

PEOPLE

Teacher Notes

PEOPLE

Activity 1



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Activity 1

Thinking starter – class hypothesise which is most likely. Correct sequence is as shown.

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Activity 2

Columbus... the intrepid voyager!

Christopher Columbus – born Cristoforo Colombo – grew up in Genoa, Italy and had an insatiable thirst for knowledge and exploration. Even though he was very religious, he had an inkling that the world was round and decided to prove this by sailing west. This would also – he thought – help his Spanish masters to an easier route to India and Asia.

Q

Admiral of the High Seas

15th century Europeans were not aware of the American continents and maps were not reliable. King Ferdinand and Queen Isabella of Spain – with the promise of gold, spices and silk from the Far East – eventually gave him ships and a crew. He set sail in 1492. He was also determined to spread Christianity. In return, Columbus would be given the title 'Admiral of the Ocean Seas'. The ships would cover about 150 miles a day. His crews would use a compass for direction and a knotted line (with a weight attached at the end) to measure speed. A sailor counted how many knots were let off the reel in set amounts of time and this would help to give a rough estimate of the distance travelled. Columbus with his considerable experience relied on 'dead reckoning' instead, meaning he used his experience, guesswork and observations to determine his ship's positions.

Columbus: The Legacy

The routes he took to and from his discovered lands are ones we still use; his use of the Atlantic Canary Current was a sign of his genius. Although his discovery of new lands led to the nearly complete destruction of the people of those lands, and their environment, Columbus appreciated the beauty of the places he discovered. Before me, he said, as he surveyed the islands of the Caribbean "...is the bounty of God's handiwork. Christopher Columbus opened up new worlds to Europe, and it is hard to overstate the significance of these discoveries and their impact today. The exchange of flora and fauna, of human beings and their cultures has left a mark on us today. During the Age of Discovery western Europeans acquired the ability to exchange information with nearly all parts of the world. As one of the great pioneers of the age, Columbus deserves recognition for the intellectual transformation that occurred during the Renaissance. As a result of his endeavours, the modern age was ushered in, and the world would never be the same again.

What impressions do we get of Columbus?

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Activity 2

Key question – “What impressions do we get of Columbus”. Class explore opening section first. Magnifier icon reveals the difference between explicit and implicit meaning. Worth clarifying with class that it is often unnecessary to explain impressions for explicit parts of the text – implicit meanings do require some explanation.

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Activity 3

What skills is each question testing?
Click the central box for each new example.

Location

Inference

Technique

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Activity 3

Class look at all the types of questions that might be asked about a text. Students can then decide whether the question is focused on Technique, Inference or Location. Worth following up with an example of a question that might test 'inference' and 'technique'. When finished class can then choose a question that they want to answer – which are most difficult questions to answer? And why?

Teacher Notes

PEOPLE Activity 4

What links each colour?
What patterns can you spot?

trust	hateful	global	destructive	destructively
globally	destroy	trustful	legal	trust
hate	hatred	legalize	legally	globalize
law	globe	trustfully	destruction	hatefully

Reveal

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Activity 4

Word classes refresher. Thinking skills activity – what links each of the colours. Here it is likely that students may be able to spot the basis of the pattern but won't be able to apply the apt terminology. Putting one of the root words in EACH word class into a different sentence might help here e.g. the legal age limit, alcohol is legalized etc...

PEOPLE Activity 5

Which words can you make adjectives and verbs out of?
Click 'history' for an example.

Noun	Adjective	Verb
History		

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Activity 5

This builds on the previous task and prompts ways of maximising vocabulary use (as well as raising awareness of word classes and finding a way into some of the more complex Victorian vocabulary items). Here students have to fill in the gaps. Extension – write a series a sentences using at least 3 of the word classes using sport or war as a theme.

PEOPLE Activity 6

Click the red square and be the first team to guess the word.

Team A		Team B

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Activity 6

This again links to last tasks. The mystery word is “indestructible”. After each click one half of class can guess the word. If wrong then another click reveals another letter. The other half of class have another guess. When this task is finished – class can construct their own mystery word. The rule here is that neither term are allowed to spell a word but must name a letter AND have a longer word ‘in their head’. Either team have option of calling the other team's ‘bluff’ i.e. if Team A can't give a word then Team B wins!

Teacher Notes

PEOPLE Activity 7

How does the writer try to persuade us that Columbus was a **barbaric** pirate?

When he sailed with his three little ships to discover unknown lands, he was an accredited explorer for the court of Spain, and was bravely sailing forth with an honest purpose, and with the same regard for law and justice as is possessed by any explorer of the present day. But when he discovered some unknown lands, rich in treasure and outside of all legal restrictions, the views and ideas of the great discoverer gradually changed. Being now beyond the boundaries of civilization, he also placed himself beyond the boundaries of civilized law. Robbery, murder, and the destruction of property, by the commanders of naval expeditions, who have no warrant or commission for their conduct, is the same as piracy, and when Columbus ceased to be a legalized explorer, and when, against the expressed wishes, and even the prohibitions, of the royal personages who had sent him out on this expedition, he began to devastate the countries he had discovered, and to enslave and exterminate their peaceable natives, then he became a master in piracy, from whom the buccaneers afterward learned many a valuable lesson.

