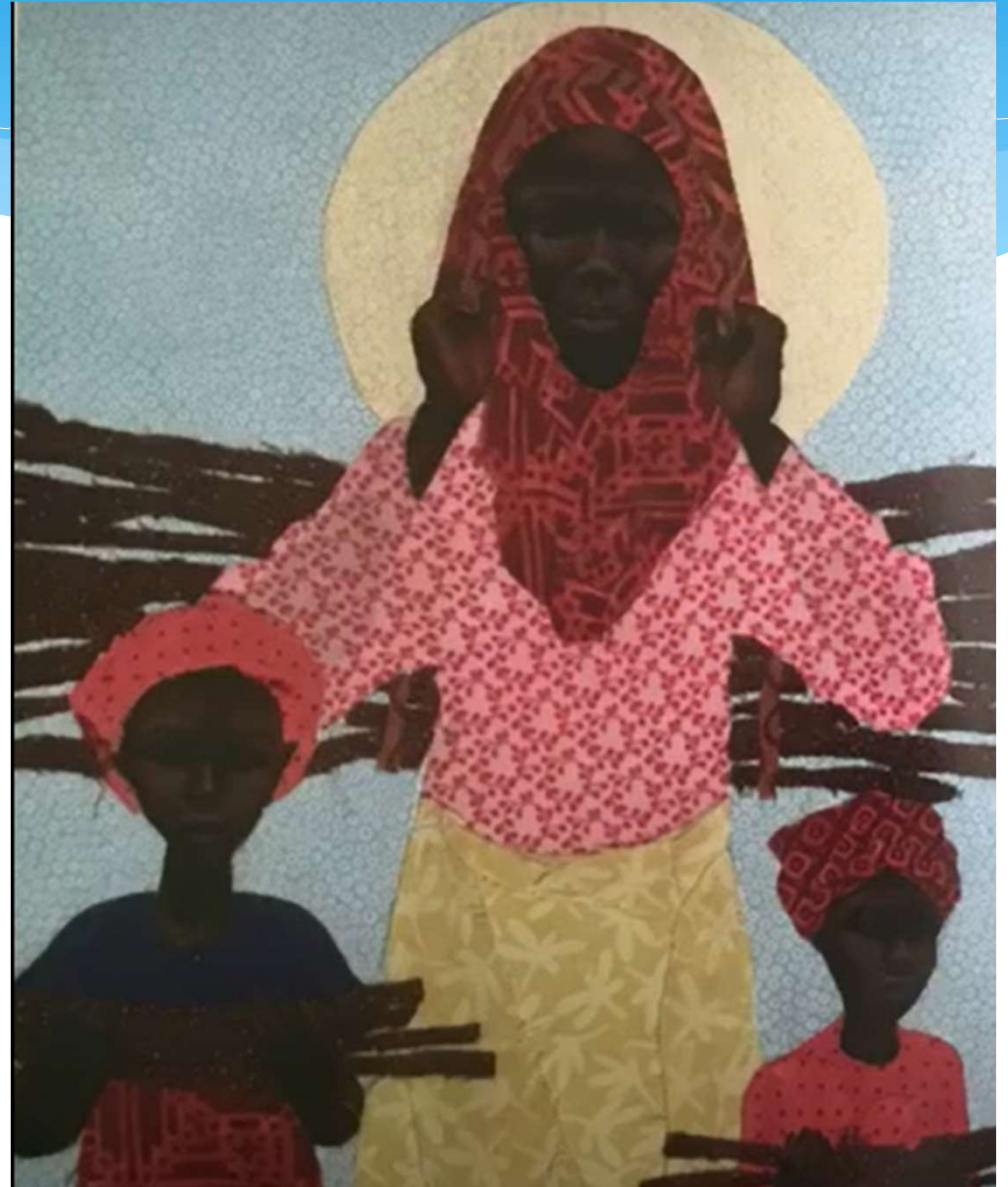
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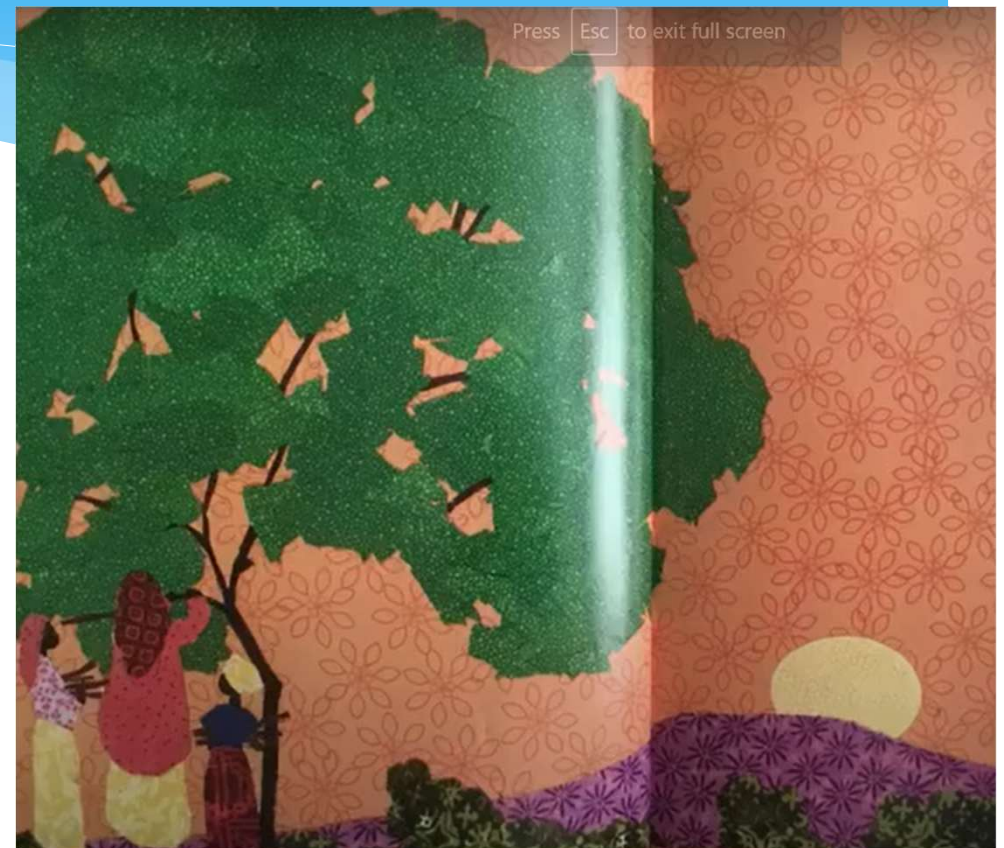


***Mama Miti: Wangari Maathai
and the Trees of Kenya***

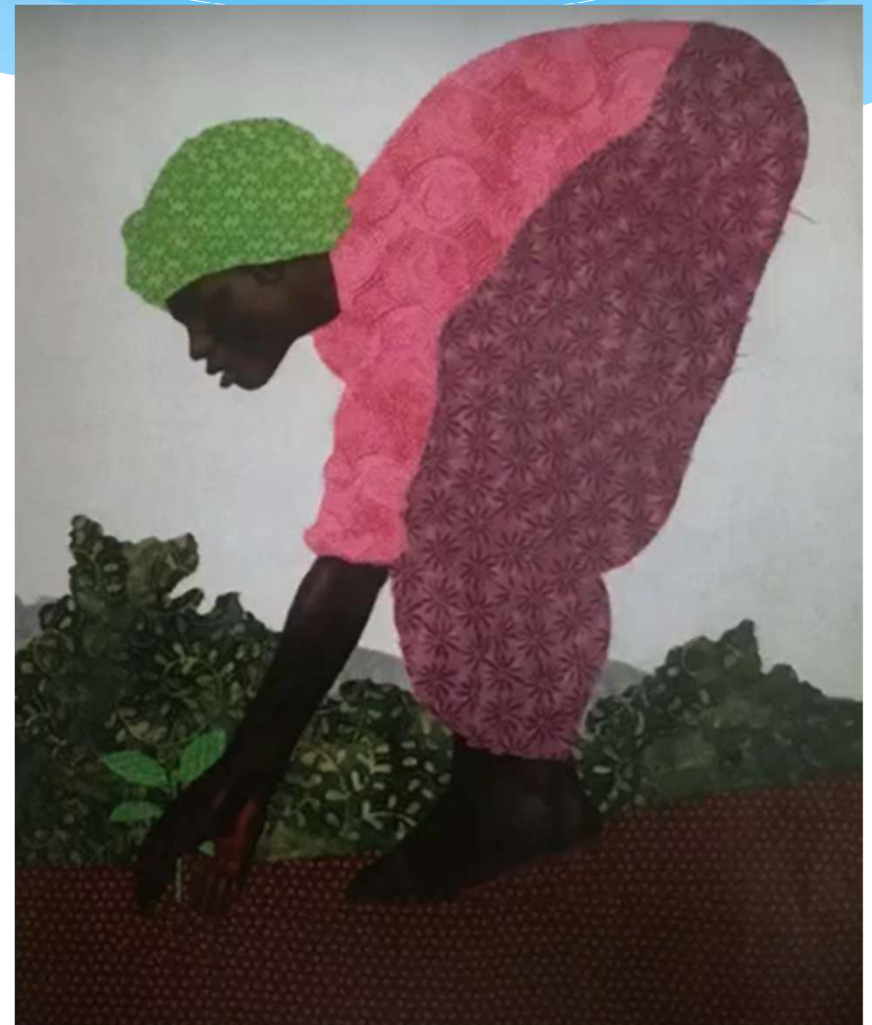
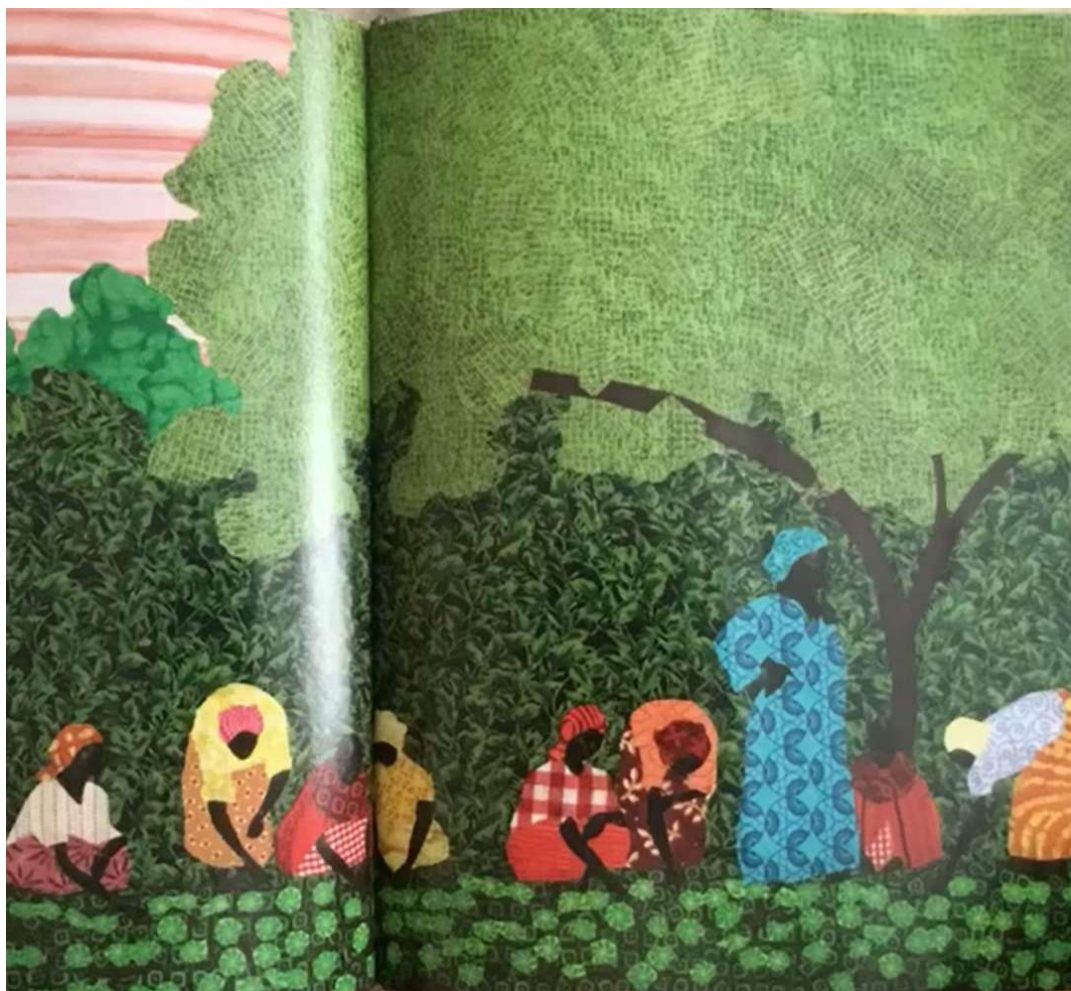




