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TWO SISTERS: A STORY OF FREEDOM LESSON PLAN 1 YEAR 6

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CURRICULUM LINKS

KS2 English

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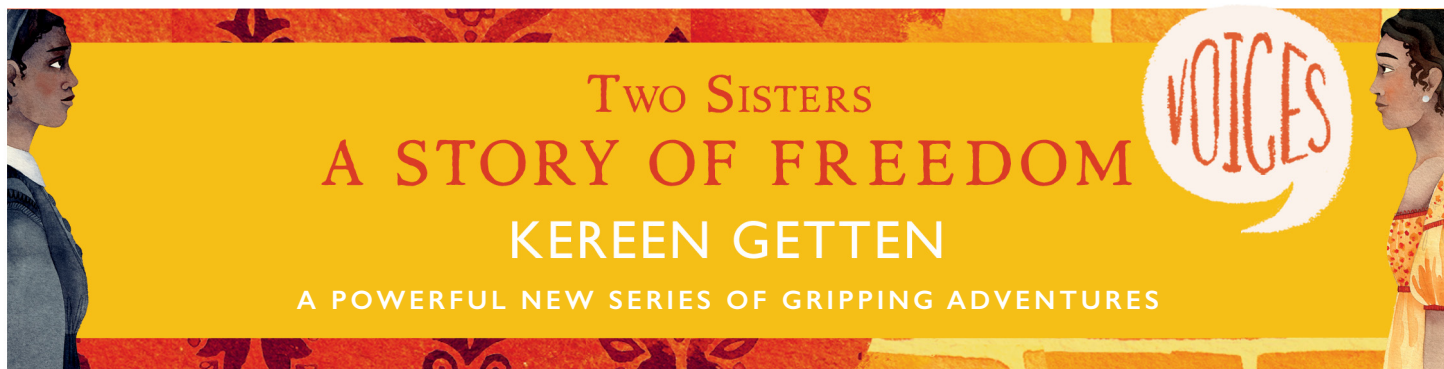
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 SCHOLASTIC





TWO SISTERS LESSON PLAN 1 YEAR 5

Objectives

To understand the concept of inference.

To explore the emotions that are expressed in narrative.

Outcomes

Children will be able to explain the difference between emotion and action. They will also be able to understand the reasons behind the characters withholding information.

Resources

Two Sisters: A Story of Freedom book

Resource Sheet 1 'Telling the truth'

Resource Sheet 2 'If only I could tell you...'

Resource Sheet 3 'What next?'

Lead in

Read up to the end of the letter that Anna and Ruth send to Mama on page 48. This sets the scene, with Anna and Ruth starting on the plantation in Jamaica and then travelling to England by boat. The children should be encouraged to think about the differences in their lives in Jamaica and England and also the way they are treated because of the colour of their skin. It will also be important to pick out the thoughts and feelings of the sisters as particular events occur during the journey (e.g. Ruth getting told off by Master John on the boat for disturbing his meal with the captain). Discussion should also focus on why the author has used each of the sisters alternately to tell the story – why would she do this? (To allow the characters to tell the story from their viewpoints so that we can understand them better.)

Task

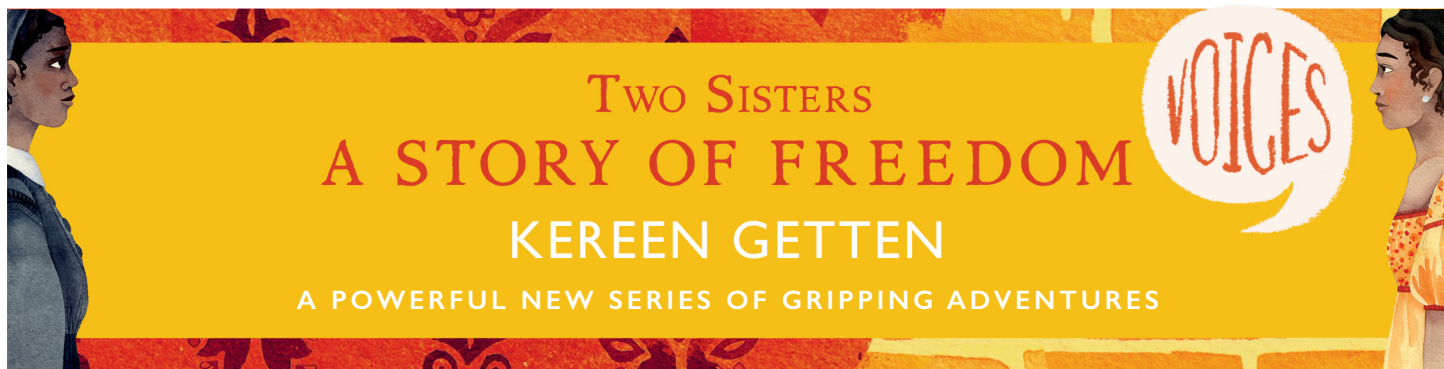
Look at the letter that the sisters sent on pages 47/48. Why would they not have told Mama the truth about how they were feeling? Who were they protecting? Help the children to see that it was to protect their mother from worrying about them because there would have been little she could have done anyway. Using Resource Sheet 1 'Telling the truth', the children should annotate the copy of the letter and underline the 'white lies', writing the truthful bits from what they have read around the outside. Using this and Resource Sheet 2 'If only I could tell you...', the children should write the truthful letter that Anna and Ruth might have wanted to be able to send.

