Teacher Support Pack

Famous People from History

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Introduction

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This Pack

The activities in this pack have been written to provide examples of the ways that Kar2ouche can be used to enhance your students' learning through visualisation, discussion and exploration. They link with the National Curriculum for History and English as well as the National Literacy Strategy. In addition, lesson suggestions incorporate activities that can be used to facilitate lessons in PSHE/Citizenship and which develop ICT capabilities.

The activities show how *Famous People from History* can be used in the classroom, with teacher notes to provide the overview and student notes with step-by-step instructions. However, these are just suggestions that can be adapted and tailored to the needs of your particular students. Alternatively, you may wish to use the content to develop your own activities.

Kar2ouche *Famous People from History* provides an extensive range of characters, backgrounds, props and soundfiles that will enable you and your class to engage with a wide period of history from 450 BC to the present day. The characters palette contains 19 famous people including kings, queens, religious leaders, explorers, inventors and writers. A complete list of the famous people included is available in Appendix 2. There is also a selection of modern-day characters to enable students to create storyboards of interviews or TV documentaries and to comment from a modern perspective on the lives of those from history. The background and props palettes include interiors and exteriors of buildings covering the appropriate periods in history as well as a number of useful modern locations.

So why use Kar2ouche for History? Students find Kar2ouche an easy-to-use, accessible and absorbing program that enables them to explore texts in a way that develops insight and understanding of complex events. Where material is open to interpretation, students find that Kar2ouche helps them to evaluate what they have read, combine sources, and analyse the way that the past is, or can be, presented. Through the activities, students are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The images help them to visualise events. The differentiated activities provide focused tasks that enable all children to produce examples of sound exploratory, explanatory and discursive writing. The plenary sessions give them the opportunity to reflect critically on their own work and the work of others, and to explore the possible reasons for differing opinions.

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As Dr Christine Carpenter (University of Cambridge) is quoted as saying in *The National Curriculum Handbook for Secondary Teachers*, 'History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact.' Kar2ouche facilitates this creative and interpretative approach.

One of the benefits of using Kar2ouche is, therefore, its versatility. As the teacher mediating the learning through Kar2ouche, you do not need to be an ICT specialist. However, Kar2ouche's versatility allows you to use it in the ways you consider most appropriate with your classes. The variations are almost limitless. What's more, many of the photocopiable sheets can be used during the preparation or evaluation stages and do not require access to computers. In this way you can make best use of ICT availability.

Kar2ouche *Famous People from History* is aimed at both Key Stage 1 and Key Stage 2 students.

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Structure

The pack is divided into three main sections.

- **Introduction:** This comprises an overview of the activities and an introduction to Kar2ouche.
- **Activities:** The five activities provide a range of suggestions for using the software. However, as you get used to using it, you will be able to devise your own more specifically targeted storyboards for use with your classes.
  - **Activity 1 What Does Famous Mean?** In this activity, students begin by defining what being famous means before moving on to give reasons why a particular person from history has achieved fame. The plenary involves the students finding out information about their famous person from a variety of sources.
  - **Activity 2 Florence Nightingale** In this activity, students look at the story of Florence Nightingale before creating their own storyboard of her life. They test their knowledge of Florence before comparing her life with their own.
  - **Activity 3 Shakespeare** In this literacy-based activity, students sequence events in Shakespeare's life and describe the main events using words to describe the passing of time. They then find out a little more about each stage and organise their research under headings before conducting a virtual interview that allows them to focus on creating precise and targeted questions.
  - **Activity 4 Famous People from History** In this activity, students find out about the lives of 12 famous people and put them in the correct chronological order. They continue by comparing their own lives to the life of a famous person of their choice before creating a storyboard showing an interview with that person.
  - **Activity 5 Anne Frank's Diaries** In this literacy-based activity, students find out information about Anne Frank and then consider her diary entry for one particular day. They then write their own diary entry and compare their typical day with Anne's.
- **Appendices:** These comprise: copies of the text/audio files contained within Kar2ouche; a list of the famous characters included in this Kar2ouche title; websites related to the activities; and a comment on the benefits of Kar2ouche for students with special needs.

