

Year 5: Ivory Sculptures Session 1

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To explore what ivory is and what it has been used for Cross curricular links: History, PHSE, Art</p> <p>NB// Do not display the LO to children yet! Explain that today, the children will be exploring a range of very interesting objects made from a particular material.</p> <p>Activity 1 (mixed ability groups): Place a range of images made of ivory from the exhibition on the children's tables. In groups ask the children to discuss the following: Q What do you think this object is? Q What do you think it was used for? Q What material do you think it has been made from? Q How old do you think this object is? Why? Q Which is your favourite object? Why?</p> <p>Bring the class together and discuss their responses. Provide the correct answers after the children have made their predictions.</p> <p>Now introduce the LO and explain that all of these objects are made out of ivory. Q Does anybody know what ivory is? Where does it come from? Explain that most ivory is made from elephant tusks. It is now illegal to poach elephants for their tusks but these objects that they have looked at were all made before the use of ivory was made illegal.</p> <p>Explain that their second task is to find out some interesting facts about the history behind ivory sculptures. Show the children the website and help them to understand how to navigate around it. Model reading the information to find out an interesting fact. http://www.vam.ac.uk/page/i/ivory/</p> <p>Activity 2 (mixed ability groups): Children to work in pairs to explore the website. Their challenge is to find 5 interesting facts about the history of ivory sculptures.</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: visuals, mixed ability pair work, questioning, modelling Every Child Matters: Enjoy and achieve, make a positive contribution.</p>		<p>Q What did you find out from your research? Q Why do you think people chose to make sculptures from ivory?</p>
		<p>RESOURCES</p> <p>Images of Ivory Sculptures from the Two Temple Place exhibition and Towneley Hall.</p> <p>Access to the internet</p> <p>http://www.vam.ac.uk/page/i/ivory/</p> <p>Key vocabulary: Ivory Sculpture Elephant</p> <p>Success Criteria: I know what ivory is I know what ivory has been used for in the past</p>

Session 1 - Images of Ivory Sculptures



Ivory Card Case

Card case carved with gardens and riverscapes

19th Century, probably Chinese

Ivory

Towneley Hall Art Gallery
and Museum



Ivory Woman

The Assumption of the Virgin standing
on a crescent moon

18th Century, Goanese

Ivory

Towneley Hall Art Gallery
and Museum

Session 1 - Images of Ivory Sculptures



Netsuke in the shape of rats

Japanese, 19th Century

Ivory

Towneley Hall Art Gallery and Museum



Whole elephant tusk, etched and engraved with

"General Scott", "Oliver E. Perry", "Washington", "Mt. Vernon", "Mozart",
"The Bride" and other subjects

19th Century, probably American

Ivory

Towneley Hall Art Gallery and Museum

Year 5: Ivory Sculptures Session 2

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary				
<p>LO: To consider the different views of people about an issue CCL Literacy, PHSE, History</p> <p>Explain that when new rules are decided upon people often have different opinions about them. Some people will support the decision and others will disagree. They will often have 'for' and 'against' arguments about the issue.</p> <p>Q What does 'for' and 'against' mean? Q Why would people have different views about an issue?</p> <p>Watch the BBC learning zone video clip to explore the difference between for and against arguments. http://www.bbc.co.uk/learningzone/clips/discussion-for-and-against/8444.html</p> <p>PAUSE the clip at 2min 34 sec to allow children to sort arguments into for and against categories. CONTINUE the clip to allow children to check their answers. Then PAUSE at 3 min 05. (you will continue from this point at the plenary)</p> <p>Explain that today we will be looking at the issue of ivory being used as a material to make objects and sculptures. We will be considering the 'for' and 'against' arguments about this issue.</p> <p>Q Who can remember where ivory comes from? Read the article about ivory with the children. http://www.timeforkids.com/files/Elephants%20Never%20Forget.pdf (Page 8 only) In talk partners discuss: Q What is your opinion about using ivory for making objects / sculptures? Do you think it is right or wrong? Why? Speaking frame: I think that using ivory to make objects is right / wrong because.....</p>	<p>Activity In mixed ability groups: Use laptops or computers. Children to work in MA pairs to use the saved web pages to explore further 'for' and 'against' arguments regarding the ivory debate. Record work under columns of for and against. Pairs to share findings with the rest of their topic group. Encourage the HA children to focus mainly on the arguments against ivory being banned as a material for sculptures. They will need to use their own minds a lot in considering what a poacher etc might think and feel regarding this issue.</p> <p>Should the use of ivory be illegal?</p> <table border="1" data-bbox="801 758 1335 877"> <thead> <tr> <th data-bbox="801 758 1012 790">FOR</th> <th data-bbox="1016 758 1335 790">AGAINST</th> </tr> </thead> <tbody> <tr> <td data-bbox="801 793 1012 877"></td> <td data-bbox="1016 793 1335 877"></td> </tr> </tbody> </table> <p>Success criteria:</p> <ul style="list-style-type: none"> ➤ I can consider for and against arguments ➤ I can use connectives to link and separate different points of view. 	FOR	AGAINST			<p>Resume playing the video clip from 3min 05. The clip demonstrates how to turn the 'for' and 'against' arguments into a balanced argument.</p> <p>Use the connectives from the clip to try and turn their 'for' and 'against' arguments into balanced argument sentences (in preparation for next lesson).</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> * For * Against * Ivory * Poacher * Elephant * Argument <p>RESOURCES</p> <p>Websites</p>
FOR	AGAINST					