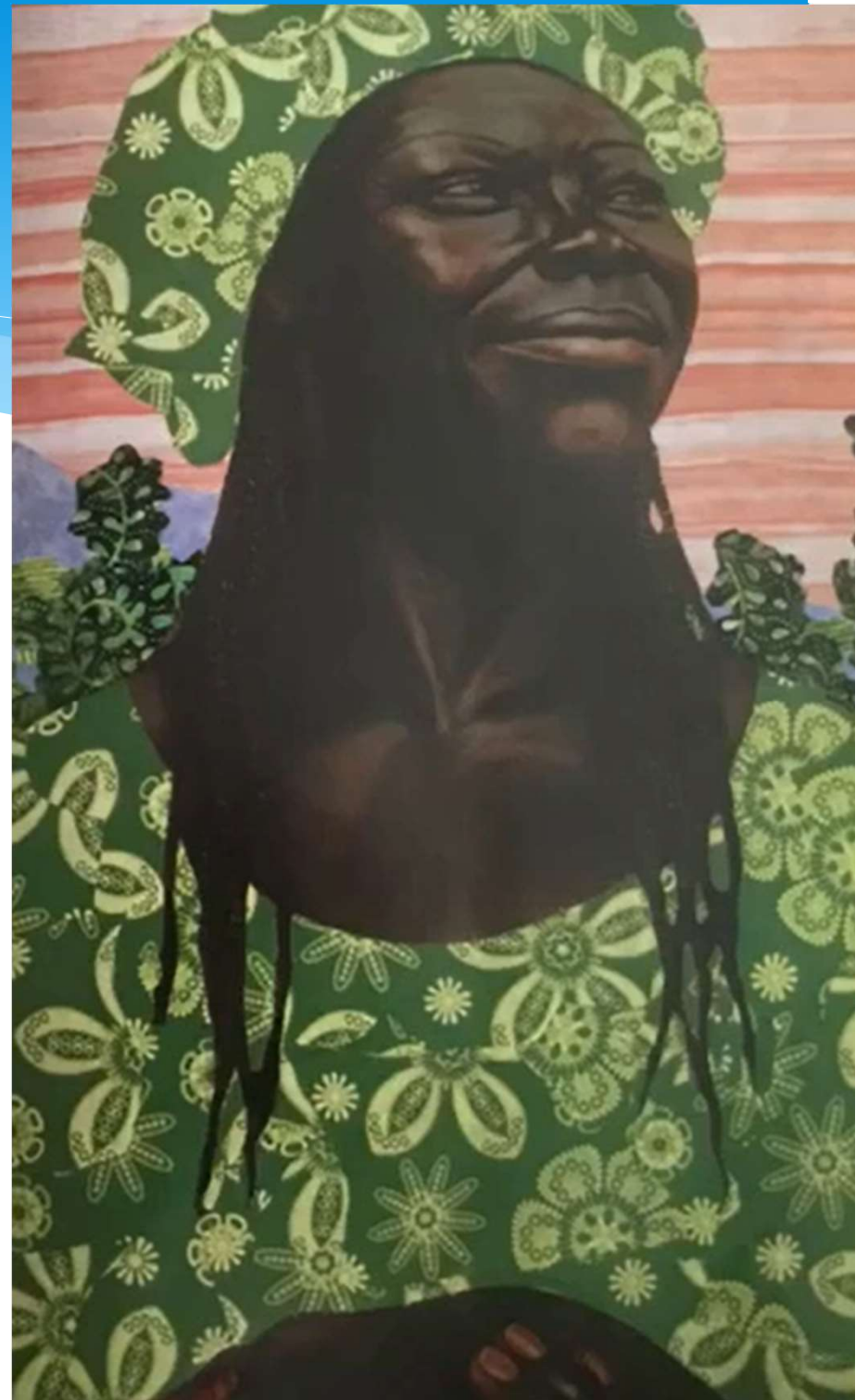
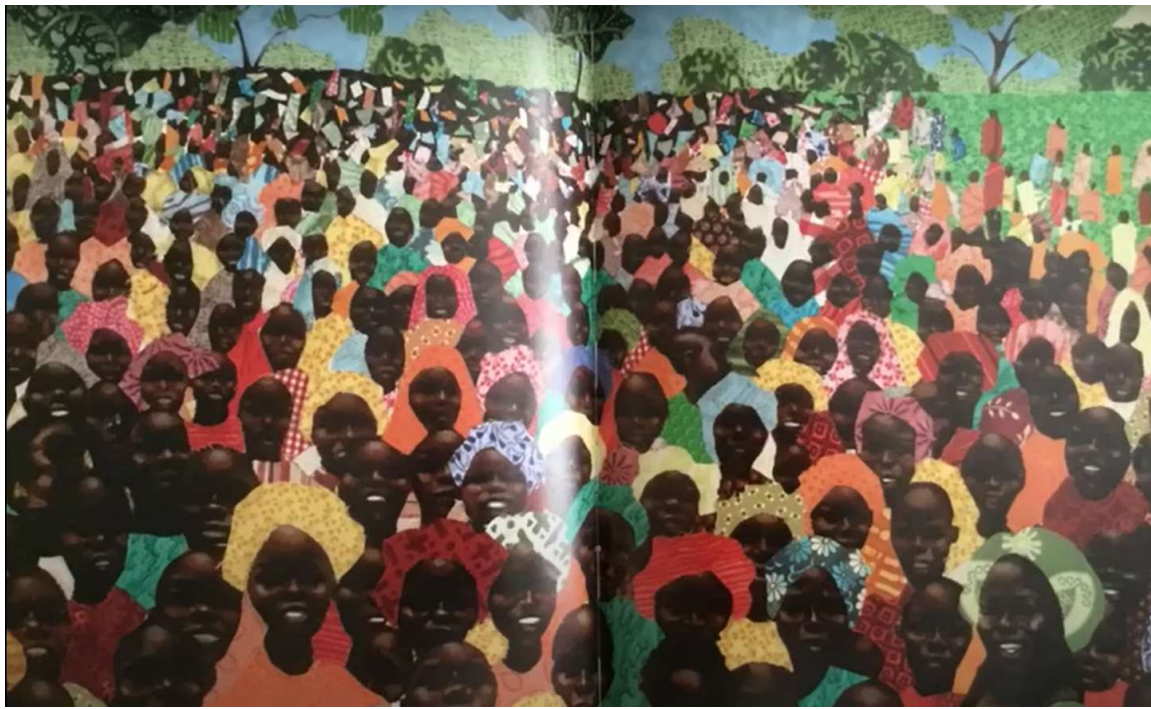








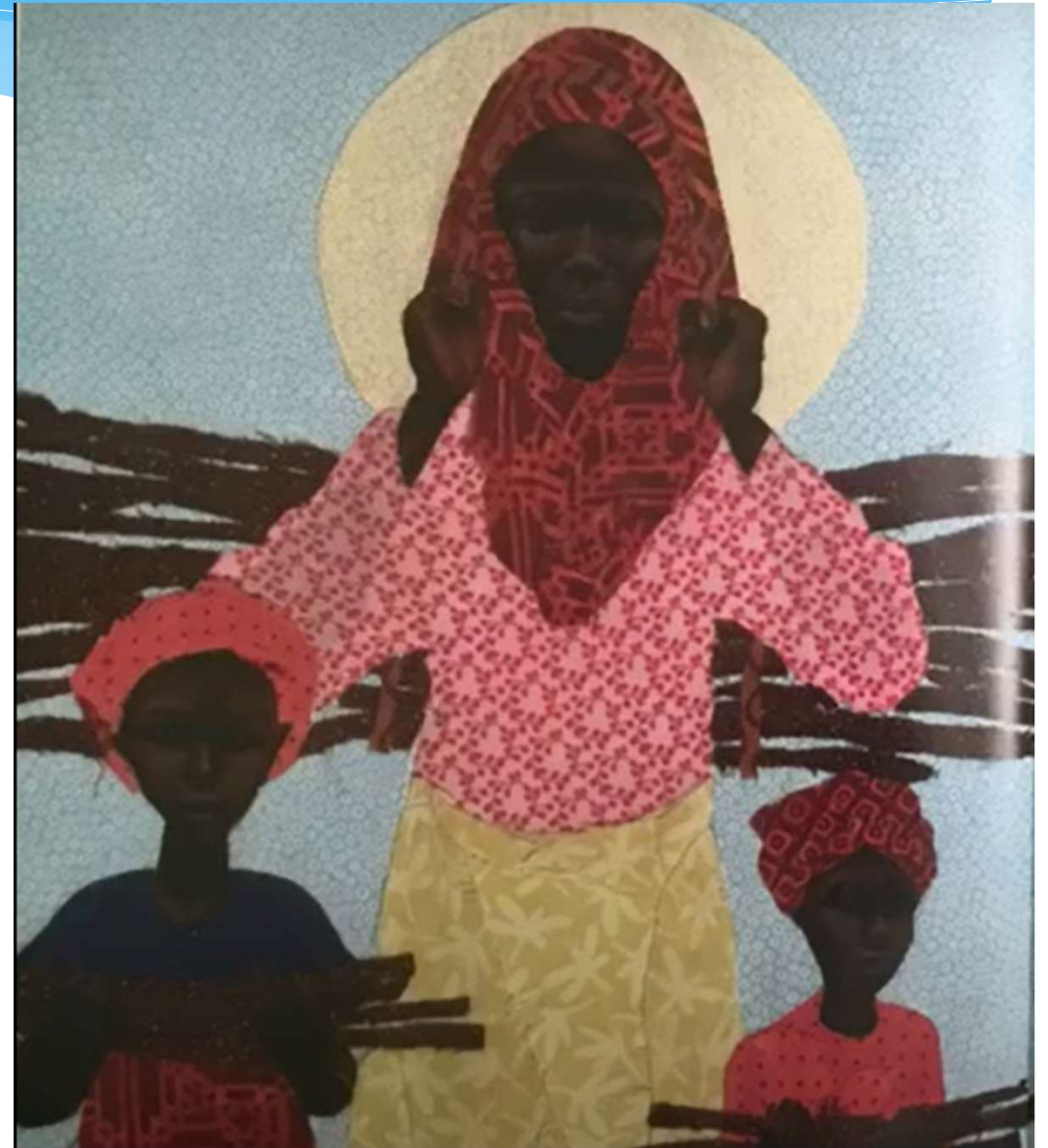
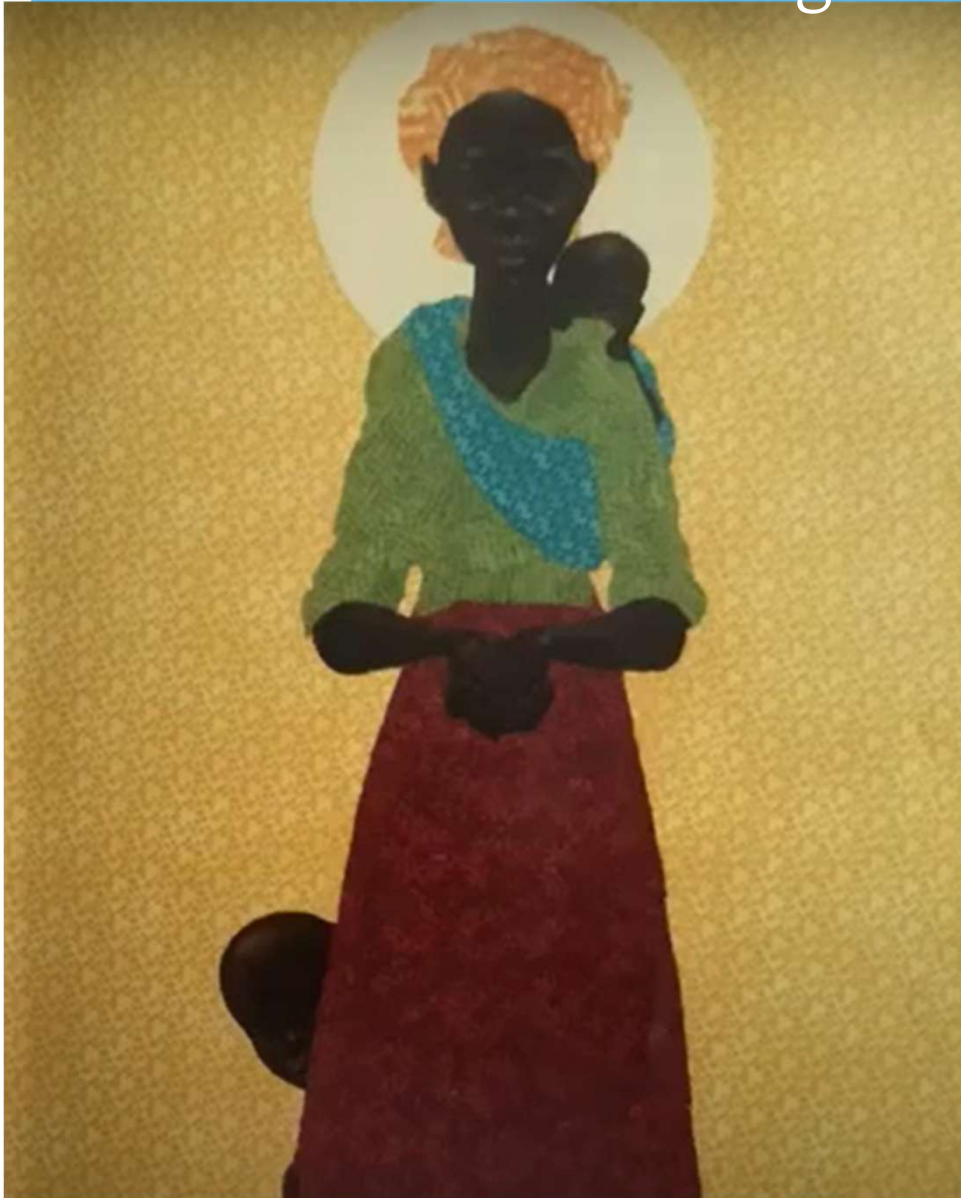




What solutions were given to these dilemmas?