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Most of the activities consist of one to two lessons, so the suggested introduction, development and plenary may need adapting according to your preferred timings, the length of lessons and your students' attention spans. Activities can be adapted to suit the study of other famous people. You may also need to consider reshaping work where you only have access to one or two computers at a time. Some of the storyboards could be picked out for students to complete by writing in words. Others work well with small groups. The aim is to provide a flexible tool that can be adapted to individual circumstances and so support the personalised learning agenda.

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What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: • work collaboratively to question text • observe events and predict subsequent action • consider consequences • research key words • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

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Creative thinking skills	Using Kar2ouche students can be encouraged to: • offer individual interpretations of texts or situations • empathise with characters and situations • create original multimedia texts • add imagined scenes and events • respond imaginatively to texts and situations.
Evaluation skills	Using Kar2ouche students can be encouraged to: • consider how meanings are changed when texts are adapted to different media • review, modify and evaluate work produced • reflect critically on written text, their own work and the work of peers • compare and contrast their work with the work of others.
Communication skills	Using Kar2ouche students can be encouraged to: • engage in collaborative working and dialogue • listen, understand and respond critically to others • articulate ideas in groups of different sizes • use visual aids and images to enhance communication.

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Making Your Own Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step-by-step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with a commentary or summary written in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous or open to interpretation
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

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In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can prepare partial storyboards for your students to complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz along the lines of 'who says what?' or 'what happens next?' etc.

Alternatively, students can create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create:

- a news programme
- a documentary
- a TV chat show/interview
- a film trailer
- an advertisement
- a musical score
- a fashion show, to show fashions of the time.

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Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold. Writing scaffolds can be produced by completing step-by-step frames offering prompts and starter questions. The frames are then arranged in the correct order on a blank template in the printing screen. In this way you can set up letters, newspapers, diaries and the like. The types of publications students create could include:

- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience and thus develop appropriate communication skills.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

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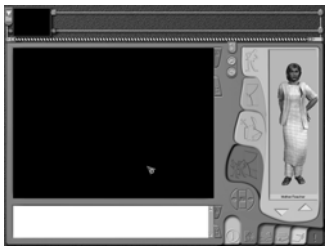
If You Haven't Used Kar2ouche Before – A Starter

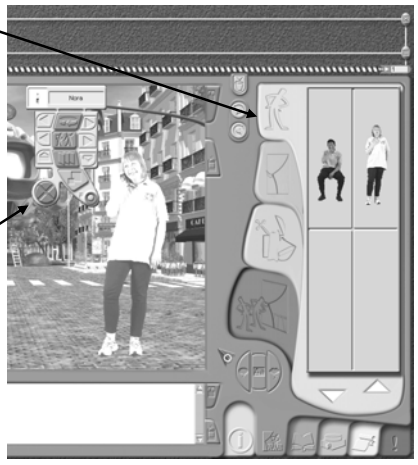
If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website **http://www.immersiveeducation.co.uk/support/kar2ouche/.** A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.



To create a title frame

1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.

3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



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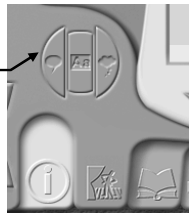
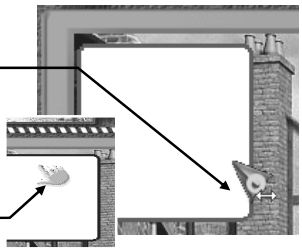
- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character they click on the arrow heads either side of the central characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.

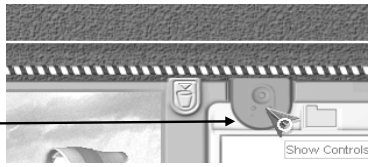
4. Next ask students to add a text bubble. They can do this by left clicking on the text bubble icon. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a double arrowhead appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the bubble until the hand appears, left click to grab it and then drag to position.





5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the text/audio tab at the bottom of the screen.

Next they should click on the show controls icon at the top of this text/ audio frame. This will bring up the audio control panel.



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To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

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Useful Hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the utilities screen and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is 'password', but your network manager may have changed this, so check first.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Saving

It's good practice to remind students to save work shortly after they have begun. Tell them that they need to give the storyboard a distinctive name. You can set the automatic save time and save path in the utilities screen.