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<p>Share responses as a class. (If the children all decide on one opinion, encourage them to think of other people's perspectives in order to get a range of ideas. Eg the trader, the elephant poacher, the conservationist , ivory collectors, the elephant etc)</p> <p>Brainstorm responses on the board under column headings of 'For' and 'Against'.</p> <p>Explain that for their task they will be using the internet to explore further viewpoints about this issue. Model how to locate the saved web addresses that children will be using and model skimming and scanning the text to find relevant information.</p>		

Lesson 2 Suggested Website List

<http://www.timeforkids.com/files/Elephants%20Never%20Forget.pdf>

<http://www.bbc.co.uk/news/world-africa-26330575>

<http://www.bbc.co.uk/news/science-environment-28854259>

<http://newswatch.nationalgeographic.com/2013/01/14/stop-stimulating-the-ivory-trade-just-stop-trade/>

Year 5: Ivory Sculptures Session 3

Duration 1 hour. Date:

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Main teaching

Activities - Differentiation

Plenary

LO: To debate the issue of using ivory for making objects and sculptures

Cross curricular links: PHSE, Literacy, History

Recap on yesterday's lesson.

Explain that they will be using the ideas from yesterday to debate the issue of using ivory to make objects.

Q What is a debate?

Q Where do you witness a debate?

Q What is the purpose of a debate?

Explain that in a debate you have a **host**, a **proposition team** and an **opposition team**. There is also a '**floor team**' who are the people you are trying to persuade. Explain the meaning of each of these roles.

Show children the video clip of children debating an issue

<http://www.noisyclassroom.com/primary/video/kids-can-make-a-difference-to-the-environment-debate-1.html>

- introducing the debate
- the first proposition team member
- the first opposition team member

Whilst watching these clips, children to make notes of phrases or techniques that they used in the debate.

After each section, stop the video and discuss the techniques and phrases.

Q How did the children from the opposition team stop the proposition to argue against them?

Q What techniques were used to do this? – focus on the polite way of interrupting / accepting / declining the attempt

Activity : Mixed ability groups

Explain to the children that today they will be working in teams to debate an issue.

Topic: Should the use of ivory be illegal?

Explain that their ideas from yesterday will form their 'for' and 'against' statements for this topic.

Children to split themselves into teams. 1 person = host (this may be more suitable for the LA child) 2 people – proposition

2 people = opposition. G&T children to use a range of connectives to join and link their ideas.

Ethnic Minority Achievement/English as an additional language learning strategies: key vocabulary, mixed ability pair work, speaking & listening integral activity

Every Child Matters: Enjoy and achieve, make a positive contribution.

Q What do you think the collector of these ivory items from the museum would say if he had listened to your debates? - Would he stick to his interest in collecting ivories? Would he change his mind? Would he apologise? etc

RESOURCES

Children's notes from lesson 2

Video clip link

Key vocabulary:

- * For
- * Against
- * Debate
- * Argument
- * Ivory
- * Elephant
- * Poacher

Success Criteria

- * I can consider both sides of an issue
- * I can work in different roles to debate an issue

Year 5: Ivory Sculptures Session 4

Duration 1 hour. Date:

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Main teaching	Activities - Differentiation	Plenary
<p>LO: To be able to plan a letter of complaint about the use of ivory Cross curricular links: Literacy, PHSE</p> <p>Q What is a complaint? Q When might people want to write a letter of complaint? Q What should we write in this type of letter? (state reason to write, give the reasons why we are complaining and support it by evidence)</p> <p>Display an example of a letter of complaint</p> <p>Q: What persuasive techniques were used?</p> <ul style="list-style-type: none"> ➢ Powerful vocabulary ➢ Questions ➢ Flattery ➢ Bribery ➢ Warnings <p>Discuss each technique and provide further examples as necessary.</p> <p>Introduce the letter topic of complaining about people poaching elephants for their tusks to create ivory sculptures.</p> <p>Q Who would want to complain about this? Encourage the children to identify different viewpoints in order to generate a range of ideas to include. Explain that these ideas are our reasons and evidence. Encourage children to refer back to their learning from the previous two lessons.</p> <p>Q Can you think of a question, flattery, bribery, warning that we could include in our letter?</p> <p>CT to model transferring these ideas to the planning template</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: modelling, writing scaffold Every Child Matters: Enjoy and achieve, make a positive contribution.</p>	<p>Activities: Children to plan a letter of complaint about poaching elephants for their tusks. They can write from the perspective of the elephant or a conservationist.</p> <p>EAL / SEN: Teacher support</p> <p>G&T: Write a letter of complaint from the collector of ivory items. (Complaining about everyone moaning at him about his collection). In the letter they must defend his intentions too.</p> <p>Success Criteria: I can understand the purpose of writing a letter of complaint</p> <p>I can plan persuasive techniques to write my letter:</p> <ul style="list-style-type: none"> ➢ Powerful vocabulary ➢ Questions ➢ Flattery ➢ Bribery ➢ Warnings 	<p>Children to share their ideas for each technique</p> <hr/> <p>RESOURCES</p> <p>Planning frame Sample letter of complaint</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> * Complaint * Ivory * Tusk * Powerful vocabulary * Questions * Flattery * Bribery * Warnings