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TWO SISTERS LESSON PLAN 2 YEAR 6

Extension

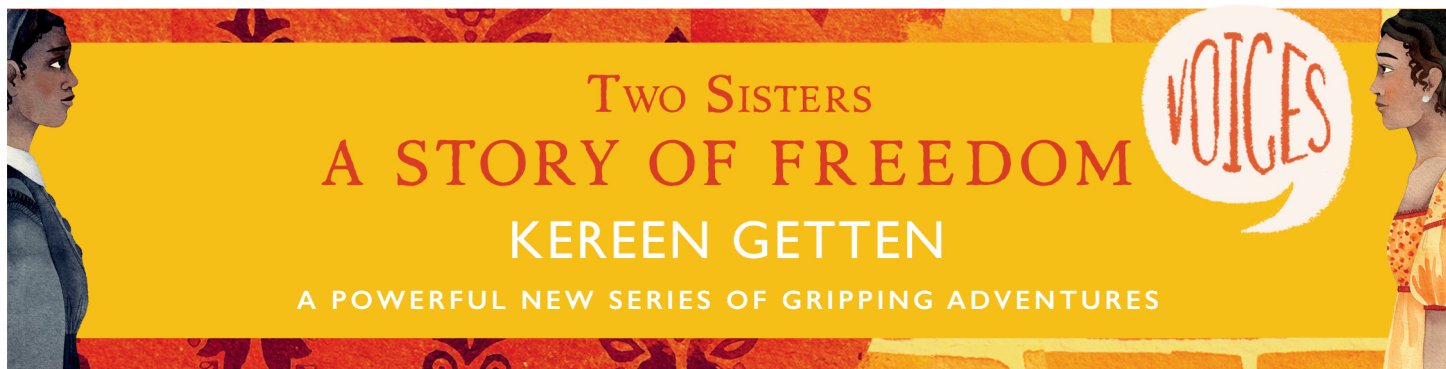
The children should read to the end of page 64, where Ruth is caught by Elisabeth in the piano room. Assist the children in listing some of the events that have occurred since the letter: the threats from Missus Edith after Master John had left, Ruth being sent to the servants' quarters, Ruth having to wear a uniform, the confrontation with Elisabeth in the piano room. Using Resource Sheet 3 'What next?', the children can continue their letter from the main task and include these events.

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TWO SISTERS LESSON PLAN 1 RESOURCE SHEET 1 'TELLING THE TRUTH'

Underline the 'little white lies' and write what Anna and Ruth were actually feeling and experiencing around the outside of the letter. For example, what is the house really like? What is Ruth's room like compared with how it is described here? What about the people mentioned?

We are having a wonderful time. The house is filled with laughter and music.

Papa has given us a lovely room, with our own beds. Our window looks out to the street where there are horses and carriages, and ladies with large hats.

Papa's sister is pleasant and accommodating. She has a daughter called Elisabeth who sometimes does not understand what we are saying. Give kisses to Sarah and William. We must go now; we have much to do and see. We cannot wait to show it all to you when you visit.

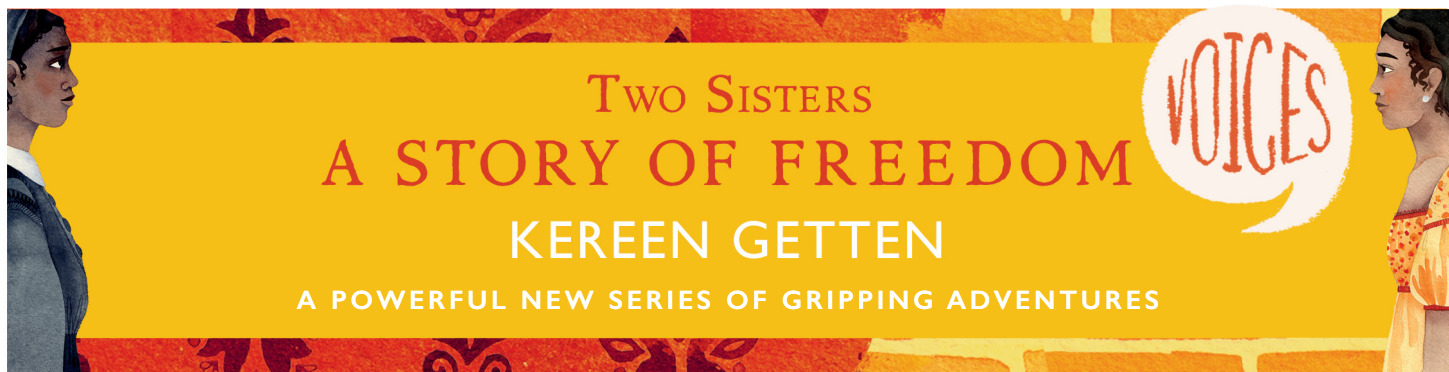
*Your ever-loving,
Ami and Esi*

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TWO SISTERS LESSON PLAN 1 RESOURCE SHEET 2 'IF ONLY I COULD TELL YOU...'