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Copying

The materials in the Teacher Support Pack are copyright Immersive Education 2006, but may be photocopied for use within the purchasing organisation. You can also print and/or adapt these materials by using the Word file on the second disk of the software. There is also a PDF version.

Adding Text and Images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

You can save digital photographs and scanned pictures on the computer, and insert as additional backgrounds. To insert these, go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory and can slow down computers with little hard disk space and/or slow processors.

Websites

Where appropriate, reference has been made to a number of websites. All were live at time of writing, but it is worth checking their currency and suitability for your particular classes before using them in your lessons.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

- visiting our web page **www.kar2ouche.com**
- e-mailing **esp@kar2ouche.com**

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Activities

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Teacher Notes

Activity 1 What Does Famous Mean?

Key Stage/Year	Key Stage 1/Year 2
Group Organisation	This activity is suitable for students to work on individually, in pairs, or in small groups supported by the teacher or teaching assistant.
Suggested Timing	One or two lessons

Overview of Task

In this activity, the class discuss what 'being famous' means before each student chooses one historical person to study. Students then complete a storyboard explaining why they think that person is famous. Finally, students carry out research about their famous person before adding information into a scaffold storyboard.

Key Words: famous, historical, common, factor, occupation, describe, qualities, actions

Objectives

All students will: understand what the word 'famous' means and find out facts about one historical person.

Most students will: identify famous people from the past, explaining why they are famous.

Some students will: will identify common traits of famous people.

Curriculum References

National Curriculum

KS1 History

Knowledge and understanding of events, people and changes in the past

2a recognise why people did things, why events happened and what happened as a result; **2b** identify differences between ways of life at different times.

Historical enquiry

4a find out from a range of sources of information; **4b** ask and answer questions about the past.

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Organisation and communication

5 select from their knowledge of history and communicate it in a variety of ways.

Breadth of study

6b the way of life of people in the more distant past who lived in the local area or elsewhere in Britain; **6c** the lives of significant men, women and children from the history of Britain and the wider world.

KS1 English

En1 Speaking and listening

2b remember specific points that interest them; **2c** make relevant comments; **2e** ask questions to clarify their understanding.

3a take turns in speaking; **3c** take different views into account; **3d** extend their ideas in the light of discussion.

8d speak to different people, including friends, the class, teachers and other adults.

9a listen to each other; **9c** listen to recordings.

10b share ideas and experiences.

En2 Reading

1j decipher new words and confirm or check meaning.

En3 Writing

2a write familiar words and attempt unfamiliar ones; **2b** assemble and develop ideas on paper and on screen.

5h the importance of clear and neat presentation in order to communicate their meaning effectively.

KS1 Literacy

National Literacy Strategy

Y2 T1 Text level work: Non-fiction 13, 14, 17

Y2 T2 Text level work: Fiction and Poetry 14; Non-fiction 16

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Outcomes

By the end of this activity, students will have:

- discussed what 'being famous' means
- completed a storyboard showing the reasons why people become famous
- carried out research about one famous historical person
- completed a scaffold storyboard.

Resources

- **Famous** storyboard
- **Famous People** storyboard
- **Famous Person** storyboard

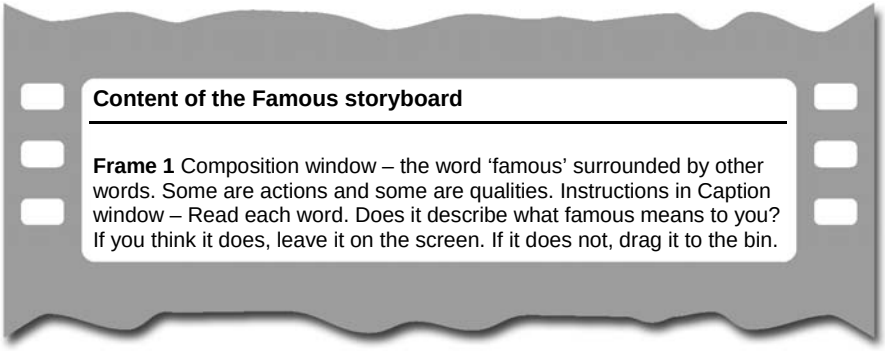
Sheet 1.1 *My Famous Person*

Activities

Introduction

1. Discuss with the students what the word 'famous' means. (*Famous:* Celebrated in fame or public report; renowned; much talked about)

2. Using the **Famous** storyboard, students choose appropriate words that they think describe a famous person by adding/deleting words from a list in text boxes.