- * “Our goats are starving.”
- * “My cows are sick.”
- * “Wild animals come in the night and
- * steal my chickens.”
- * “My home fell apart.”

What similarities and differences do you notice?
Consider the use of colour, the distinction in numbers of
people, proportion and composition?
What is the significance of these contrasts?



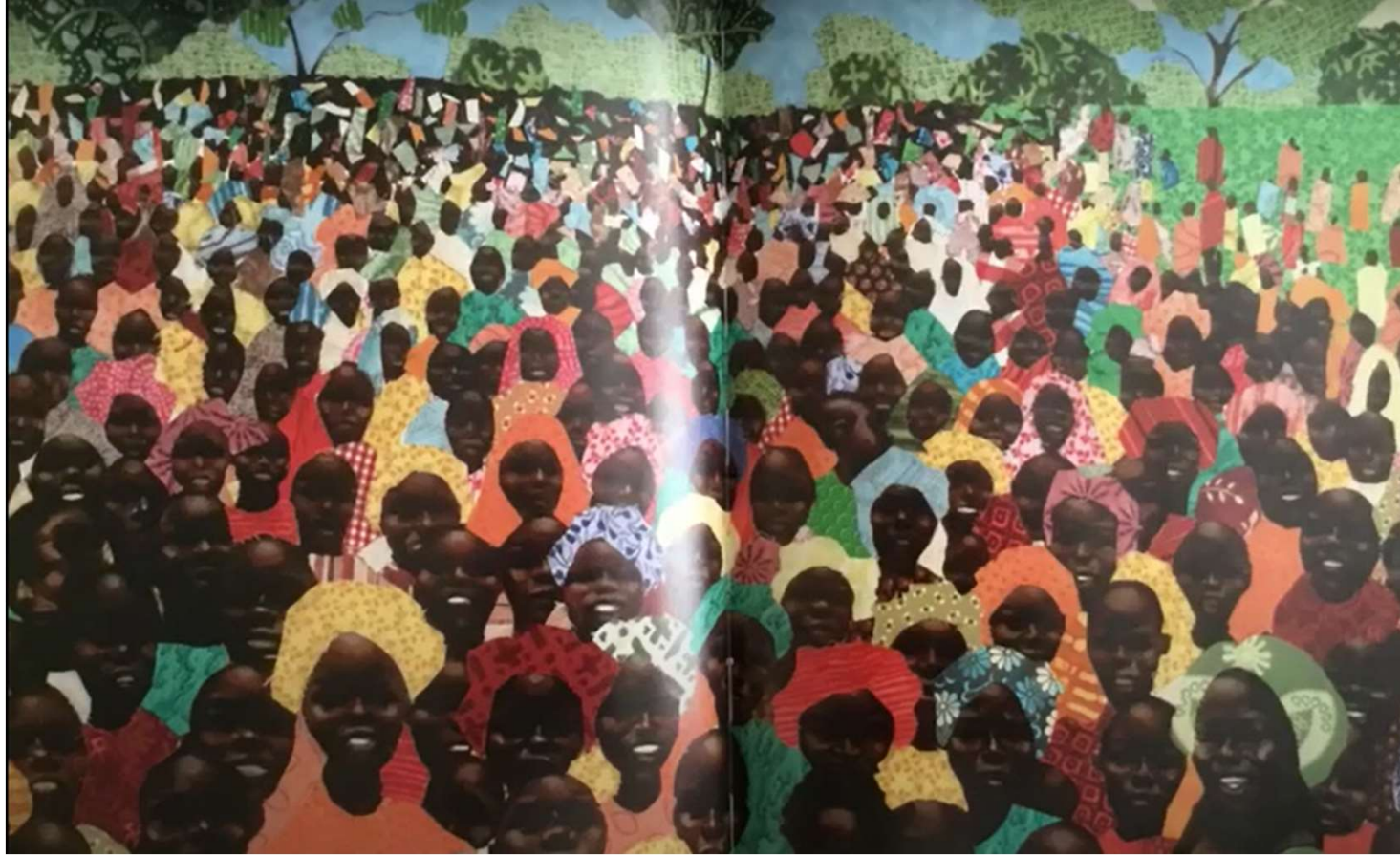
How did Kadir Nelson create the illustrations?

Kadir Nelson created the illustrations using a mixture of collaged African fabrics and oil paintings.

The brightly coloured and highly patterned fabrics create flat blocks on the page and contrast with the parts painted in oils, which appear three-dimensional and realistic.

The effect is a sense of the symbolic importance of the tale, its African roots, and the great strength and dignity of its characters.

In the illustration of the poor woman and her children, the woman's head is placed directly in front of the sun as though she has a halo, like a saint.



- What feelings does the image evoke?
- How do the expressions and body language differ from the individuals represented up to this point?
- How is the composition distinct? What impact does this have?
- Why might the illustrator have chosen to present the people in this way?
- Can you spot Wangari? What differences do you note about her appearance and what might this symbolise or suggest?
- What is the symbolic significance of the use of colour, size, proportion, body language, posture, facial expression and the direction in which Wangari faces at different points in the story?

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can create illustrations in the style of Kadir Nelson.

