

Victorian Voices Teaching Pack

Learning Objectives: Years 3-6 (England and Wales) Primary 4-7 (Scotland)

All the work in this teacher's resource pack is intended to lead to the production of a short story of no more than 600 words based on the theme **Victorian Voices**. During the course of a week all year groups and classes will be able to look at non-fiction and narrative writing skills.

For some year groups this will be revision of objectives from earlier years whilst also incorporating new objectives from the National Literacy Strategy for their current year group. For Scottish schools, the learning objectives are in line with 5-14 National Guidelines: English Language, levels C to E.

The work included in this pack will cover the following learning objectives:

YEAR 3 TERM 1
Word Level: W6: Use independent spelling strategies including word banks and dictionaries
Sentence Level: S7: Basic conventions of speech punctuation <ul style="list-style-type: none">• Beginning to use in own writing• Using capital letters to mark start of direct speech S11 Write in complete sentences S12 Demarcate end of sentence with full stop and new sentence with capital letter

Text Level

T11 Develop use of settings in own stories by writing short descriptions of places

T12 Investigate and collect sentences and phrases for story openings and endings; use in retelling and writing stories

T16 Begin to organise stories into paragraphs

T22 Make a simple record of information from texts read e.g., chart of information

YEAR 4 TERM 1**Word Level:**

W2 Identify mis-spelt words in own writing

Sentence Level:

S1 Re-read own writing and check for grammatical sense (coherence) and accuracy (agreement); identify errors and suggest alternative constructions

Text Level:

T1 Investigate how settings and characters are built up from small details

T10 Plan a story identifying stages of its telling

T11 Write character sketches focusing on small details to evoke sympathy or dislike

T15 Use paragraphs in story writing to organise and sequence narrative

YEAR 5 TERM 1**Word Level:**

W1 Identify mis-spelt words in own writing; keep individual lists (e.g., spelling logs).

W3 Use independent spelling strategies

Sentence Level:

S3 Discuss, proof-read and edit their own writing for clarity and correctness

Text Level:

T26 Make notes for different purposes

YEAR 6 TERM 1

Word Level:

W1 Identify mis-spelt words in own writing; keep individual lists

Text Level:

T7 Plan quickly and effectively the plot, characters and structure of the narrative writing

T14 Develop skills of biographical and autobiographical writing in role adopting distinctive voices, e.g., of historical characters through

- preparing a CV
- description, school report, newspaper obituary

Cross Curricular Links

QCA Schemes of work/ 5-14 National Guidelines in Scotland

History/ Environmental Studies: Social Subjects: People in Society, People in the Past in Scotland

Unit 11 what was it like for children living in Victorian Britain?

By using the resources and activities found in this pack the following aspects of this unit can be covered:

- to identify Queen Victoria and place the Victorian period in relation to other periods of British history
- to collect information from a range of sources and draw conclusions about the Victorian period
- to understand that ways of life differed greatly across Victorian society
- to write a narrative using historical detail
- to understand that there are many representations of the Victorian period

Citizenship/ Education for Citizenship in Scotland

Unit 07 Children's rights - Human Rights

Using documents from this pack, for example the Factory and Workshop Act, and looking at the conditions for Victorian children and comparing these to life today the following learning objectives can be covered:

- to understand the difference between wants, needs and rights
- to understand basic human rights
- to understand that rights come with responsibilities
- to understand that ones actions affect oneself and others
- to understand why we should care about other people's feelings and to try to see things from their point of view
- to qualify or justify what they think after listening to the views of others

Art and design/ Expressive Arts in Scotland

Unit 3A: Portraying relationships

Use the images from the sources to adapt this unit to look at relationships between rich and poor Victorians. The images can form the visual information needed to develop drawing skills.

Unit 4A: Viewpoints

Use the narratives the children have written to form the basis of the work for this unit. Children can dress up as Victorians and use the school as the setting for the work, taking photographs or filming the narrative.

Unit 5C: Talking Textiles

Using the narrative they have written and the resource pack of documents children could create their story in textiles. This could be done in small groups or one story could be chosen by the whole class and created in textile.

Unit 6B: What a performance

The children could use the resources provided to look at Victorian costume. If possible this could be supported with a visit to look at real Victorian costume or with books and the Internet. Children could go on to design an item of clothing or a hat for a character from their story or a real person from the resources.

ICT

All different communication techniques could be used to record the narratives. Children could video or tape record their stories.