3. Discuss the difference between qualities and actions to point out that people can be famous for their qualities as well as for their actions, that is, for what they are like as well as for what they do.

Development

4. Get the students to work with a partner and ask each pair to brainstorm the names of famous people they know about.
5. Ask each pair to share their names with the class.

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6. Choosing one person from the available characters in Kar2ouche, students complete the **Famous People** starter storyboard stating why they think this person is famous. This can be an individual or a paired activity.

Content of the Famous People storyboard

Frame 1 Composition window – blank text boxes. Instructions in Caption window – Look through the different famous people. To do this, click on the green tab with the picture of a person on it. Now click the green arrows under each character to see the next person. You'll see each character's name at the bottom of their picture. Pick a character you recognise. Drag this person into the middle of the frame. Write why you think this person is famous in the text boxes.

7. Show some of the students' completed **Famous People** storyboards and hold a class discussion on the common factors that make these people famous.

Plenary

8. Using information in the text/audio palette or, from research in books and/or the internet, students can complete the **Famous Person** storyboard scaffold poster by adding information about their chosen famous person. For example, date of birth, death, place of birth, occupation and so forth. Provide students with a copy of Sheet 1.1 *My Famous Person* so they can record the relevant information required.

Content of the Famous Person storyboard

Frame 1 Instructions in Composition window – Click on the yellow printing tab to look at the *Famous Person* starter poster. Click the green composition tab to go back and make your poster. Click on the second thumbnail and follow the instructions.

Frame 2 Instructions in Caption window – Drag your character into the composition window above. Make him/her bigger if you wish. Click on the next frame to continue.

Frame 3 Instructions in Composition window – Write the name of your famous person in the caption window below. Delete the word 'name' if you want. Click on the next frame to continue.

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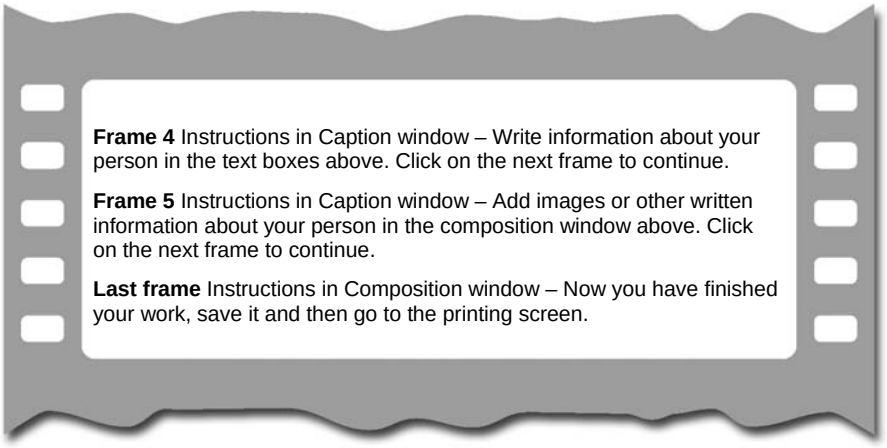

Extension/ Homework

9. Students reopen their saved **Famous People** storyboard and write three important events from their character's life into the caption windows at the end of their storyboard. They can add backgrounds, props and characters to illustrate these events. If a background is not available in Kar2ouche, you may need to show students how to use appropriate images from the internet.
10. Ask a few students to share information about their character's events with the class or print copies of their storyboard for display on a noticeboard.

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Student Notes

Activity 1 What Does Famous Mean?

Objectives

You will look at and talk about what makes people famous. Then you will look at one famous person.

Outcomes

By working through this activity you will:

- talk about what being famous means
- finish a storyboard about what makes people famous
- look at one famous person
- make a storyboard about your famous person.