Mama Miti

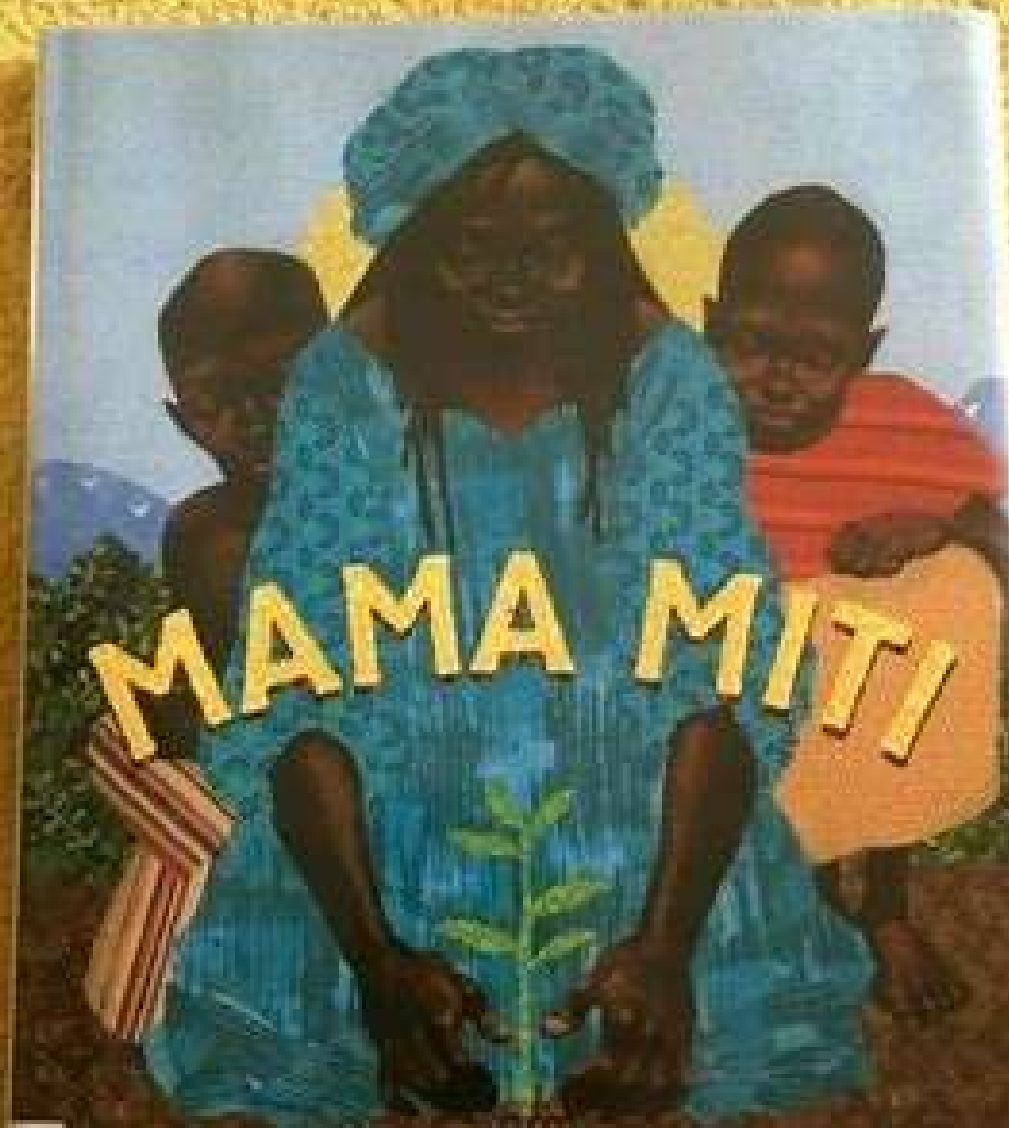
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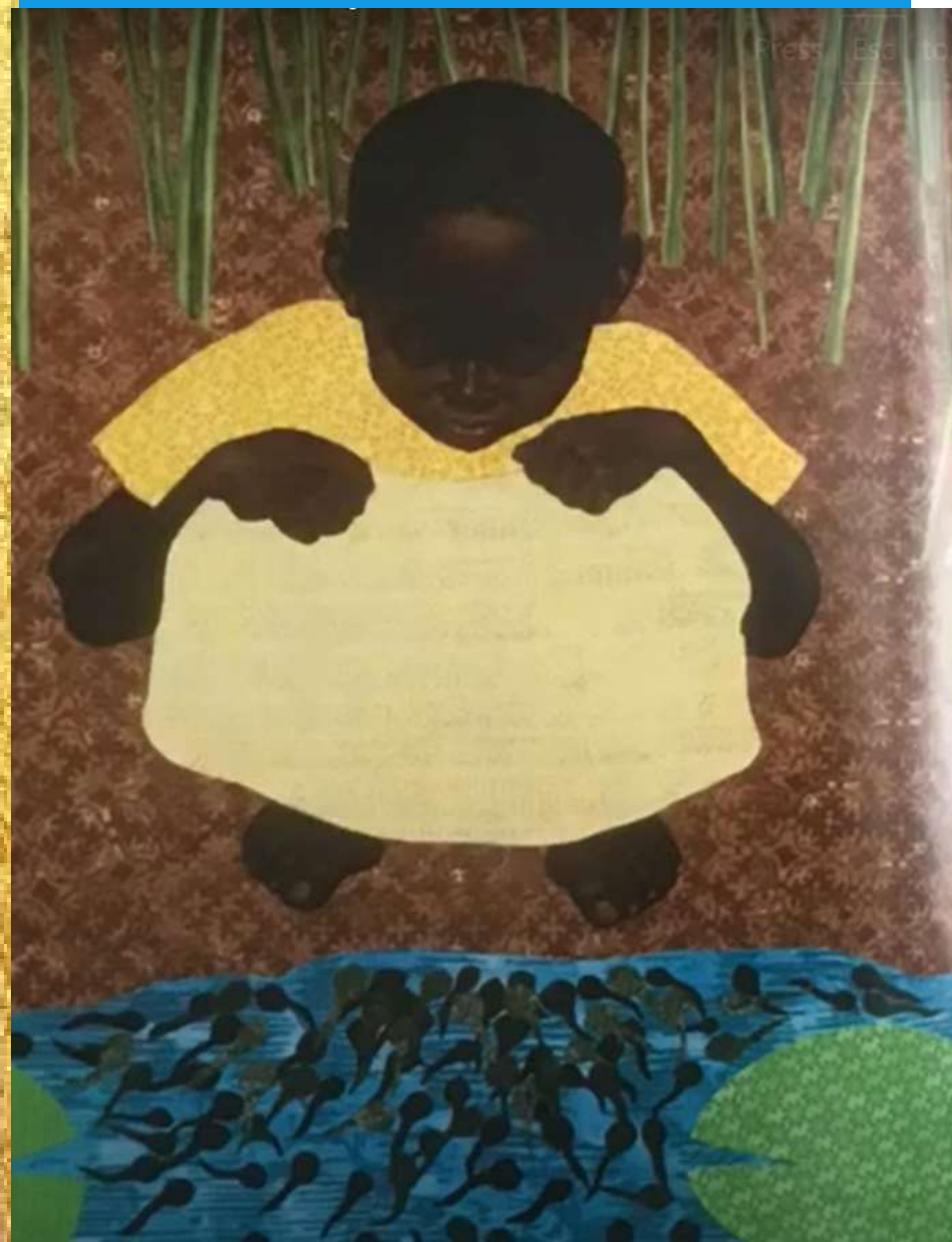
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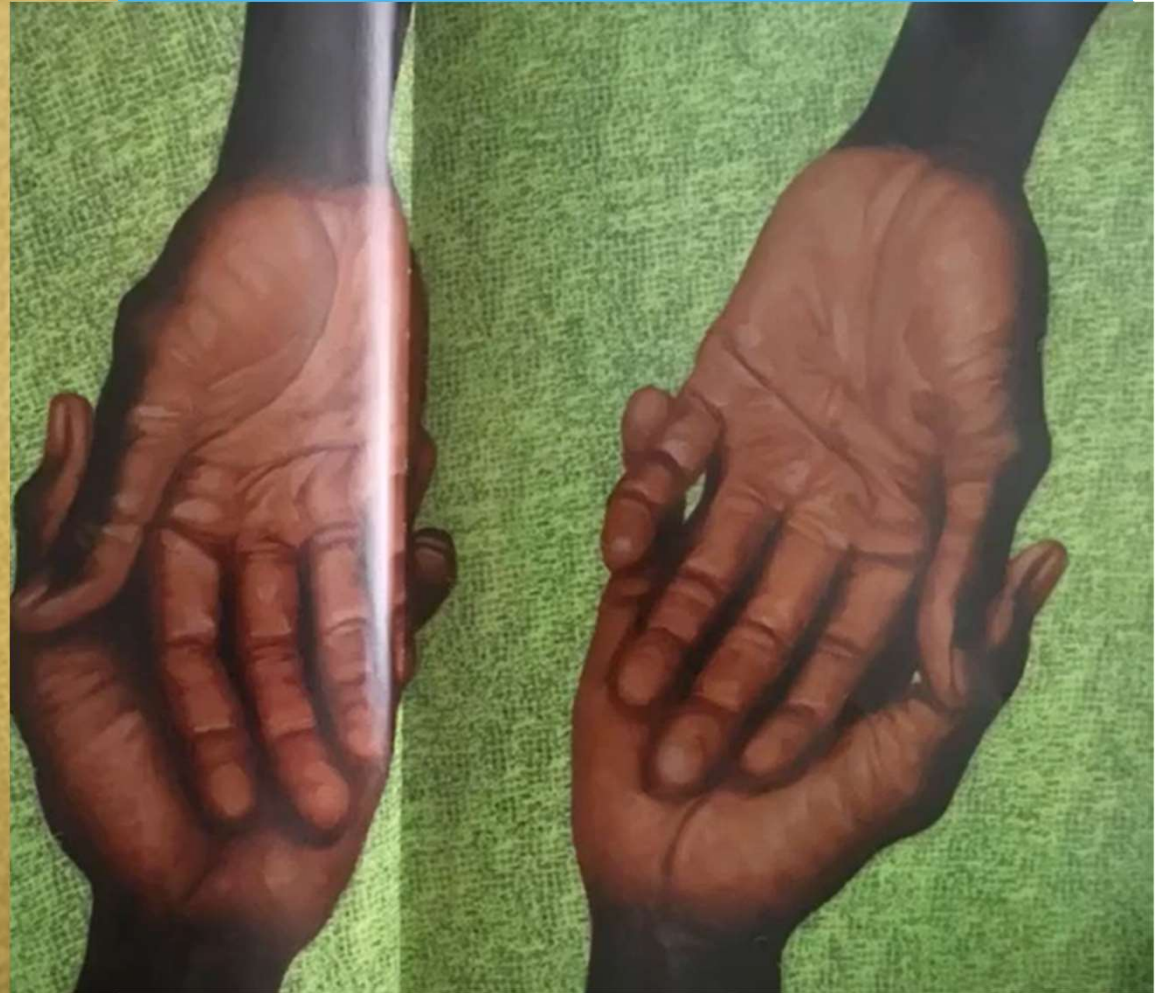
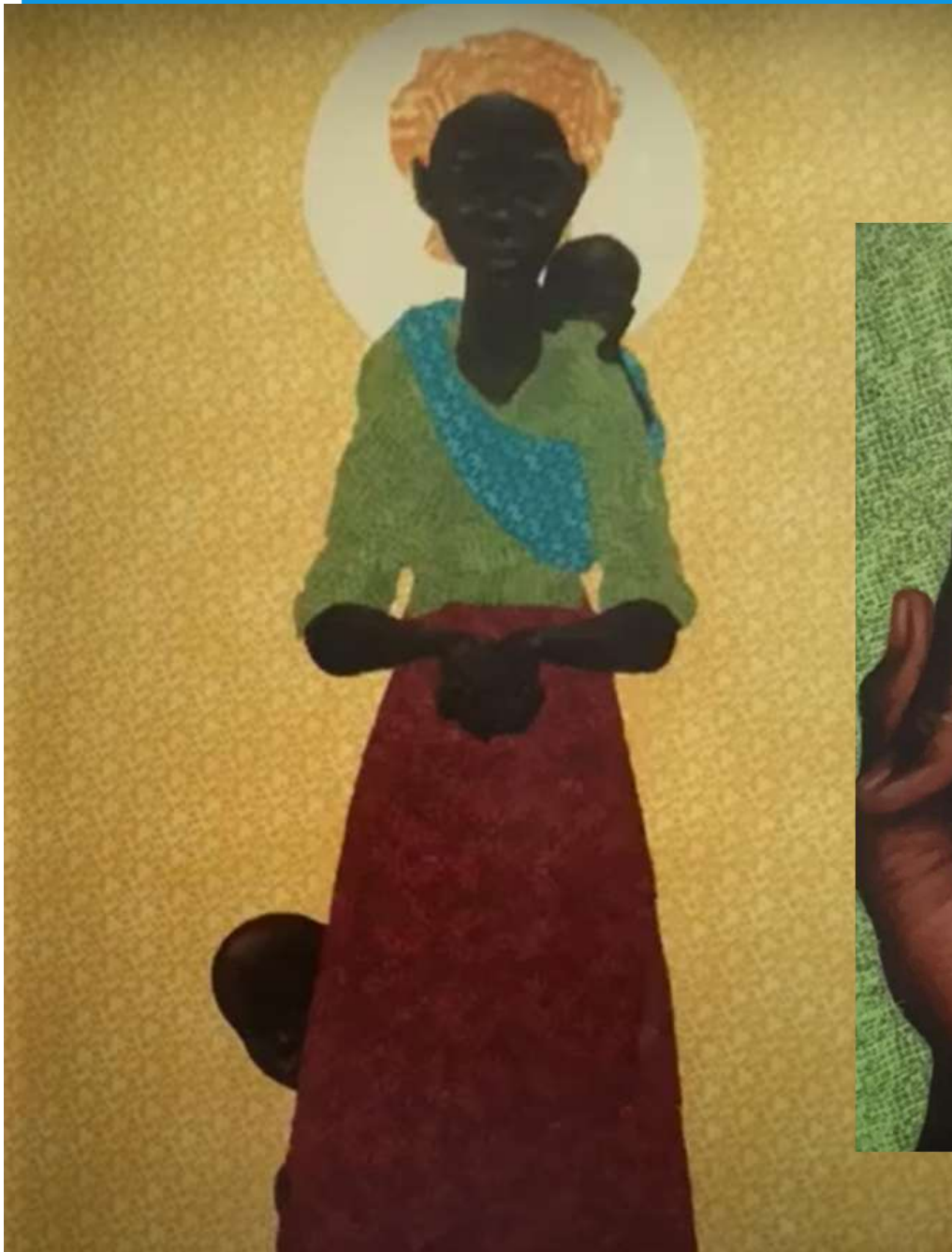
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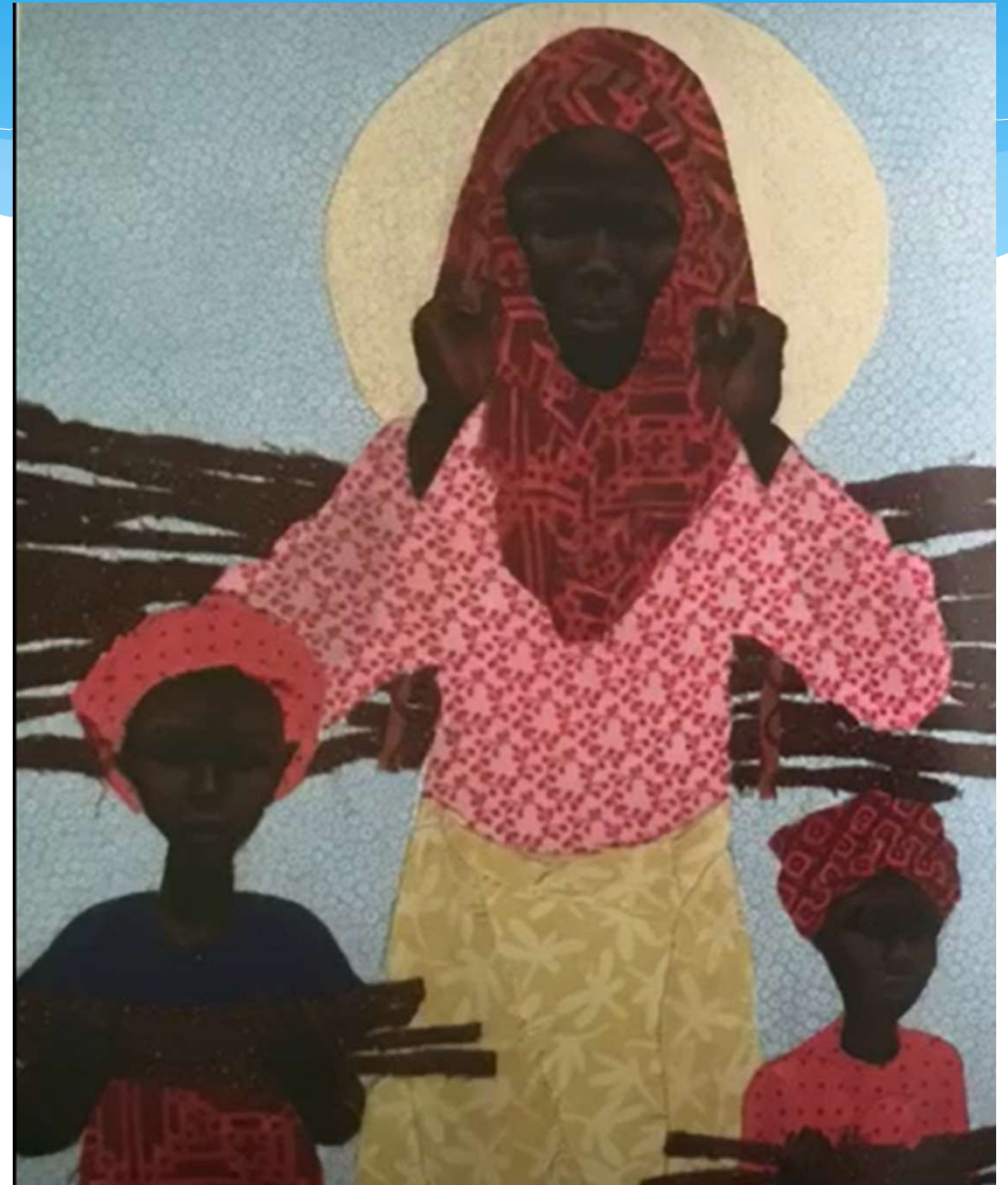
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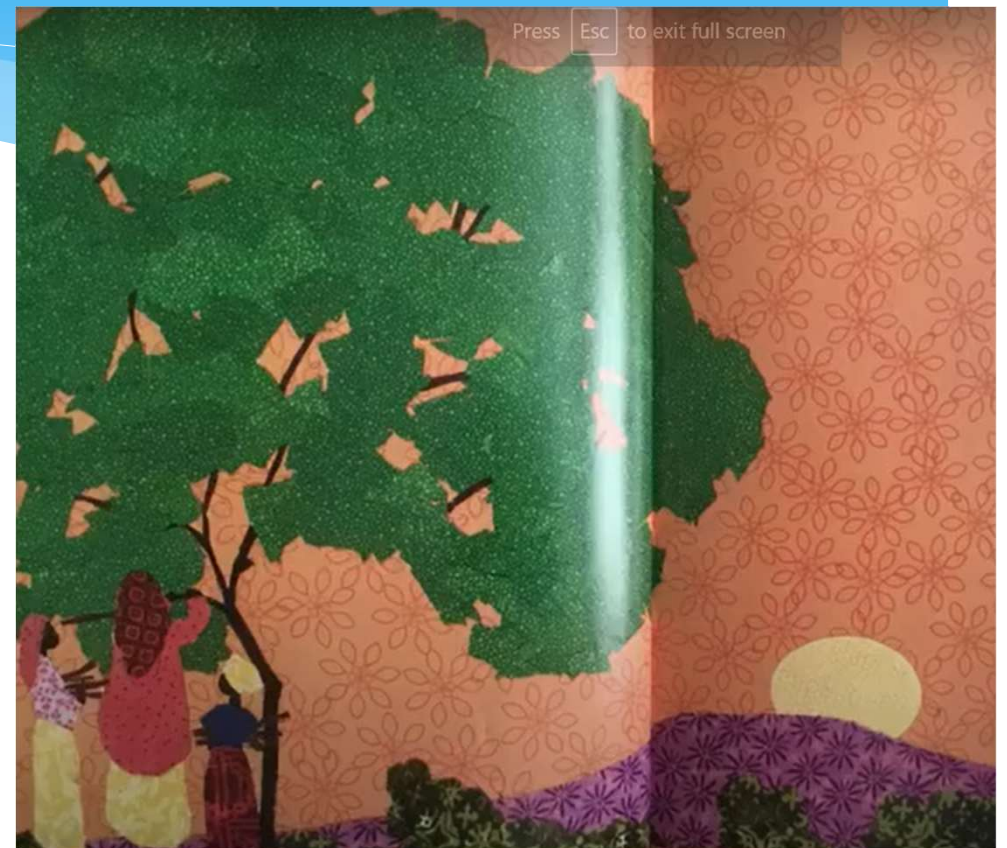