Unit 4A: Writing for different audiences

Use the computer to draft and edit narratives. This would enable children to practise and develop their skills of editing on the computer - changing font sizes, using spell checker etc.

Unit 6C: Using the Internet

Children could use the Internet to research and background information about the Victorians. They could make short brief notes from the websites they look at.

Victorian Voices Lesson Plan

Hour 1

Whole Class Work: The Victorians research

Read **photocopiable Resource 1** with the class. Look at the words in bold and get the children to discuss their ideas of what they might mean before looking at the glossary. Show the class how to make simple notes from the information about the Victorian period. This can be done in many ways depending on the ability of the class. Explain that they are going to undertake background research into the Victorian period for use in their short stories.

Group/independent work: Children can work in small groups or pairs to carry out research. This could be organised so that a less able child is supported by a more able child. Research should be undertaken so that each group has a different area to look at, e.g. working conditions, school, children's lives. The source categories could be used to divide the children into groups.

Higher ability

Note-taking skills using information texts or the Internet.

photocopiable resource 2 a

Middle Ability

Note-taking skills using information texts or Internet

photocopiable resource 2 b

Lower ability/SEN

Underline information on photocopies of simple texts/internet printouts or use brain map.

Photocopiable resource 2c

Plenary:

Children to feed back on the information they have found out from their research about the Victorian period. Collate the information under headings to use later in the week.

Resources needed:

Photocopiable resource 1 enlarged for whole class use

Photocopiable resource 1 individual copies or alternatively information books on the Victorian period

Access to the internet: Victorian websites

<http://www.learningcurve.gov.uk/index/exhibitions.htm>

<http://www.bbc.co.uk/schools/victorians/>

<http://www.richard-york.co.uk/past/vicchildren.html>

<http://www.channel4.com/learning/microsites/V/victoriandiary/>

<http://www.btinternet.com/~sbishop100/>

<http://www.victorians.org.uk/>

http://www.cadburylearningzone.co.uk/history/teachers/edu_login.htm

<http://www.hiddenlives.org.uk/>

<http://www.scran.ac.uk>

The Victorians

The years 1837 to 1901 is known as the Victorian period. For 60 years Queen Victoria ruled over Britain and a vast **Empire**. The period saw many changes and Britain was the first nation to become **industrial**. Many of the changes meant that Britain became more powerful and wealthy; however it also meant that children - many as young as five and six went out of the home and to work.

Industrialisation is when the process of **manufacturing** goods moves from the home into factories. The landscape of Britain changed dramatically in the Victorian period with large factories opening in **urban** (towns) areas. The period marks a move from a mainly **rural** (county-side) **population** to a population which dwelled mostly in towns and cities. Whilst industrialisation meant that goods could be made more quickly and cheaply it had a serious impact on the lives of the working population.

Work and living conditions changed. Children who had always worked at home under the care and direction of their parents - were now found in factories and underground in tin and coalmines. The conditions in factories and mines were dangerous and many children were injured or died as a result of the work. Children worked for twelve hours a day or longer. This would be like getting up at 6am, going to work and not returning home from work until 6pm. There was no time to play and have fun for working class children. The sudden growth of towns and cities meant that houses had been built very quickly and the conditions were bad. People lived in **overcrowded** houses with no proper **sanitation**. This meant that disease was common.

Sickness and dying was high because of the poor living conditions. Many diseases were common in the Victorian period. Some of the most famous killers were **cholera**, **typhoid** and **small pox**. Prince Albert, Queen Victoria's husband died from typhoid.

Poverty was also widespread. Wages were kept low which is why families had to send their children out to work. If you lost your job you may have resorted to stealing to live. Charles Dickens wrote about street children in his book *Oliver Twist*. If you were a child and were caught stealing you were sent to prison with the adult criminals and might be whipped or forced to carry out **hard labour**.

The **workhouse** was the other alternative. Workhouses were designed to be cruel and harsh so that people would only come to them as a last resort. Once children entered the workhouse they were separated into boys and girls, men and women. They were not allowed to see their family. The food was bad and they would have to carry out tasks like picking **oakum**.



GLOSSARY

Empire - The British Empire

During the Victorian period Britain had a huge Empire. An Empire is when one country rules over many others that are often very far away from them. Britain ruled many countries in the Victorian period including India, Australia and Canada. Britain was able to use the raw materials from these countries to produce goods.

Industrial - This is when a country makes its goods in factories.

Industrialisation - The process in which a country changes to using machines and factories to mass produce goods rather than at home by individual labourers.