Resources

To complete the activity you will need:

- Sheet 1.1 *My Famous Person*

Activities

Introduction

1. Tell a partner what you think the word 'famous' means.
2. Ask your partner what they think 'famous' means.
3. Share your ideas with the class.
4. Open the **Famous** storyboard. Read the words.
5. Keep the words that are about a famous person. Put the other words in the bin.

to open the **Famous** storyboard.

Development

6. With a partner, name some famous people.
7. Share your names with the class.
8. Pick one famous person from Kar2ouche and do the **Famous People** starter storyboard.
9. Say why you think this person is famous.

to open the **Famous People** storyboard.

10. Look at other students' storyboards.
11. Talk about what makes people famous.

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Student Notes

Plenary

12. Find out more about your famous person. Your teacher will help.
13. Use Sheet 1.1 *My Famous Person* to write down what you find.
14. Make a **Famous Person** storyboard poster.
15. Write down key words about the person's life in the boxes.

click here to open the **Famous Person** storyboard.

Extension/Homework

16. Open your **Famous People** storyboard.
17. Write three things that your famous person did in their life.
18. If you want, you can put backgrounds, props and characters in the frames.
19. Share your storyboard with the class.

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Sheet 1.1

My Famous Person

Name:	
Date of birth:	
Where they were born:	
Date of death:	
Where they died:	
Age when they died:	
What they did/job:	
My person is famous because:	

Three important events in my famous person's life:
1
2
3

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Teacher Notes

Activity 2 Florence Nightingale

Key Stage/Year	Key Stage 1/Year 2
Group Organisation	This activity is suitable for students to work on individually, in pairs, or in small groups supported by the teacher or teaching assistant.
Suggested Timing	One or two lessons

Overview of Task

Students look at the story of Florence Nightingale and then create their own storyboard of her life. They test their knowledge of Florence before comparing her life with their own.

Key Words: nurse, caring, medical, Crimean, Scutari, disease, hygiene, ward

Objectives

All students will: learn about the main events in Florence Nightingale's life.

Most students will: be able to illustrate events in Florence Nightingale's life correctly and recount episodes from her life.

Some students will: be able to recognise similarities and differences between what people wear today and what people wore a long time ago.

Curriculum References

National Curriculum

KS1 History

Chronological understanding

1b use common words and phrases relating to the passing of time.

Knowledge and understanding of events, people and changes in the past

2a recognise why people did things, why events happened and what happened as a result; **2b** identify differences between ways of life at different times.

Historical enquiry

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4a find out from a range of sources of information; **4b** ask and answer questions about the past.

Organisation and communication

5 select from their knowledge of history and communicate it in a variety of ways.

Breadth of study

6c the lives of significant men, women and children from the history of Britain and the wider world.

QCA History

KS1 (Year 2) Unit 4: Why do we remember Florence Nightingale?

KS1 English

En1 Speaking and listening

2b remember specific points that interest them; **2c** make relevant comments; **2e** ask questions to clarify their understanding.

3a take turns in speaking; **3c** take different views into account; **3d** extend their ideas in the light of discussion.

8d speak to different people, including friends, the class, teachers and other adults.

9a listen to each other; **9c** listen to recordings.

10b share ideas and experiences.

En2 Reading

1j decipher new words, and confirm or check meaning.

2c use reference materials for different purposes.

En3 Writing

2a write familiar words and attempt unfamiliar ones; **2b** assemble and develop ideas on paper and on screen.

5h the importance of clear and neat presentation in order to communicate their meaning effectively.

KS1 Literacy

National Literacy Strategy

Y2 T1 Text level work: Non-fiction 13, 15, 16, 17

Y2 T3 Text level work: Non-fiction 16, 19

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Outcomes

By the end of this activity, students will have:

- completed a storyboard illustrating Florence Nightingale's life
- completed an interactive storyboard showing their understanding of Florence Nightingale's life
- filled in a cloze activity sheet
- compared their own life with that of Florence's.