Write the letter from Anna and Ruth but with the truth about their experiences.
Think about the following things: the sea crossing, their arrival, their treatment in the house, Missus Edith.

Remember an informal letter contains the following:

- Date
- Greeting
- Introduction
- One or two paragraphs of content, written in first person
- A conclusion
- A complimentary close (all my love, take care, etc.)
- A signature

Dear Mama,

If only I could tell you what life has really been like for us since we left you . . .

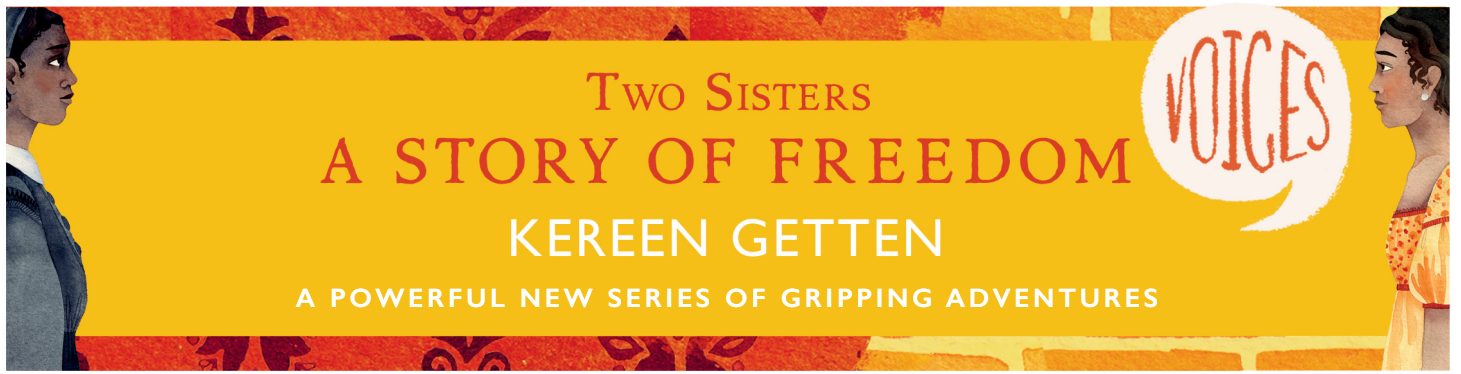
Handwriting practice area with multiple sets of red dotted lines for writing.

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TWO SISTERS LESSON PLAN 1 RESOURCE SHEET 3 'WHAT NEXT?'

A lot happened after the letter was written by the sisters! Continue your letter from Resource Sheet 2 and include some of the events that happened after. Think about: the threats from Missus Edith after Master John had left, Ruth being sent to the servants' quarters, Ruth having to wear a uniform, the confrontation with Elisabeth in the piano room. You may also include anything else you can remember.

Remember an informal letter contains the following:

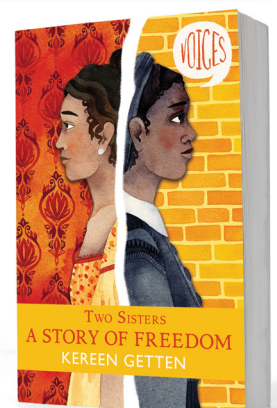
- Date
- Greeting
- Introduction
- One or two paragraphs of content, written in first person
- A conclusion
- A complimentary close (all my love, take care, etc.)
- A signature

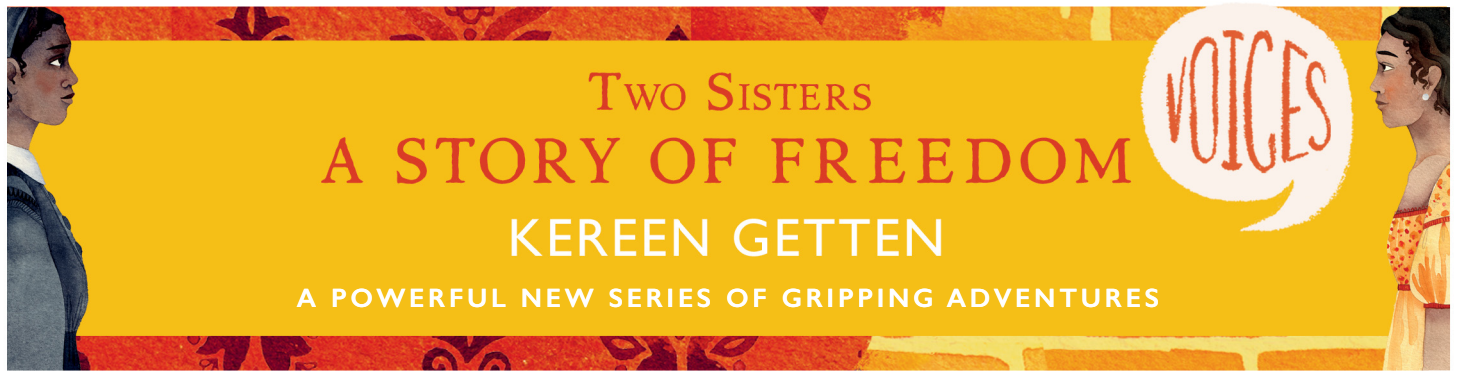
A large rectangular area with a white background and a thin black border. It contains ten sets of horizontal red dotted lines, providing a space for writing an informal letter.