Show Positive language Show Bold assertion Show List of three Show Emotive words Show Repetition to build a case

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Activity 7

Technique question – ‘How does the writer try to persuade us that Columbus was a barbaric pirate’. Here class might need to understand meaning of the focus word. Click on word ‘barbaric’ and then a timer activity task appears – this then reveals key words. Class have to make a list of the words which might mean the same as ‘barbaric’ – the other words can be put in a separate column. After this task students then highlight aspects of the text (might be worth considering without the elements identified). If needed teacher can use reveal highlight tool to show some of the techniques.

PEOPLE Activity 8

In every paragraph you should aim to include your focus words – which of the answers below are most focused?

Ⓐ

Columbus is shown to be barbaric as he is said to be “beyond the boundaries of civilization”. His acts of “robbery” and “murder” show his cruel nature. The writer also uses some strong verbs to describe his cruelty to natives “devastate” and “enslave”. The fact that the people he killed “did not know how to fight” further emphasises his ruthless behaviour. His use of “blood hounds” for murder is particularly sickening and his “atrocities” were so bad he was recalled to Spain.

Ⓑ

The writer uses a bold statement “speak the truth” to show that his version of Columbus is to be trusted. He starts off writing about him in a good way “respectfully” and uses the adverb “bravely” as he sets sail. The writer does suggest that Columbus “changed” and uses tripling “robbery, murder and the destruction” to show his nasty side. He is also very successful in his mission for the queen “master in piracy”. This use of hyperbole makes his achievements a lot greater.

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Activity 8

Compare two model answers for the question previously asked. Class to evaluate best answer. Magnifier icon highlights the issue of problems that occur when there is a lack of focus on the question. After this task class work through question independently – with a clear sight on the focus of the question. Peer marking plenary can then look at highlighting most focused answers (again through highlighting on work).

Teacher Notes

PEOPLE Activity 9

How is Columbus presented in each text?
Use the following sub-headings to organise your answer:

Why he decided to discover new lands?
21st century text

The impact he had on the wider world
21st century text

19th century text

19th century text

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Activity 9

This is a synthesis question. Ask class to explore any clues in the question that tell us that there is no need to cross-refer. Magnifier icon helps to establish this. Class can then tackle this question – if necessary using the table structure.

PEOPLE Activity 10

Compare how Columbus is presented across both texts.
Refresh page to start again

The comparison question... this is a higher level skill as you have to draw ideas from both texts. This tests your ability to supply detail as well as give a good overview of both texts. A useful skill is the ability to sum up a paragraph at a time.

For example...

Christopher Columbus - born Cristoforo Colombo - grew up in Genoa, Italy and had an insatiable thirst for knowledge and exploration. Even though he was very religious, he had an inkling that the world was round and decided to prove this by sailing west. This would also - he thought - help his Spanish masters to an easier route to India and Asia.

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Activity 10

This is a more difficult comparison question requiring cross-reference. Very important to click through the “for example” button which selects the key points from the short passage, then the “but” button which shows how to select key issue from the second text. After finishing this task the magnifier icon then reveals larger text for class to work through – this also contains useful connectives.

Teacher Notes

PEOPLE

Activity 11

Your school are considering holding a Columbus Day when all students will celebrate the achievements of the great explorer. Write a speech arguing for or against this proposal.

Welcome all students.

I'd like to speak to you this morning about an issue that's close to my heart. Exams. Every day it's the same thing. You've got to get 80% on this paper or you're going to fail. This is usually followed by tonnes of homework and expectations that you've got to stay till 6 o'clock until the school's caretaker closes its gates!

Isn't it high time teachers realised that it's more important for us to be happy than stressed about tests? School life would be much improved by including more fun activities such as quizzes, games and sporty challenges. The government's latest research has shown that an extra hour of PE makes learners' brains more able to take in facts.

The school has its own priorities of getting superb results, but in recent years employers are placing higher values on social skills than exam success. These skills can't be taught in examination lessons. It's only in those precious moments of chill-out time during break and lunch that we've got a chance to develop our brains' ability to speak.

How many apostrophe errors can you spot here?

Show answer

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Activity 11

Writing task. Activity 11 can be used for apostrophe use consolidation.

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Activity 12

Which features can you spot in the speech below?

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Isn't it high time teachers realised that it's more important for us to be happy than stressed about tests? School life would be much improved by including more fun activities such as quizzes, games and sporty challenges. The government's latest research has shown that an extra hour of PE makes students' brains more able to take in facts.

The school has its own priorities of getting superb results, but in recent years employers are placing higher values on social skills than exam success. These skills can't be taught in examination lessons. It's only in those precious moments of chill-out time during break and lunch that we've got a chance to develop our brains' ability to speak with others.

Refresh page to start again.

- rhetorical question
- address
- third person
- introduction
- exaggeration
- second person
- first person
- sub-headings

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Activity 12

Activity 12 is useful for exploring some of the features that might be expected of a speech. When complete class can devise a speech on the topic suggested – or a topic of their own choosing.