*Mama Miti: Wangari Maathai
and the Trees of Kenya*

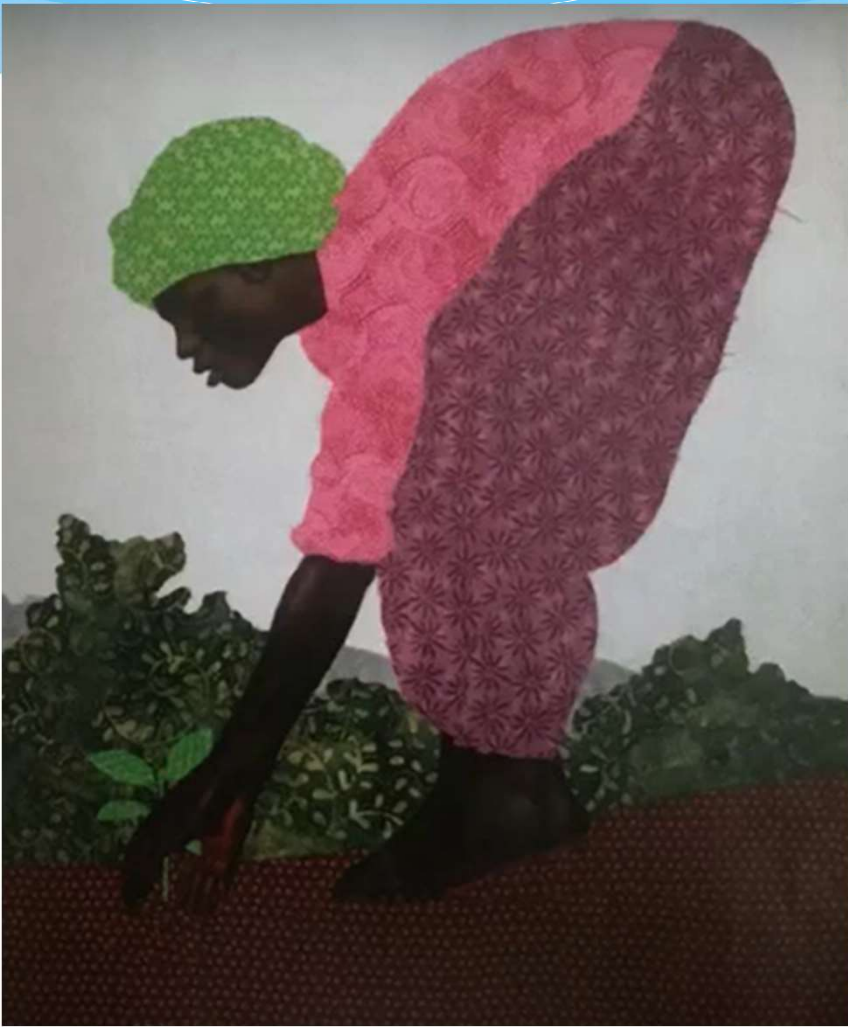
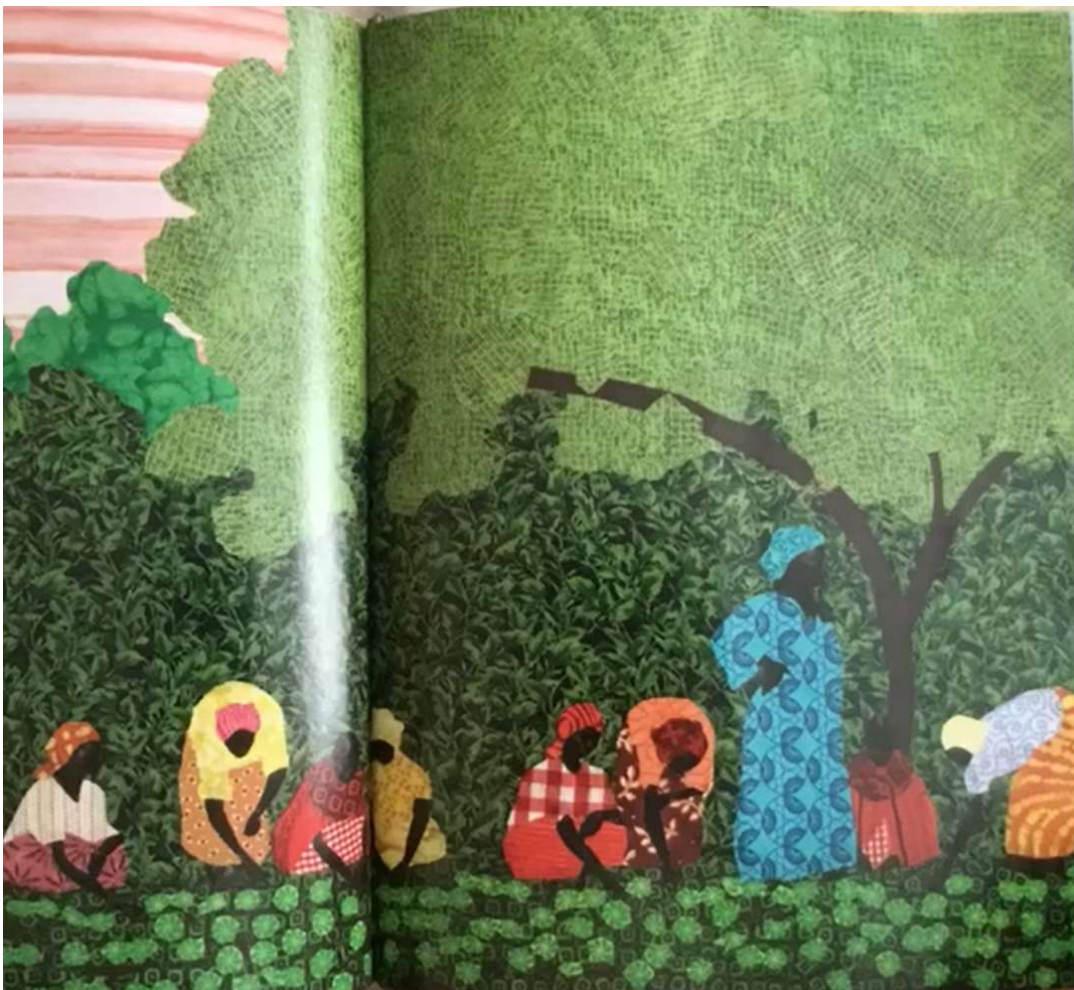


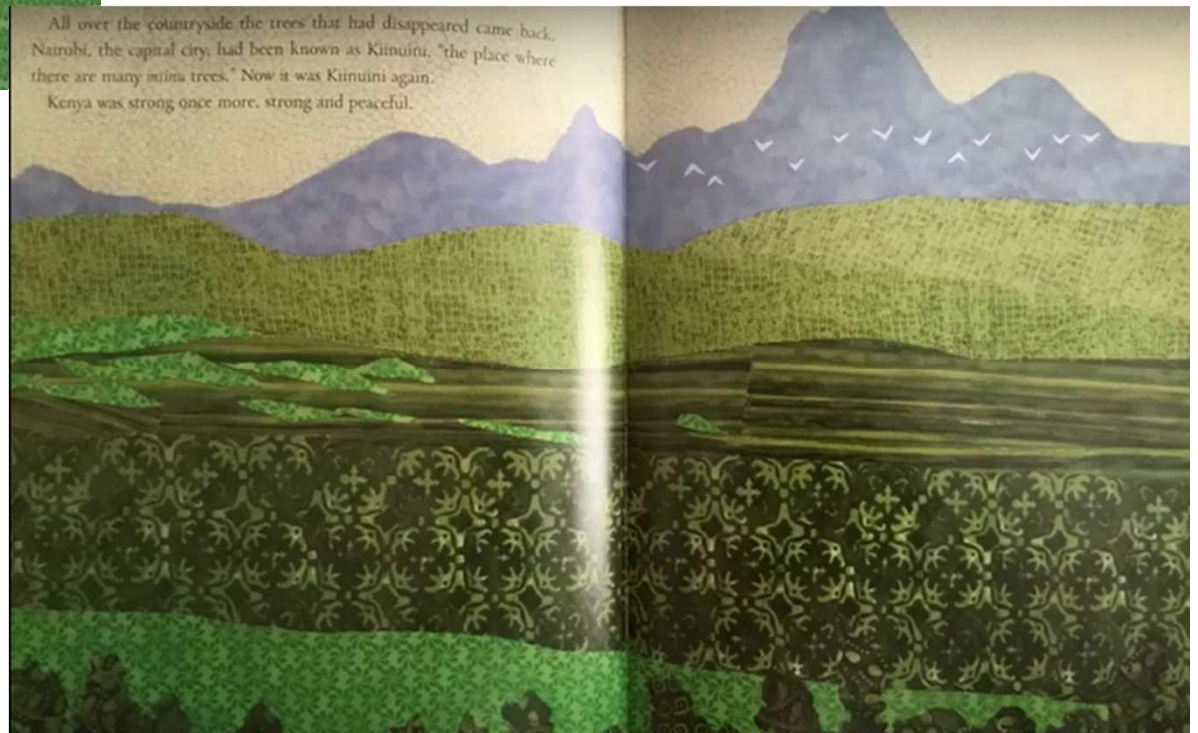




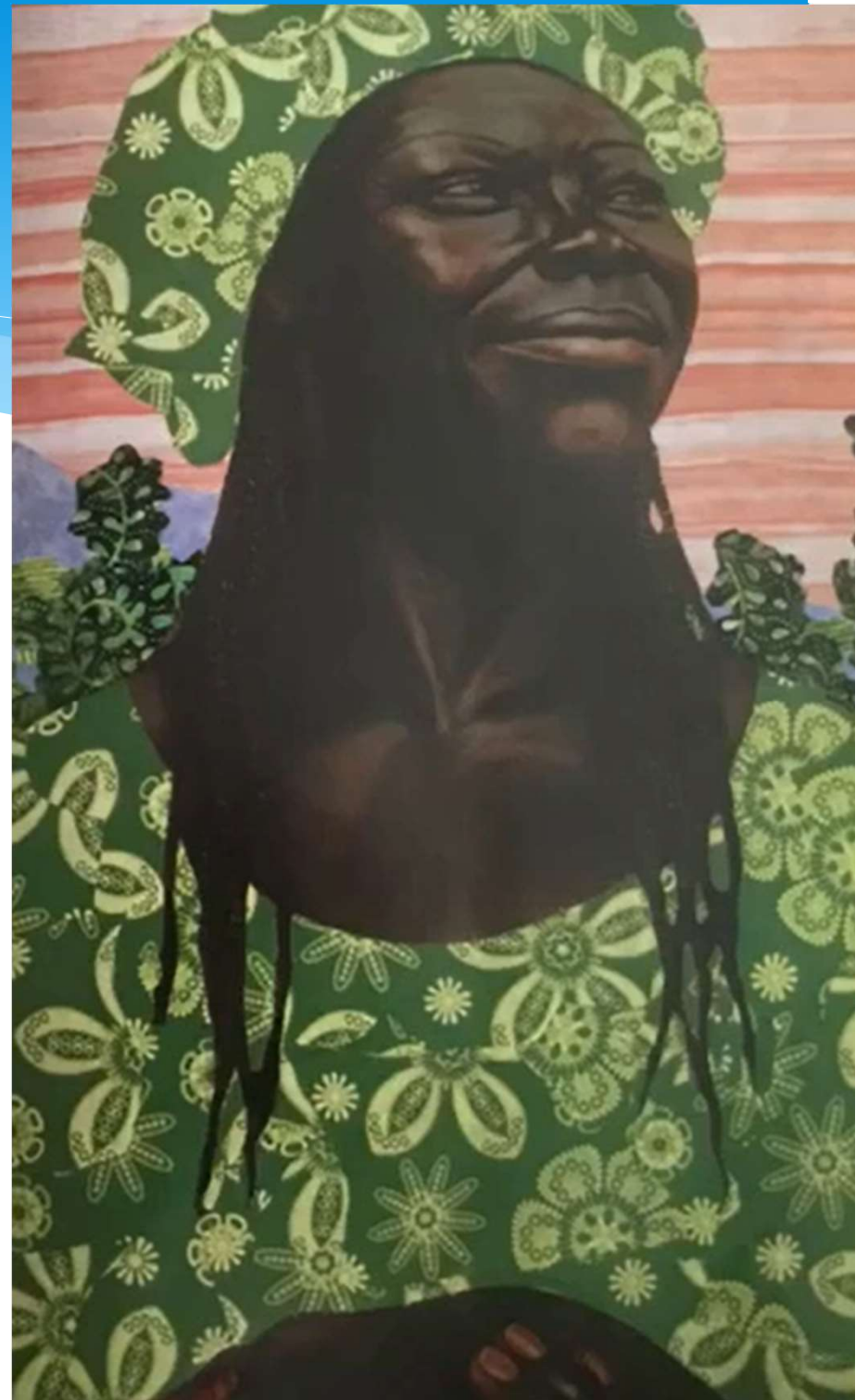
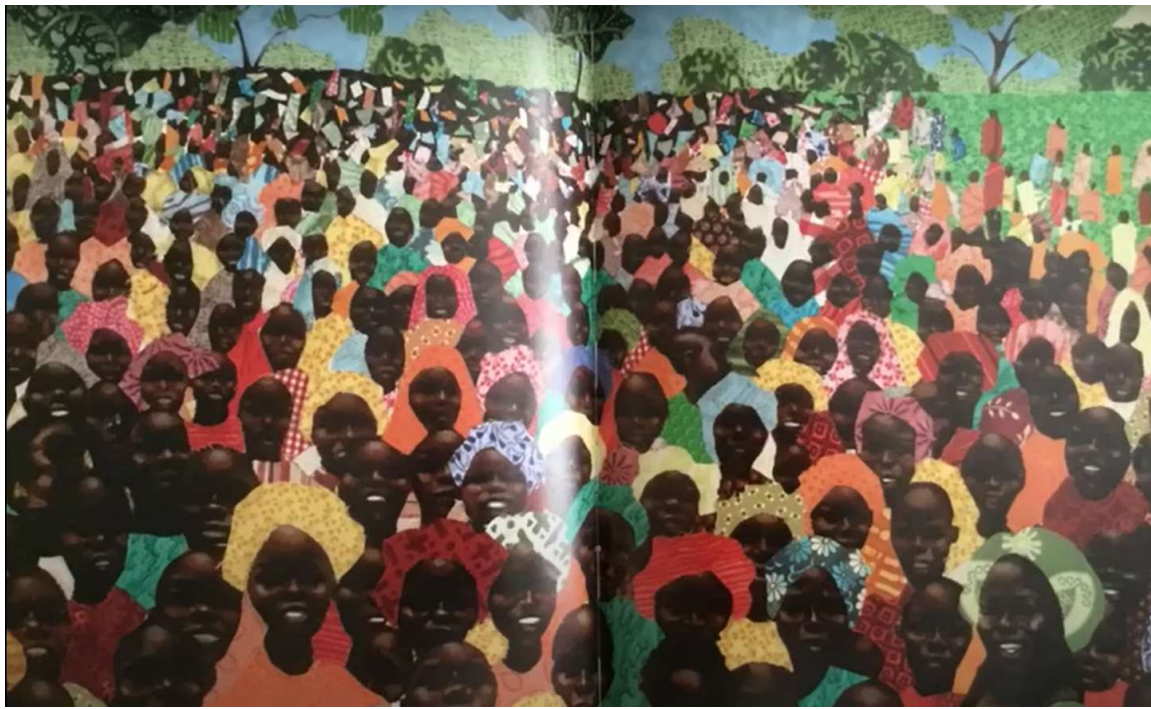