Also available



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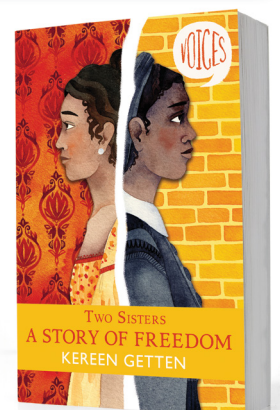


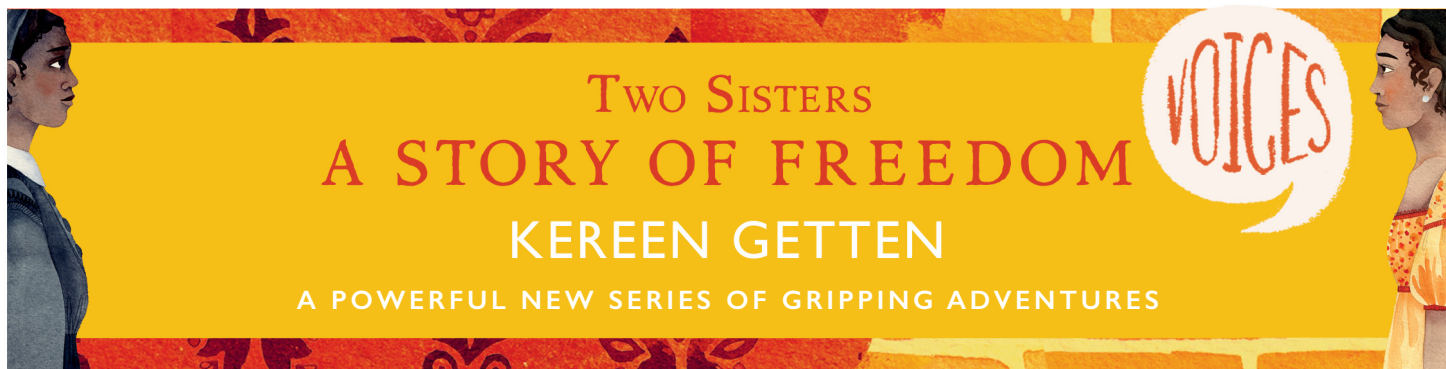
A large rectangular area with a white background and a thin black border. It contains 15 horizontal red dotted lines, providing a space for writing.

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TWO SISTERS LESSON PLAN 2 YEAR 6

Objectives

To explore the idea of similarity and difference.

To understand how to adapt a known narrative using alternative characterisation.

Outcomes

Children will be able to identify the similarities and differences between the characters.

Children will write an alternative version of part of the story and/or an alternative ending set in the future.

Resources

Two Sisters: A Story of Freedom book

Resource Sheet 1 'Same same, different different'

Resource Sheet 2 'Through a different lens'

Resource Sheet 3 'Ten years' time...'

Lead in

Read up to page 100, this ends at the point where Anna runs from the party room where Ruth is stood in rags.

Discuss some of the disagreements Anna and Ruth got into, for example, Anna not speaking out, wearing the powder on her face, etc. What does this show? Is it that Anna doesn't support Ruth and wants to be treated like Elisabeth, or is it something else? Draw out from the children an understanding of the fearfulness Anna feels. This can lead on to a discussion about the two sisters and how they are the same in some ways but different in many others.

Task

Following the discussion about Ruth and Anna, hand out Resource Sheet 1 'Same same, different different' and ask the children, individually or in pairs, to use adjectives to describe the two girls. The children should place the adjectives inside the top Venn diagram on the sheet, with any adjectives that can be used to describe both girls placed in the central overlapping section.