Resources

- **Florence Nightingale** storyboard
- **Florence's Life** storyboard
- **Florence's Story** storyboard
- **Florence** storyboard
- **Then and Now** storyboard

Sheet 2.1 *Florence Nightingale's Life*

Sheet 2.2 *Florence Nightingale's Life Cloze*

Books on Florence Nightingale's life

Internet sites giving some of Florence's biography (see Appendix 3)

Activities

Introduction

1. Open this activity by asking the students what, if anything, they know about Florence Nightingale.
2. Write their comments on the board.
3. Tell the students that they are going to find out more about Florence by watching a storyboard about her life and that afterwards they will create their own storyboard.

4. Using a whiteboard, show the **Florence Nightingale** storyboard in full-screen mode to the class and/or read through Sheet 2.1 *Florence Nightingale's Life*.

Content of the Florence Nightingale storyboard

Introductory frame Title

Subsequent frames Composition and Caption windows – images, sound and text describing the main events of Florence Nightingale's life.

The script for this storyboard can be found in Appendix 1.

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Development

5. Students should use one of the two possible starter storyboards: **Florence's Life** and **Florence's Story**. More independent students can use the **Florence's Life** storyboard, whereas **Florence's Story** storyboard is more appropriate for students who need greater support.

6. Students using the **Florence's Life** storyboard complete it by adding images to illustrate written information about Florence, thus showing their understanding of her life and what they have read.

Content of the Florence's Life storyboard

Frames 1 and 2 Composition window – title frame. Instructions in Caption window – Read the captions in the following frames. These give you information about Florence's life. Make a picture to go with each caption. This will show that you have understood what you have read. Use characters, backgrounds and props.

Frames 3-9 Composition windows – blank. Information in Caption windows – written information about the story of Florence Nightingale's life.

7. Students using the **Florence's Story** storyboard complete it by matching the information about Florence's life to the correct images.

Content of the Florence's Story storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Read the story of Florence's life in the following caption windows. Next look at the frames that illustrate her story. Match the words with the right pictures.

Frames 2-9 Composition windows – all blank. Caption windows contain written information about the story of Florence Nightingale's life.

Frames 10-17 Composition windows contain pictures showing the main events of Florence Nightingale's life. Caption windows – all blank.

8. Students save their storyboards and print their work (if you wish them to do so).
9. Share some of the students' storyboards using a digital projector and discuss any issues.

Plenary

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10. Students complete the **Florence** interactive-quiz storyboard to show how much they remember about her life.

Content of the Florence storyboard

Questions and Answers (in italic)

- Florence Nightingale was born in? *Italy*
- Florence Nightingale's favourite subject was? *Maths*
- Florence Nightingale studied nursing in? *Germany*
- Florence Nightingale's mother wanted her daughter to? *Get married*
- Florence Nightingale trained to be? *A nurse*
- She went to the Crimean War in. *1854*
- What was the name of the hospital she worked in? *Scutari*
- Name one thing Florence did when she arrived at the hospital. *cleaned the hospital*; *gave medical help to the soldiers*; *wrote letters for the soldiers*
- How many years did she stay in the hospital? *Two years*
- She wrote lots of books before she died. What about? *Nursing*
- Why was Florence called 'the Lady with the Lamp'? *She often carried a lantern to light up the hospital when she checked the patients at night.*

Extension/ Homework

11. Students complete Sheet 2.2 *Florence Nightingale's Life Cloze*.
12. Ask them to check and talk about their answers with another student.
13. Students open the **Then and Now** storyboard on their computers. They then complete the storyboard by answering questions about the differences between their own and Florence's lives, for example clothes etc. If they have time they could add digital images of modern clothes, hospitals and other items they choose to compare. Many of these could be downloaded from the internet.