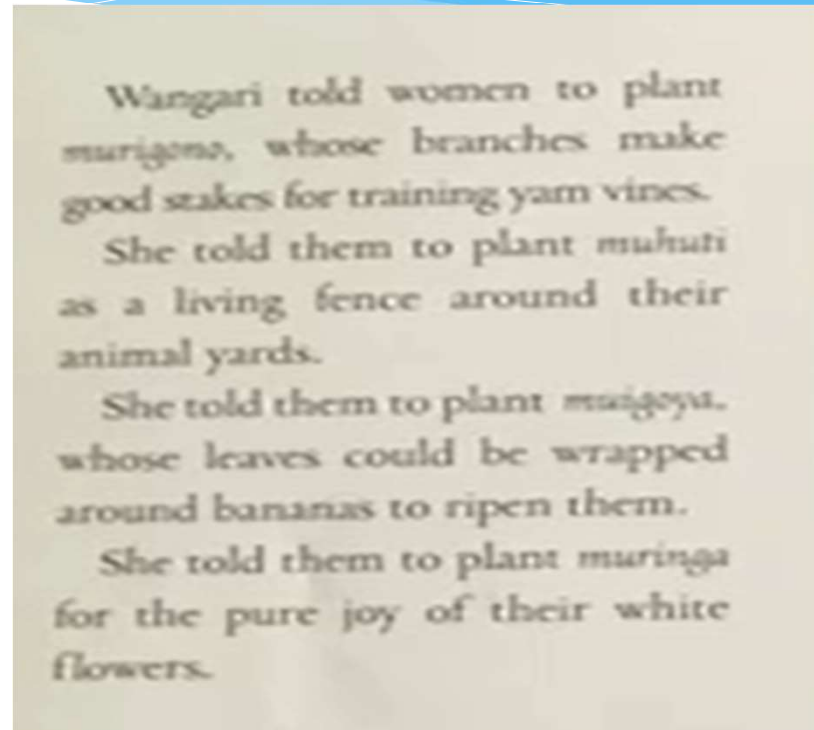




All over the countryside the trees that had disappeared came back.
Nairobi, the capital city, had been known as Kiinuini, "the place where
there are many miini trees." Now it was Kiinuini again.
Kenya was strong once more, strong and peaceful.



Using fabrics and oils, create your own illustration in this style for one of the woman coming to ask for help.



“African culture is rich with textiles and color, and I felt it essential that the artwork reflect an aesthetic of both East Africa and my own work.”

Kadir Nelson

Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise and understand proverbs.

Mama Miti

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As a little girl, Wangari grew up listening to the sacred stories of the mugumo tree. She loved and respected trees, so when she moved to the city for work, she planted trees in her back garden to refresh her body and spirit. All around her she noticed that trees were becoming sparse as land was being used more and more for other things.

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Proverbs

DEFINITION

- A ***proverb*** is a short well-known supposedly wise, saying, usually in simple language.
- *Proverbs* contain truth, common sense, experience and wisdom, and they are indisputable.

PROVERBS

**A picture is worth a
thousand words**

*(An image can tell a story
better than words)*

**All good things must
come to an end**

*(Everything ends; good
times don't last forever)*

**Actions speak louder
than words**

*(What you do is more
important than what you say)*

**Beauty is in the eye of
the beholder**

*(What is "beautiful" is
different for each person)*

A chain is only as strong as its weakest link.



A team or group is only as strong as its weakest member. If a person is not performing in a group, the whole group will suffer.

A picture is worth a thousand words.



A picture or photograph can often convey a message in a more empathetic way than just words.

Absence makes the heart grow fonder.



People have a tendency to think more often about someone who is away from them, making them feel fonder of the other person.

Kenyan Proverbs...

- A man who uses force is afraid of reasoning.
- Peace is costly but it is worth the expense.
- He who refuses to obey cannot command.
- A leader who does not take advice is not a leader.

Discuss what you think the meaning is behind each of these proverbs.

What do these mean?

Bantu Proverb

- Patience is the mother of a beautiful child.

Congolese Proverb

- A single bracelet does not jingle.

African Proverbs

- If you want to go quickly, go alone. If you want to go far, go together.
- A single stick may smoke, but it will not burn.
- However long the night, the dawn will break.

Think about our story of Mama Miti, write your own proverbs to explain the meaning behind the story.



Week 2 Friday

- * Learning Outcome / Objective
- * I can use new vocabulary correctly in context.

Mama Miti

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Vocabulary

*0



huge salt lick

mineral rocks

sacred

connected with god



sparse

thinly dispersed or scattered



seedlings

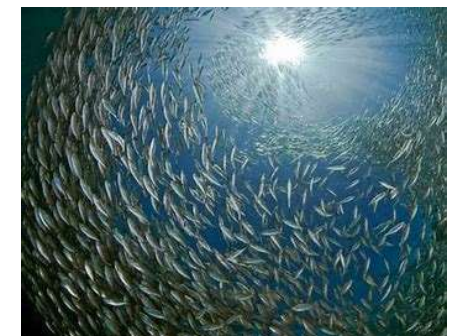
a young plant

spirit

a quality mood or attitude

teeming

full of things and crowded



Week 3 Monday

- * Learning Outcome / Objective
- * I can understand cohesive devices.

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Cohesion

- * Linking ideas within sentence.

E.g. Bob went for a walk with his dog and **they** had fun.

We know that the 'they' refers to Bob and his dog.

If we were to repeat the nouns it would be clumsy.

Using the pronoun 'they' is a form of cohesion.

Cohesion

- * Linking ideas across sentences.

E.g. Sam hated shopping and leaving the house. **She** rarely bought anything if it wasn't online.

We know that the 'she' refers to Sam as that could be the only person linked from the previous sentence.

If we were to repeat the noun 'Sam', it would be clumsy.

Using the pronoun 'she' is a form of cohesion.

Cohesion

- * Linking ideas across paragraphs.

E.g.

Dogs can be fun. They enjoy running around. They need plenty of exercise.

A form of exercise for dogs could include going to the park. This give them fresh air and somewhere safe to stretch their legs.

The repetition of the word 'exercise' allows the reader to link ideas from the last sentence of one paragraph to the next sentence of the new paragraph.

Mama Miti – find the cohesion used.

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Week 3 Tuesday

- * Learning Outcome / Objective
- * I can adapt a model text with ideas.

Planning

As a class decide on your own version of Mama Miti.

Who could it be about?

Where could it be set?

What could be given to change the world?

As a class, draw pictures to show each section and make notes on what could be written.

Opening

Build up

Problem

Resolution

Ending

Shared writing

- * From plan, using the model text, write the opening and build up.
- * Then in groups, using the class plan, write the problem, resolution and ending.
- * Use the model text and remember to be thinking about cohesive devices.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can plan my own story.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can write my own story from my plan.

Week 3 Friday

- * Learning Outcome / Objective
- * I can perform / publish my work.
- * I can evaluate my strengths in writing and recognise aspects to develop.

Week 4 Monday

- * Learning Outcome / Objective
- * I can give a speech with confidence, fluency and prosody.
- * I can respond to a speech and give a personal opinion with justifications.

Listen to Wangari Maathai's Nobel Lecture after receiving the 2004 Nobel Peace Prize in the Oslo City Hall, Oslo, Norway.

* <https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/>

As you listen, think about:

- * What is the purpose of this speech?
- * How does it make you feel and why?
- * In what ways has she considered her audience?
- * What do you think makes it a good speech?
- * How does she use her words?
- * How does the order of what is said have an effect?
- * How does she use her voice?
- * How does she use her body language?

Your Majesties, Your Royal Highnesses, Honourable Members of the Norwegian Nobel Committee, Excellencies, Ladies and Gentlemen...

I stand before you, and the world, humbled by this recognition and uplifted by the honour of being the 2004 Nobel Peace Laureate.

As the first African woman to receive this prize, I accept it on behalf of the people of Kenya and Africa, and indeed the world. I am especially mindful of women and the girl child. I hope it will encourage them to raise their voices and take more space for leadership. I know the honour also gives a deep sense of pride to our men, both old and young. As a mother, I appreciate the inspiration this brings to the youth and urge them to use it to pursue their dreams.

Although this prize comes to me, it acknowledges the work of countless individuals and groups across the globe. They work quietly and often without recognition to protect the environment, promote democracy, defend human rights and ensure equality between women and men. By so doing, they plant seeds of peace. I know they, too, are proud today. To all who feel represented by this prize I say use it to advance your mission and meet the high expectations the world will place on us.

I would like to call on young people to commit themselves to activities that contribute toward achieving their long-term dreams. They have the energy and creativity to shape a sustainable future. To the young people I say, you are a gift to your communities and indeed the world. You are our hope and our future.

The holistic approach to development, as exemplified by the Green Belt Movement, could be embraced and replicated in more parts of Africa and beyond. It is for this reason that I have established the Wangari Maathai Foundation to ensure the continuation and expansion of these activities. Although a lot has been achieved, much remains to be done.

Excellencies, ladies and gentlemen,

As I conclude I reflect on my childhood experience when I would visit a stream next to our home to fetch water for my mother. I would drink water straight from the stream. Playing among the arrowroot leaves I tried in vain to pick up the strands of frogs' eggs, believing they were beads. But every time I put my little fingers under them they would break. Later, I saw thousands of tadpoles: black, energetic and wriggling through the clear water against the background of the brown earth. This is the world I inherited from my parents.

Today, over 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.

Thank you very much.

Tell me...

- * What did you like about the speech?
- * What did you dislike about the speech?
- * What patterns did you see?
- * What puzzled you?

Listen again to final section...

- * What is the purpose of this speech?
- * How does it make you feel and why?
- * In what ways has she considered her audience?
- * What do you think makes it a good speech?
- * How does she use her words?
- * How does the order of what is said have an effect?
- * How does she use her voice?
- * How does she use her body language?

Excellencies, ladies and gentlemen,

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Today, over 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.

Thank you very much.

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise and use new vocabulary.

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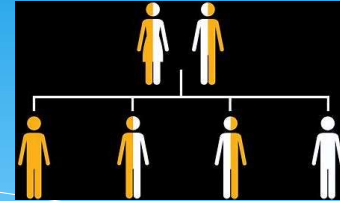
Thank you very much.

commit

pledge to carry out

contribute

give something



sustainable

stop using natural resources

holistic

belief of connected parts



exemplified

give an example

replicated

exact copy



continuation

keep something going

expansion

becoming larger



inherited

receive money or traits from parents



Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise the purpose and significance of speeches given in history.
- * I can recognise key features of speeches.

Excellencies, ladies and gentlemen,

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Thank you very much.

Look at a selection of speeches and as you read / listen, think about these questions.