Finish reading the book as a class. When Ruth and Anna are reunited in the stables at the tavern, Ruth says;

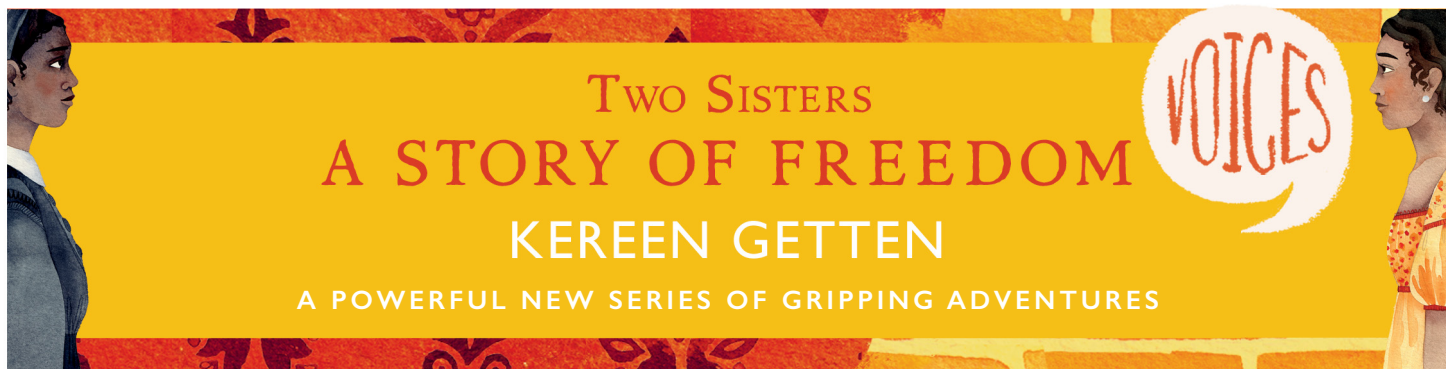
'She ran alongside Albert, not letting me go, and I chanced a look at her. Her face was focused, her eyes defiant. She was like a different person. This was not the Anna I knew. This was the Anna I had always wanted her to be, and this is what it had taken for her to find her strength.'

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TWO SISTERS LESSON PLAN 2 YEAR 6

Using the Venn diagram on the bottom half of Resource Sheet 1, ask the children to add in the adjectives again. Have any of the adjectives moved into the middle? Can they think of any new adjectives they want to add? Ask the children to explain any they have moved/added with reference to the story and what it tells them about how Anna/Ruth changed.

Extension

Choose one or both of the tasks below to explore the story further:

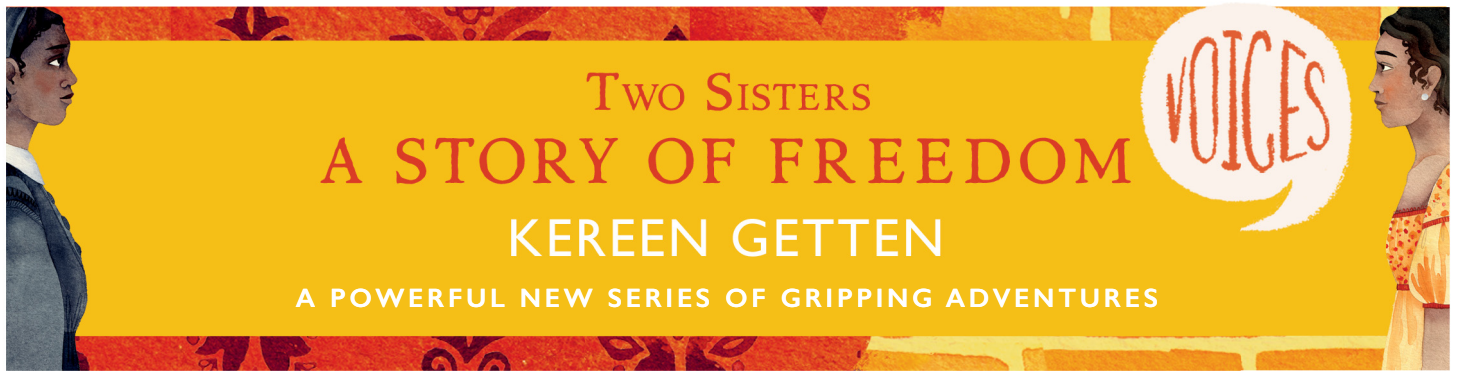
1. The escape from the tavern was exciting and dramatic. It is unusual as it is the only chapter that includes both Ruth and Anna's perspectives. Using Resource Sheet 2 'Through a different lens', ask the children to tell the event through one of the other characters' eyes. It could be Bill, Bella or Frances. If the children are feeling adventurous, it could be one of the horses pulling the carriage!
2. The story ends with the sisters being taken to a place where they know they will be safe. Imagining they stayed in England, in 10 years' time they would have been almost adults. What would their lives be like? Where would they be living? What would their job be? Would they still be together? Using Resource Sheet 3, write an alternative ending describing what each sister might be doing and what they experienced.