Manufacturing - The making of goods and products using raw materials.

Urban - Towns and cities.

Rural - Countryside and areas that are mostly farmed.

Population - People who live in a country or a particular area.

Overcrowded - When too many people live or work in a small space.

Sanitation - Having fresh, clean water and a way of disposing of bodily waste.

Poverty - When people are extremely poor; when they have no money to live day by day.

Hard Labour - Work such as breaking rocks or picking oakum used as a punishment in prisons.

Workhouse - A large building where poor people went if they could not find money to buy food or rent a house to live in. Workhouses were very unpleasant places.

Oakum - Material produced by picking apart old ropes



TAKING NOTES

My area of research is:

Things I want to find out:

My questions:



My notes: Write brief notes that answer your questions above. Use bullet points

Summarise what you have found out into a brief paragraph



TAKING NOTES

I am finding out about:

Things I want to find out:

My questions:



My notes: Write brief notes that answer your questions above. Use bullet points



Use this page to write simple notes. Draw lines from the cloud for each new thing you find out.

Victorian Voices Lesson Plan

Hour 2

<p>Whole Class Work: Settings</p> <p>Choose one of the images listed below in the resources section to share with the class. Discuss settings in stories - talk about how different settings can create different atmospheres in a story e.g., scary, relaxing, rich setting, poor setting, historical setting. List the ideas that children come up with. Use the photograph/image you have chosen to look at the setting within the picture. Demonstrate to the class how you might describe the setting shown. Model write a setting - orally articulate your ideas before writing them down. Try to make the setting powerfully descriptive; chose a time of year and day and describe the picture. Talk about descriptive vocabulary listing class suggestions on the board or paper.</p>		
<p>Group/independent work: Give children pictures in pairs and ask them to work on writing a setting for the picture.</p>		
<p>Higher ability Allow them to work independently. Ask them to describe their setting in a paragraph that includes at least 10 sentences. Encourage them to use more adventurous vocabulary.</p>	<p>Middle Ability Support this group. Get the group to study the picture closely. Ask them to say their ideas aloud before writing. Get each child to record one sentence about the picture. Discuss as a group what they like about the sentence and what could be improved. Allow children to edit and improve their first sentence. Children can then write a description either using group ideas or individually.</p>	<p>Lower ability/SEN Give the group sentence starters and descriptive vocabulary relating to the picture chosen. Allow them to work as a whole group and describe their ideas on the setting together and record this on one large sheet. See example Resource 3 on Boys Packing Tea image (below)</p>
<p>Plenary: Ask each group to share all or some of their setting writing.</p>		
<p>Resources needed:</p> <ul style="list-style-type: none"> Boys Packing Tea Cadbury Family Estate Children in the Park Children Playing Marbles Hitchin British Schools Infants Class 	<ul style="list-style-type: none"> London Stable Lads Mealtime at the Cuckoo school Poor Victorian children Queen Victoria's Visit School sickroom 	<ul style="list-style-type: none"> Two poor London Children Victorian family 1 Victorian family 2 Yarmouth School Zulu Children

Sentence starters

It was a winter day and the room was...

The boys were working...

A foreman stood watching carefully...

The hush was almost...

Descriptive words

Packing boxes

Deafening hush

Cloth caps

Gloomy

Tea chests

Clean

Work benches

Tea smell

Large beams

Deadly silence

Victorian Voices Lesson Plan

Hour 3

<p>Whole Class Work: Characters</p> <p>Use one of the child criminal images (from the category Crime, Punishment and the Law) or an image of a child from any of the photographs. Talk about how stories have to have main characters. Allow children to discuss characters they know about from stories - ask them why they like or dislike a character. Explain that they can make readers like or dislike a character - talk about sympathy and if appropriate evoking empathy. Look at the picture you have chosen. Explain that the picture is going to be the inspiration for writing a character profile or character CV. Demonstrate to the class using either photocopyable resource 4 or photocopyable resource 5 how to write a character profile or CV. This can be simplified to just a character description for younger or less able children. Use descriptive words and collect into a class bank; get individual children to suggest words and try to spell them on the white board; concentrate on breaking words into chunks and re-blending for spelling and revise phoneme knowledge.</p>		
<p>Group/independent work:</p>		
<p>Higher ability</p> <p>Write a character CV using one of the photographs and the CV photocopyable resource. Ask the children to write a paragraph about their character. Encourage them to write characters that can be either liked or disliked. Alternatively, have small slips of paper telling them if you want their character to be liked or disliked.</p>	<p>Middle Ability</p> <p>Write a character profile. Get them to think about whether they want their character to be liked or disliked and write accordingly. Alternatively have small slips of paper telling them if you want their character to be liked or disliked.</p>	<p>Lower ability/SEN</p> <p>Write a simple character description.</p>
<p>Plenary: Read aloud the characters to the class. Discuss if they like or dislike a character and discuss how this has been achieved if appropriate.</p>		
<p>Resources needed:</p> <ul style="list-style-type: none"> Boys Packing Tea Cadbury Family Estate Children in the Park Children Playing Marbles Hitchin British Schools Infants Child Criminal Images 	<ul style="list-style-type: none"> London Stable Lads Mealtime at the Cuckoo school Poor Victorian children Queen Victoria's visit School Sickroom Patient at Bethlam 	<ul style="list-style-type: none"> Two Poor London Children Victorian family 1 Victorian family 2 Yarmouth School Zulu Children Photocopyable resources