- How do they differ from Wangari Maathai's speech?
- What is the purpose of each speech?
- How do they make us feel and why?
- In what ways have they considered their audience?
- What do you think makes it a good speech?
- How does the speaker use their words?
- How does the order of what is said have an effect?
- How does the speaker use their voice?
- How does the speaker use their body language?

Franklin D. Roosevelt's 1933 Inaugural Address

<https://www.bing.com/videos/search?q=Franklin+D.+Roosevelt%e2%80%99s+1933+Inaugural+Address%3b&&view=detail&mid=06FCB22F58718D1ADB1906FCB22F58718D1ADB19&rvsmid=D236920FB4DA44E707B6D236920FB4DA44E707B6&FORM=VDRVRV>

First Inaugural Address of Franklin D. Roosevelt (start)

SATURDAY, MARCH 4, 1933

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself--nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

Winston Churchill's 1940 Blood, Toil, Tears and Sweat Speech to the House of Commons

<https://youtu.be/8TlkN-dcDCK>

Winston Churchill's "Blood, Toil, Tears, and Sweat" Speech (last part)

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs — Victory in spite of all terrors — Victory, however long and hard the road may be, for without victory there is no survival.

Let that be realized. No survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge, the impulse of the ages, that mankind shall move forward toward his goal.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

Nelson Mandela's speech before the court hearing that led to his imprisonment in 1964



(End of his speech)

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The ANC has spent half a century fighting against racialism. When it triumphs as it certainly must, it will not change that policy.

This then is what the ANC is fighting. Our struggle is a truly national one. It is a struggle of the African people, inspired by our own suffering and our own experience. It is a struggle for the right to live.

During my lifetime I have dedicated my life to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to see realised. But, My Lord, if it needs be, it is an ideal for which I am prepared to die.

Maya Angelou's Speech On the Pulse of Morning, January 19, 1993 at the Inauguration of President Clinton

<https://youtu.be/59xGmHzxtZ4>

On the Pulse of Morning
Maya Angelou - 1928-2014

A Rock, A River, A Tree
Hosts to species long since departed,
Marked the mastodon,
The dinosaur, who left dried tokens
Of their sojourn here
On our planet floor,
Any broad alarm of their hastening doom
Is lost in the gloom of dust and ages.

But today, the Rock cries out to us, clearly,
forcefully,
Come, you may stand upon my
Back and face your distant destiny,
But seek no haven in my shadow.
I will give you no hiding place down here.

You, created only a little lower than
The angels, have crouched too long in
The bruising darkness
Have lain too long
Face down in ignorance.
Your mouths spilling words

Armed for slaughter.
The Rock cries out to us today, you may
stand upon me,
But do not hide your face.

Across the wall of the world,
A River sings a beautiful song. It says,
Come, rest here by my side.

Hillary Clinton's Speech Women's Rights Are Human Rights, Beijing, China: 5 September 1995.

<https://youtu.be/f51xcfyu69c>

Thank you very much, Gertrude Mongella, for your dedicated work that has brought us to this point, distinguished delegates, and guests:

I would like to thank the Secretary General for inviting me to be part of this important United Nations Fourth World Conference on Women. This is truly a celebration, a celebration of the contributions women make in every aspect of life: in the home, on the job, in the community, as mothers, wives, sisters, daughters, learners, workers, citizens, and leaders.

It is also a coming together, much the way women come together every day in every country. We come together in fields and factories, in village markets and supermarkets, in living rooms and board rooms. Whether it is while playing with our children in the park, or washing clothes in a river, or taking a break at the office water cooler, we come together and talk about our aspirations and concern. And time and again, our talk turns to our children and our families. However different we may appear, there is far more that unites us than divides us. We share a common future, and we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world, and in so doing bring new strength and stability to families as well.

By gathering in Beijing, we are focusing world attention on issues that matter most in our lives -- the lives of women and their families: access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and to participate fully in the political life of our countries.

Talk to your partner about the speeches, think about the questions posed.

- How do they differ from Wangari Maathai's speech?
- What is the purpose of each speech?
- How do they make us feel and why?
- In what ways have they considered their audience?
- What do you think makes it a good speech?
- How does the speaker use their words?
- How does the order of what is said have an effect?
- How does the speaker use their voice?
- How does the speaker use their body language?

Good speech features...

- * clear purpose (wanting to achieve something)
- * acknowledge audience and adapt language for them
- * personal pronouns – us we
- * repetition of key phrases
- * slow, carefully spoken words
- * emphasis on important and key words
- * language that is emotive

Week 4 Thursday

- * Learning Outcome / Objective
- * I can recognise emotive language.

Excellencies, ladies and gentlemen,

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The holistic approach to development, as exemplified by the Green Belt Movement, could be embraced and replicated in more parts of Africa and beyond. It is for this reason that I have established the Wangari Maathai Foundation to ensure the continuation and expansion of these activities. Although a lot has been achieved, much remains to be done.

As I conclude I reflect on my childhood experience when I would visit a stream next to our home to fetch water for my mother. I would drink water straight from the stream. Playing among the arrowroot leaves I tried in vain to pick up the strands of frogs' eggs, believing they were beads. But every time I put my little fingers under them they would break. Later, I saw thousands of tadpoles: black, energetic and wriggling through the clear water against the background of the brown earth. This is the world I inherited from my parents.

Today, over 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.

Thank you very much.

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Thank you very much.


Shared writing...


- * Preparing a speech

PURPOSE to be elected as a school councillor

Discuss what emotive language could be used?

Brainstorm in groups, thinking about the audience of your peers and what they might want to hear.

- 
- * Fellow pupils, it is up to us to have the energy and creativity to change the school.
 - * Together we can be the hope for the future of our reception children.
 - * Although a lot has been achieved at our school, there is still so much more that can be done.

- 
- * As I reflect on my own experience of the infants, I know I had fun on school trips, but were there enough of these fun activities? Do we need more? Yes we do!
 - * Children at this school deserve to inherit a school that is sustainable and putting their needs first.
 - * The challenge is clear, and I am up to that challenge.

Week 4 Friday

- * Learning Outcome / Objective
- * I can recognise the use of modal verbs.

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Thank you very much.

MODAL VERBS

I. DEFINITION

A modal verb is a type of auxiliary verb that is used to indicate modality—that is likelihood, ability, permission, obligation,...

Applicants **must**
answer the
question
honestly
(obligation)

Two of my
friends **can**
play guitar
(ability)



Think of some modal verbs that
could be used for this sentence...

It was raining out so, I _____ go outside.

Think of some modal verbs that
could be used for this sentence...

It was raining out, so I **could** go outside.

It was raining out, so I **couldn't** go outside.

It was raining out, so I **should** go outside.

It was raining out, so I **shouldn't** go outside.

It was raining out, so I **can** go outside.

It was raining out, so I **can't** go outside.

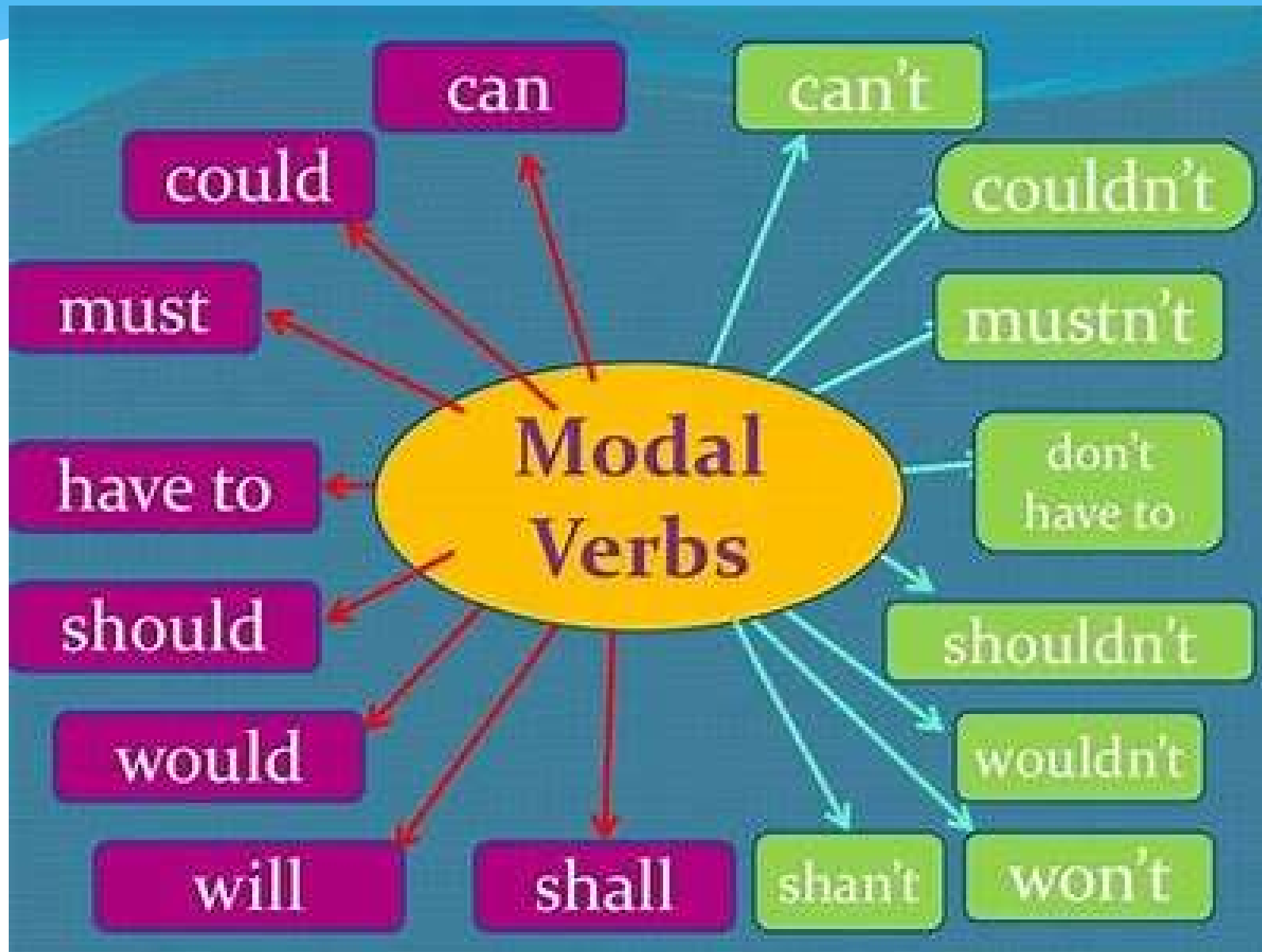
It was raining out, so I **might** go outside.

It was raining out, so I **mustn't** go outside.

It was raining out, so I **would** go outside.

It was raining out, so I **wouldn't** go outside.

Positive v Negative



MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	<ul style="list-style-type: none">• David can speak three languages.• He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	<ul style="list-style-type: none">• Can I sit in that chair please?• Could I open the window?• May I borrow your dictionary?
ADVICE	Should	<ul style="list-style-type: none">• You should visit your dentist at least twice a year.• You should try to lose weight.
OBLIGATION	Must, Have to	<ul style="list-style-type: none">• I must memorize all of these rules about tenses.• You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	<ul style="list-style-type: none">• It looks nice, but it might be very expensive.• Richard may be coming to see us tomorrow.

In pairs, think of another example for each of these.

Why are modal verbs important in speeches?

- * Think about the examples we have heard so far, what types of modal verbs have you heard?

We **must** defeat...

We **will** move forward together...

Everyone **should** stand up for their rights...

We **shall** succeed...

Together we **can** change the world...

Look back at your speech from yesterday.

- * Pick out the modal verbs used.
- * Are they strong enough?
- * If they aren't, then edit them to make them stronger.

e.g. 'we **could**' needs to change to 'we **should**' or 'we **must**'

Add in sentences that will forcefully send the message of your purpose to become a councillor.

Week 5 Monday

- * Learning Outcome / Objective
- * I can (opportunity to add spag need identified from cold tasks or other independent writing)

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Thank you very much.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can speak with confidence and clarity.
- * I can emphasis key words and phrases.

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Thank you very much.

Gandhi

Mohandas Gandhi was an Indian campaigner, who called for an end to the British rule of India. He was given the title 'Mahatma' which means 'Great Soul'.

Gandhi was known for his belief in non-violent protest. Although he came from a rich family, he wore simple white clothes to show he lived like the poor people. Gandhi encouraged people to **boycott** British goods.



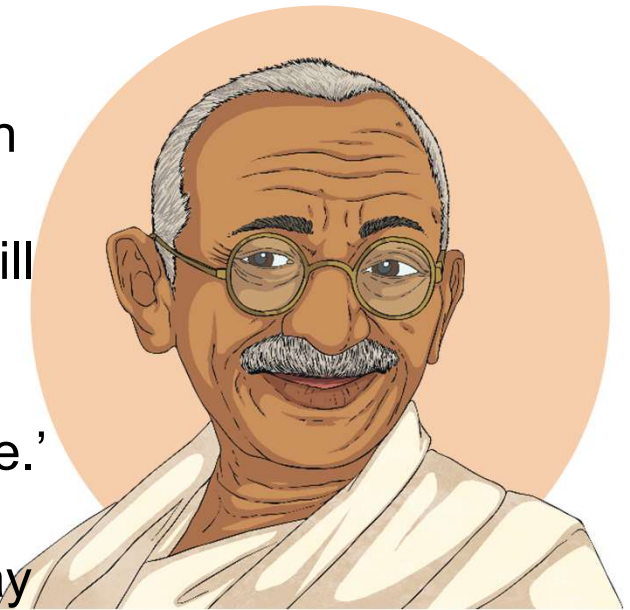
As part of this campaign, Gandhi made a speech known as 'Quit India' on 8th August 1942. At the start of the speech, Gandhi once again committed himself to non-violence. 'Ours is not a drive for power, but purely a non-violent fight for India's independence.'

boycott - To stop doing something in order to protest.