Also available



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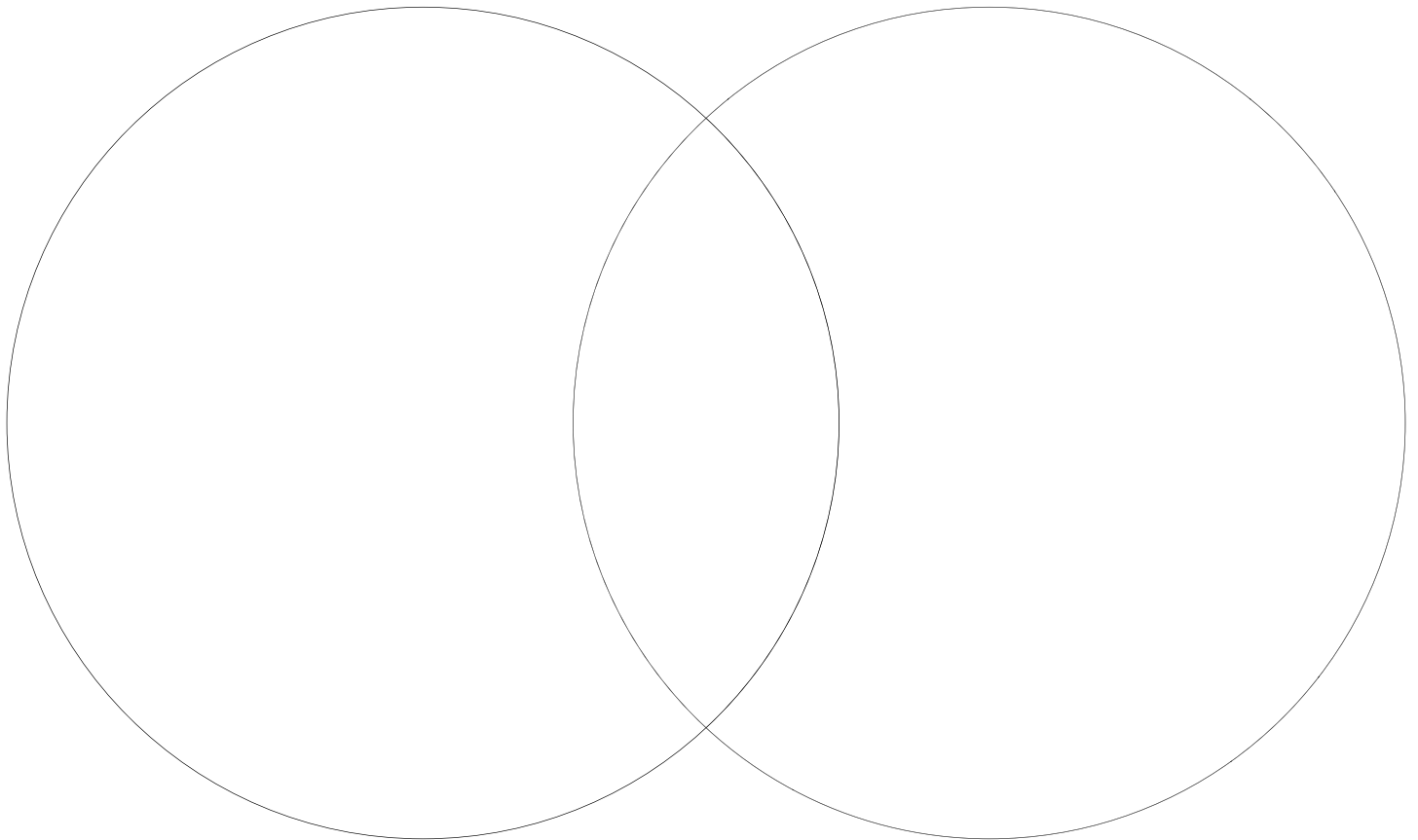
TWO SISTERS LESSON PLAN 2

RESOURCE SHEET 1 'SAME SAME, DIFFERENT DIFFERENT'

Using the Venn diagram below, think of some adjectives to describe Anna and Ruth. Some of the adjectives might be the same for both of the sisters – these should be written in the overlapping part in the centre of the diagram. Any that only describe Ruth should go to the left and any that only describe Anna should go to the right.