Character

Name:

Age:

Describe what your character looks like:

Height:

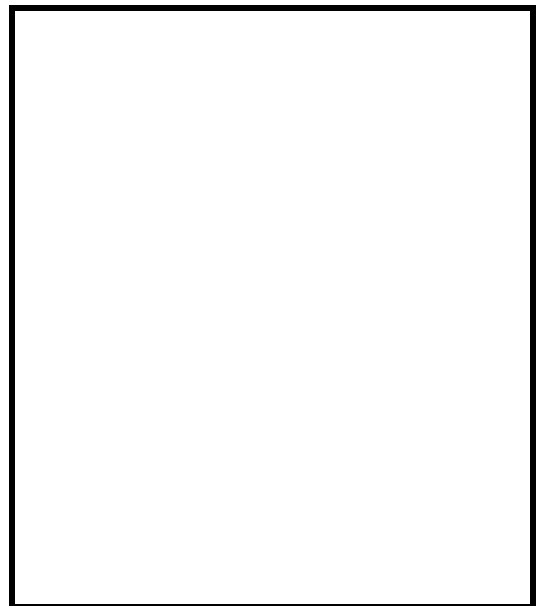
Eye colour:

Scars:

Rich or poor?

Does your character have any family or are they an orphan?

Write a paragraph about your character here: Think about how you want the reader to respond to your character:



Curriculum Vitae

Personal Information:

Name:

DOB:

Address:

Education History:

Schools attended:

Employment History:

Hobbies/pastimes:

Further activities using the resources:

Most of the below activities can be used within a literacy hour or in history lessons. The children will be using primary sources to continue to develop their ideas for writing a short story.



Building Clues: mixed ability groups

Give each group one of the packs of documents to work with. They have to use the information in their packs including the photographs and images to create a story. They need to use each of the resources they have been given and include them in the story. The stories can be told to the class and recorded by each group if wished. Get the children to think about character, settings and a plausible plot.

Reading pictures: Whole class

Give out the same photograph in pairs. Choose a photograph with more than one child such as the Hitchin school image. Ask children to say what they see. Follow this with a discussion about when the picture was taken and why? Modern or old? Get the children to try to date the photograph using picture clues like clothes. Ask them what sounds they would and would not hear, like mobile phones or televisions. Get them to think about smells that they would and would not smell. Ask them to choose a person in the picture - what might they be thinking or feeling. Physically recreate the picture with your class perhaps using simple props similar to items that you can see in the picture such as caps or aprons. Ask the children to say how they are feeling or what they are thinking.

Writing speech: Pairs and whole class

Get children to work in pairs with their chosen child from one of the photographs. Get the children to think about a conversation the characters might be having. This could be used as an extension activity to the lesson plan Hour 3 on characters. Get the children to write down what each of their characters is saying in speech bubbles. Use the speech bubbles work for the word and sentence level part of a

literacy lesson. Demonstrate how to change the speech from the bubbles into speech in a narrative using appropriate punctuation marks.

Story Planning: Whole class and individual

Photocopiable resource 6. Discuss with the class how stories work and that they need to be carefully planned. Explain that each story needs a good opening and closing and that it has to have characters and a problem. Give children selected primary sources from those provided. Ask them to use them to plan a story. Work with different groups each day either helping to write a story opening or with redrafting and editing skills.

Story Plan

Name _____

Beginning

Who?

Where?

When?

Middle

What happened? (problem)

Then what?

Feelings of characters:

End

What happened? (resolution)