Gandhi

Gandhi's speech continued, 'A non-violent soldier of freedom will **covet** nothing for himself, he fights only for the freedom of his country. The Congress is unconcerned as to who will rule, when freedom is attained. The power, when it comes, will belong to the people of India, and it will be for them to decide to whom it placed in the entrusted.'

'In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realise this you will forget the differences between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.' Gandhi ended by saying, 'At a time when I may have to launch the biggest struggle of my life, I may not harbor hatred against anybody.'



Five years later, in 1947, the British left India.

covet - To want something.

Speech 1 -Gandhi

Ours is not a drive for power, but purely a non-violent fight for India's independence. A non-violent soldier of freedom will covet nothing for himself, he fights only for the freedom of his country. The Congress is unconcerned as to who will rule, when freedom is attained. The power, when it comes, will belong to the people of India, and it will be for them to decide to whom it placed in the entrusted.

In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realise this you will forget the differences between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.

At a time when I may have to launch the biggest struggle of my life, I may not harbor hatred against anybody.

Nelson Mandela

Nelson Mandela was a South African leader in the anti-apartheid movement. Apartheid (which means 'apartness' in the Afrikaans language) was the system South Africa was ruled by for many years. Black people had very few rights; they had to live in poorer areas, couldn't vote in elections, received only basic education and weren't allowed to use certain facilities, such as parks, beaches and even drinking fountains.



In 1963, Mandela and ten other anti-apartheid leaders were put on trial. They all pleaded not guilty to the charges. Despite this, some people called for them to be sentenced to death.

On 20th April 1964, Nelson Mandela made a speech to the court. As the South African government had banned anti-apartheid leaders from speaking to newspapers, Mandela knew this was one of his few chances to speak to the world.

Nelson Mandela

Mandela's speech lasted for almost three hours. He explained why he was fighting against apartheid and how he felt Black people should be treated.

His speech ended with words that have become famous in the fight for democracy.

'I have dedicated my life to this struggle of the African people. I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to see realised. But, My Lord, if it needs to be, it is an ideal for which I am prepared to die.'



Mandela was sentenced to life imprisonment and served 27 years in jail. He was released in 1990. In 1994, he became the first Black president of South Africa.

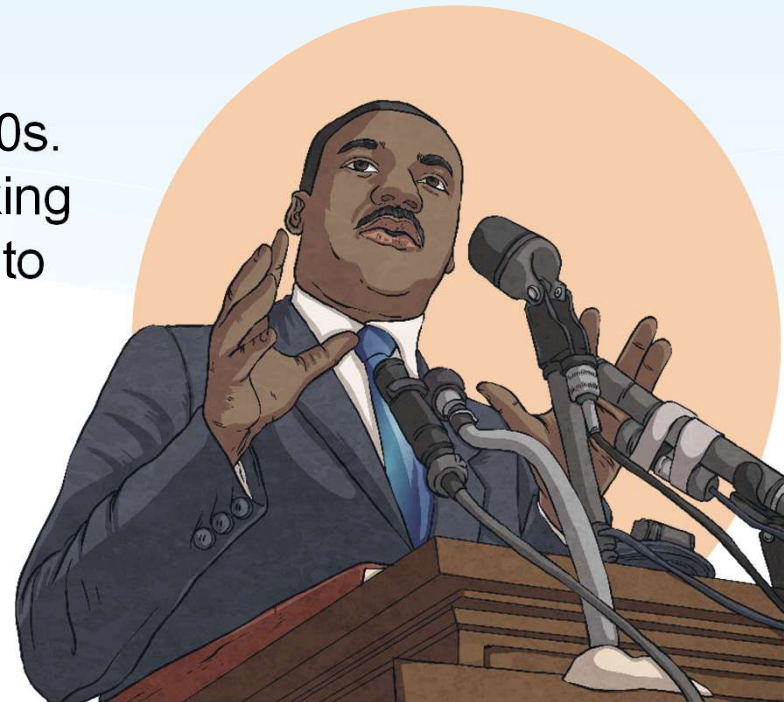
Speech 2 - Mandela

I have dedicated my life to this struggle of the African people. I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony and with equal opportunities. It is an ideal for which I hope to live for and to see realised. But, My Lord, if it needs to be, it is an ideal for which I am prepared to die.

Martin Luther King Jr.

Martin Luther King Jr. was a leader in the American civil rights movement in the 1960s. As a preacher, he was well known for making moving speeches as part of his campaign to give African Americans equal rights.

On 28th August 1963, the March on Washington for Jobs and Freedom was held. Around 250,000 people marched to Washington DC, the capital of the USA, to demand equality for Black people.



The march ended at the Lincoln memorial, a monument erected to honour Abraham Lincoln. In his speech, King echoed Lincoln's Gettysburg address, referring to 'five score years ago.'

**Did
You
Know?**

Martin Luther King was inspired by Gandhi's belief in non-violence.

Martin Luther King Jr.

At the march, he spoke about the injustices Black people faced, from the time of slavery to his present day. During his speech, a well-known singer, Mahalia Jackson, called out to him, 'Tell them about the dream, Martin.' At this point, he began the part of the speech that gave it its famous name, 'I have a dream.'

'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 my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character... and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, Black men and White men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing.

Free at last! Free at last! Thank God Almighty, we are free at last!

Speech 3 – King Jr.

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 my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character... and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, Black men and White men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing.

Malala Yousafzai



Malala Yousafzai was born in Pakistan in 1997. Her dad was a teacher. In 2008, a group called the Taliban took over the area Malala lived in. They introduced many new rules, including banning girls from going to school.

Malala and her family believed in the importance of girls' education. On September 1st 2008, Malala gave her first speech, 'How dare the Taliban take away my basic right to education?' She was just 11 years old.

Soon after, she began writing a blog for the BBC, under the name of Gul Makai, about what it was like to live under Taliban rule. The more public speaking and television appearances she did, the clearer it was that she was the BBC's blogger and she became well known for her activism.

When Malala was 15 years old, she was shot by someone in the Taliban on her way home from school. Her injuries were so severe that she had to be flown to England for treatment. As she recovered, Malala remained determined to campaign on behalf of girls around the world. She wrote books, made speeches and started a charity called the Malala Fund.

Malala Yousafzai

In December 2014, Malala was awarded the Nobel Peace Prize. This is an award given each year to someone who has helped make the world a better and more peaceful place. Malala made an important speech when she accepted the award.



The audience laughed when she said, 'I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.' She went on to say, 'This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.' Her speech ended, 'Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty. Let us become the first generation to decide to be the last, let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.'

Speech 3 - Yousafzai

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Select a pre-written speech.

- * Decide the purpose of the speech and how you might get that across to the audience.
- * Text mark the speech.
- * Pick out which words needs emphasising and how that might be done e.g. slower / louder / suddenly etc.
- * Rehearse the speech with thoughts on body language and facial expression.

In groups, take it in turns to give your speeches.

- * Give feedback to each other on strengths and areas to develop.
- * Use your created success criteria to be specific.

Week 5 Wednesday

- * Learning Outcome / Objective

- * I can plan a speech.

Think about purpose, audience, choice of language, body language and voice control.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can give a speech.
- * I can evaluate a speech given by others for effectiveness.
- * I can give feedback on strengths and areas to develop.

Week 5 Friday

- * Learning Outcome / Objective
- * I can give a speech.
- * I can evaluate a speech given by others for effectiveness.
- * I can give feedback on strengths and areas to develop.

Week 6 Monday

- * Learning Outcome / Objective
- * I can recognise features of a biography.

Use this cut up for children to match cause to effect

Cause:

Wangari's mother and grandmother teach her that her ancestors rest in the trees' shade

Wangari's brother teaches her what he learns at school; her parents see that she is smart and a hard worker.

Wangari was an excellent student; she wanted to become a biologist. Her teachers teach her that a woman can do anything they set their minds to

The government sells a lot of land to big companies. They cut down forests for timber and clear land for coffee plantations.

Wangari travels around Kenya, teaching people to plant trees.

Some businesses get angry that the trees are more important than their business.

Wangari realizes that she needs more support, and begins to travel the world to spread her message.

The world recognizes her hard work.

Effect:

she loves nature and vows to protect the sacred trees

they decide to send her to school, though not many girls ever learn to read

she travels to the US, and successful becomes a woman scientist

the trees are chopped down, erosion carries away the fertile soil, the water in the streams dries up. The land is destroyed and many people go hungry.

Millions of trees are planted. Birds and animals return to the forests. Wangari's home is green again.

They pay a police officer to put her in jail.

More people listen to her message. She is elected to Kenya's parliament, and continued to plant trees.

Wangari wins the Nobel Peace Prize.

Wangari Maathai Biography

(1940 – 2011)

Wangari Maathai was a Kenyan environmental activist. She founded the Green Belt Movement in the 1970s seeking to promote environmental conservation in Kenya and Africa. She became the first African woman to receive the Nobel Peace Prize in 2004 for “her contribution to sustainable development, democracy and peace.”

Early life

Maathai was born 1 April 1940 in the Nyeri District in the central highlands of Kenya. When she was young, her family moved to the Rift Valley, where her father worked on a farm. Her early experiences of living close to the land remained a strong motivation for promoting conservation of the natural landscape.

Education

In 1960, she gained a scholarship to study in the US. She gained a master's degree in biology from the University of Pittsburgh. She later studied for a doctorate at the University of Munich. In 1969, she returned to Nairobi where she became the first East African woman to receive a PhD – which she gained in veterinary anatomy.

Tree planting - the Green Belt Movement

In 1974, her husband became an MP, and Maathai sought to support his promises to find work for the rising number of unemployed. It was at this time, Maathai made her first attempt to create a foundation for planting trees. A lack of money limited its initial success, but her efforts were rewarded with gaining a trip to the 1976 UN conference on human settlements. Here Maathai advocated more tree planting to improve environmental conditions.

Career and politics

In the early 1990s and 1992 in particular, Maathai was also the focus of pro-democracy protests. Her group was targeted by the government who disliked her opposition to their rule. On one occasion, Maathai with other protesters, went on hunger strike to protest against building on a public park. The protesters were violently removed.

Achievements

In January 2003, she was appointed Assistant Minister for Environment and natural resources. The in 2004, she was awarded the Nobel Peace prize. This was awarded to her for the contributions she had made to sustainable development, democracy and peace in Africa.

Legacy

Maathai died in 2011 from complications arising from Ovarian cancer. She had three children, Bangari, Sangari, and Mangari who continue to support their mother's values and ideals. She will long be remembered for her many achievements and her Green Belt Movement legacy.

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Week 6 Tuesday

- * Learning Outcome / Objective
- * I can use notes to write a biography.
- * I can organise ideas in headings and using chronology.

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Benazir Bhutto Biography

(21 June 1953 – 27 Dec. 2007)

Benazir Bhutto was the first woman elected to lead a Muslim state. Bhutto served as Prime Minister of Pakistan.

Benazir was brought up speaking both Urdu and English, and after passing her A-Levels, she went to Oxford University, to study Law at Lady Margaret Hall college. After finishing at Oxford, she returned to Pakistan where she became embroiled in Pakistani politics.

In 1984, she was released from house arrest and began campaigning for a restoration of democracy. Benazir became the first woman to lead a political party – Pakistan People's Front (PPF) and after the death of General Zia-ul-Haq, Pakistan moved towards its first democratic elections in more than a decade.

Bhutto and her party won the largest percentage of seats and were able to form a coalition government. She was sworn in as Prime Minister for the first time in 1988 at the age of 35.

However, under the orders of President Ghulam Ishaq Khan, she was removed from office 20 months later for alleged corruption. In 1993, she was re-elected but was again removed in 1996 on similar charges, this time by President Farooq Leghari.

After conceding defeat in the 1997 elections, and being immersed in corruption scandals, she went into self-imposed exile in Dubai in 1998.

Nine years later, in 2007, Bhutto returned to Pakistan after being promised by President Musharraf that she would be granted amnesty from any corruption charges.

Whilst campaigning for the PPF in the upcoming 2008 elections, she was assassinated on 27 December 2007, in Rawalpindi.

She was later named one of seven winners of the United Nations Prize in the Field of Human Rights.



Here are some notes, they are not in the correct order and they don't have headings. Work in groups to organise these ideas to create a class biography.

- * Bhutto and her party won the largest percentage of seats and were able to form a coalition government. She was sworn in as Prime Minister for the first time in 1988 at the age of 35.
- * After conceding defeat in the 1997 elections, and being immersed in corruption scandals, she went into self-imposed exile in Dubai in 1998.
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Week 6 Wednesday

- * Learning Outcome / Objective
- * I can research a person.
- * I can make notes.
- * I can organise my notes into headings and use chronology.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a biography.

Week 6 Friday

- * Learning Outcome / Objective
- * I can publish / perform my writing.