Ruth

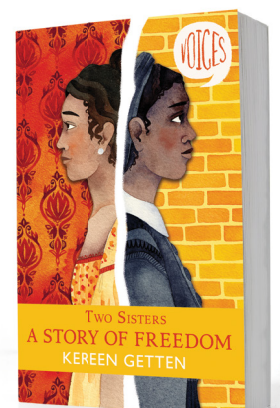
Anna



Also available



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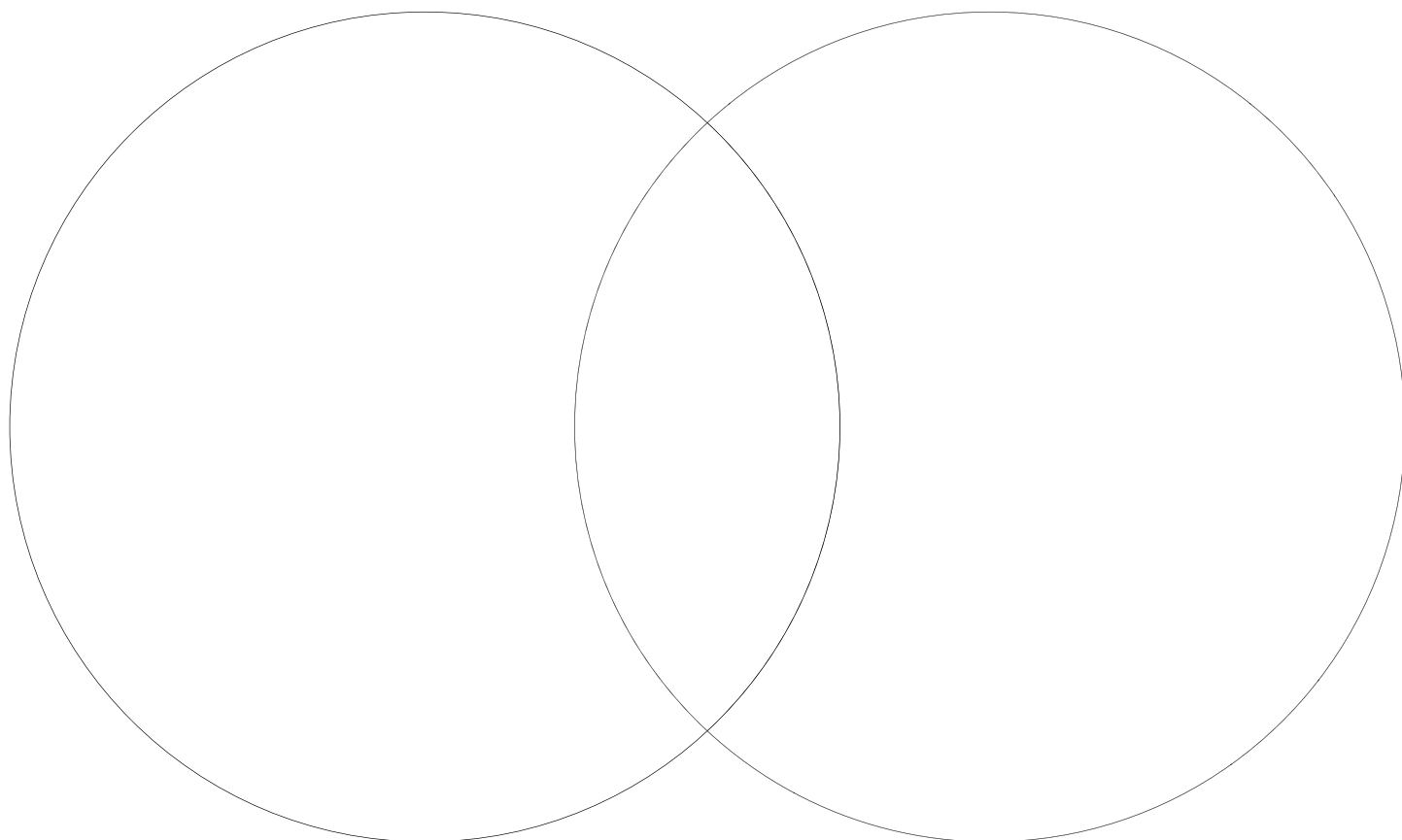
TWO SISTERS LESSON PLAN 2

RESOURCE SHEET 1 'SAME SAME, DIFFERENT DIFFERENT'

The end of the book is very different to the middle. Now you know how the story ends, look at the Venn diagram above. Rewrite it below, placing the adjectives where you now think they go. Which ones will stay the same? Which ones will move? You might even think of some more – add those in too. Be ready to explain to your friends and teacher why you have moved or added any.

Ruth

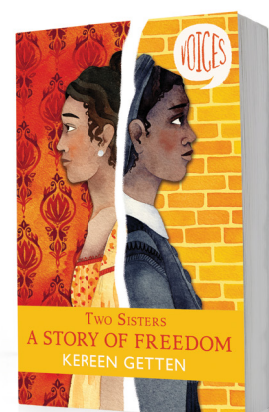
Anna



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TWO SISTERS LESSON PLAN 2 RESOURCE SHEET 2 'THROUGH A DIFFERENT LENS'

The escape from the tavern was exciting and dramatic. It is the only part of the story with the sisters' thoughts in the same chapter. Tell the escape through one of the other characters' eyes. It could be Bill, Bella or Frances. If you are feeling adventurous, it could be one of the horses pulling the carriage!

Remember a story should contain:

- An opening – who are the characters and where is it set?
- Build up – what happens next? What possible problem could there be?
- The problem – what is it?
- The resolution – how was the problem solved?
- Closing – how does it all end?