Why are you writing this letter?

Reason 1:

Evidence:

Reason 2:

Evidence

Powerful vocabulary:

Questions:

Flattery:

Bribery:

What you would like to happen:

Lesson 4 Example letter of complaint resource

(Adapted from a TES resource)

Honeysuckle Cottage,
Bush Lane,
Little Bytham
Grantham
Lincolnshire
NG34 6DH

18th August 2014

Blue Skies Holiday Company
47, High Street,
Langfield,
Lincolnshire,
NG35 8FN

Dear Sir,

I am writing to complain about the appalling standard of service my family and I received during my recent stay at the Halton Hotel in Edinburgh during the week commencing 4th August 2014, which you booked for me.

On our arrival, there was nobody to greet us and when, after a 15 minute wait, we were finally booked in, the girl was sullen and unhelpful and made no apology for her lengthy absence from the reception desk.

Our experience went from bad to worse when we were directed to our 'family' room, only to find that, not only was the child's bed in a dangerous position next to a scorching radiator, but that the cot we had been promised for our 18 month son was not available. To add insult to injury, we were merely told to, "Stick him in your bed with you!" Needless to say, we checked out of the hotel and found ourselves alternative accommodation – after a long search.

Is this really the standard of service we should expect to receive from a '4 star' hotel?

As compensation for our dreadful experience, I would be grateful if you would refund us the cost of our stay in Edinburgh. Should you not comply with this request, I shall be seeking legal advice. However, I'm sure that you have the skills and talent to sort this issue for me.

Yours faithfully,

Mrs. Marian Jarvis

Year 5: Ivory Sculptures Session 5

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p>LO: To write a letter of complaint about the use of ivory Cross curricular links: Literacy, PHSE Look back at yesterday's plan – Q What is the purpose of the letter that we planned? Q Why are we writing a letter to complain about the use of ivory?</p> <p>Verbally recap on the content ideas for the letter and the features that were covered : Powerful vocabulary > Questions > Flattery > Bribery > Warnings</p> <p>Explain that today we will use our plan to write our complaint letter.</p> <p>Class teacher to use shared writing techniques to model turning yesterday's plan into a written letter. Focus on use of paragraphs for each section of the letter, connectives to link and separate ideas. Model using the word bank to start sentences in a variety of ways. Only model as much as is needed for your class.</p> <p>Ethnic Minority Achievement/English as an additional language learning strategies: word bank, modelling Every Child Matters: Enjoy and achieve, make a positive contribution.</p>	<p>Activities: Children to write their letter of complaint using their plans from yesterday: Use the word bank for support</p> <p>EAL / SEN: Word bank, teacher support</p> <p>G&T: Use a range of connectives to link ideas together. (if, so, while, however, although, despite, on the other hand, in addition, in contrary to, also)</p> <p>Success Criteria: I can understand the purpose of writing a letter of complaint</p> <p>I can use persuasive techniques to write my letter: > Powerful vocabulary > Questions > Flattery > Bribery > Warnings</p> <p>I can use connectives to link and separate my ideas</p> <p>I can use paragraphs to organise and structure my ideas</p>	<p>Children to readout their letters – Use 2 stars and a wish to evaluate its effectiveness 2 stars = 2 positive comments about what techniques they used well 1 wish = 1 target for improvement (based on the success criteria,</p> <hr/> <p>RESOURCES</p> <p>Word bank</p> <p>Key vocabulary: * Complaint * Ivory * Tusk * Powerful vocabulary * Questions * Flatterys * Bribery * Warnings</p>

Word bank – formal complaint letter

Dear Sir or Madam,

I am writing to complain about...

This happened when.....

In addition to this...

Furthermore....

I would also like to point out that...

It is my opinion that...

I expected...

I hoped...

I believed...

In addition...

How would you feel if...?

How would you respond if...?

I would like to suggest that...

To improve this situation, I think...

In conclusion...

Yours faithfully,

Yours sincerely,