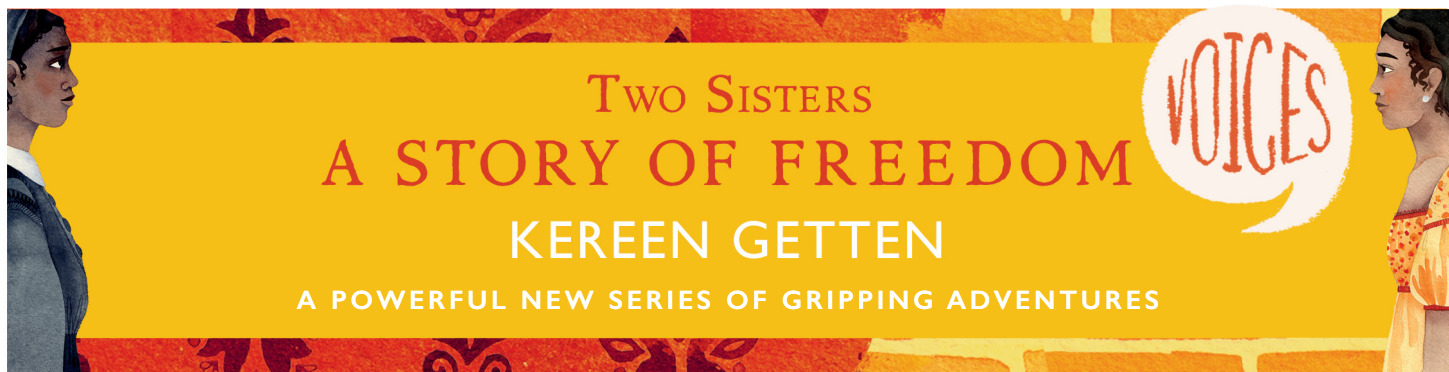
A large rectangular area with ten sets of horizontal red dotted lines for writing.

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TWO SISTERS LESSON PLAN 2 RESOURCE SHEET 3 'TEN YEARS' TIME'

The story ends with the sisters being taken to a place where they know they will be safe. Imagining they stayed in England, in ten years' time they would have been almost adults. What would their lives be like? Where would they be living? What would their jobs be? Would they still be together?

Write an alternative ending that describes what each sister might be doing and what they experienced.

Remember a story should contain:

- An opening – who are the characters and where is it set?
- Build up – what happens next? What possible problem could there be?
- The problem – what is it?
- The resolution – how was the problem solved?
- Closing – how does it all end?

A large rectangular area with horizontal red dotted lines for writing an alternative ending.

Also available



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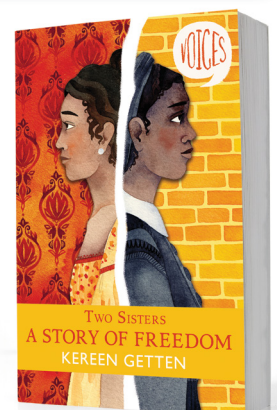


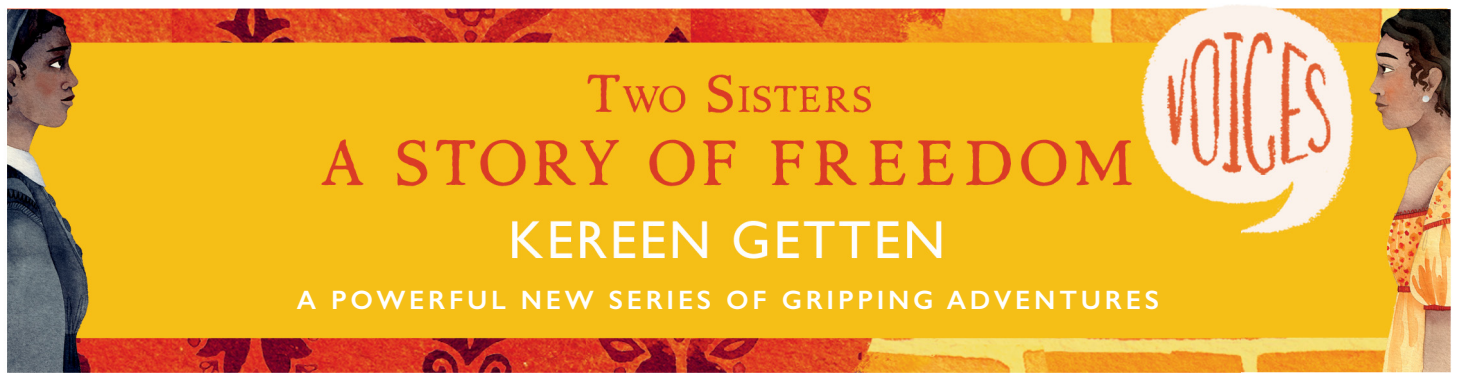
A large rectangular area with a white background and a thin black border. It contains 15 horizontal red dotted lines, providing a space for writing.

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CURRICULUM LINKS FOR TWO SISTERS

Curriculum links

KS2 English – pupils should be taught to:

Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Writing – composition

- Plan their writing
- Draft and write
- Evaluate and edit
- Proofread
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

KS2 History – pupils should be taught to:

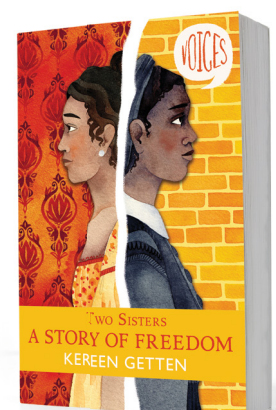
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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CURRICULUM LINKS FOR EMPIRE'S END

KS2 PSHE (from the PSHE Association Programme of Study)

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R21. about discrimination: what it means and how to challenge it

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

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