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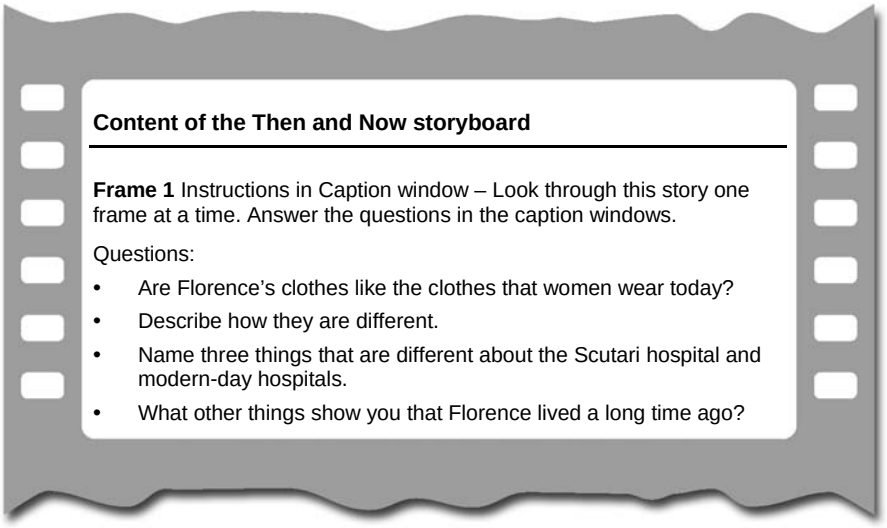

14. Ask some of the students to share their adapted storyboards or to read out differences between them and Florence to the class.

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Student Notes

Activity 2 Florence Nightingale

Objectives

You are going to find out about Florence Nightingale. You will then make a storyboard of her life. Next, you will compare her life with yours.

Outcomes

By working through this activity you will:

- make a storyboard about Florence Nightingale's life
- take a test on Florence Nightingale
- work on an activity sheet
- compare your life with Florence's life.

Resources

To complete the activity you will need:

- Sheet 2.1 *Florence Nightingale's Life*
- Sheet 2.2 *Florence Nightingale's Life Cloze*
- books on Florence Nightingale's life
- internet sites about Florence

Activities

Introduction

1. Share what you know about Florence Nightingale with your class.
2. Look at the **Florence Nightingale** storyboard.

   click here to open the **Florence Nightingale** storyboard.

Development

3. Open the **Florence's Life** or the **Florence's Story** storyboard. Your teacher will tell you which one.

   click here to open the **Florence's Life** storyboard.

   click here to open the **Florence's Story** storyboard.
4. Follow the instructions on the screen to make a storyboard about Florence.

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Student Notes

Plenary

5. Answer the questions in the **Florence** storyboard to see how much you know about her life.
6. Keep score!

click here to open the **Florence** storyboard.

Extension/Homework

7. Complete Sheet 2.2 *Florence Nightingale's Life Cloze*.
8. Give your sheet to a partner to mark.
9. Open the **Then and Now** storyboard.

click here to open the **Then and Now** storyboard.

10. Complete the storyboard about the differences between your life and Florence's life. Your teacher might ask you to show your storyboard to the class.
11. Talk to a partner about any differences between your life and Florence's.

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Sheet 2.1

Florence Nightingale's Life

Florence Nightingale was born in Florence, Italy in 1820.

Her family soon returned to England where she was educated at home by her father. Her rich parents wanted her to marry, but Florence wanted to be a nurse. During a three year tour of Europe, she spent three months in Germany training to be a nurse.

When she was 34 a government minister asked her to go to the Crimean War in Turkey. He wanted her to look after injured soldiers in a hospital.

She arrived at the Scutari military hospital in 1854. It was dirty and the soldiers' medical care was poor. Not only did Florence clean the hospital and tend to the soldiers' injuries, she also wrote letters for them to send home to their families.

In 1856 she returned to England where she set up a nursing school in London.

She wrote many books about nursing. She died in 1910, aged 90.

She is remembered as the as 'the Lady with the Lamp' because she carried a lantern to light up the hospital when she looked after the patients each night.

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Sheet 2.2

Florence Nightingale's Life Cloze

Florence Nightingale was born in _____, Italy in 1820.

Soon after her family went back to _____.

Florence was taught at home by her _____.

Her parents wanted her to marry but Florence wanted to be a _____.

She went to _____ and trained to be a nurse.

When she was 34 she was asked to go to the _____ War.

She got to the _____ hospital in 1854.

She cleaned the hospital, looked after the soldiers and wrote _____ for them to send home to their families.

In 1856 she went back to England where she set up a nursing _____.

She wrote many _____ about nursing. She died in 1910, aged _____.

She is remembered as the as 'the _____ with the _____' because she had a lantern to light up the hospital when she looked after the patients each night.

Lady	**books**	**Germany**	**school**	**letters**	**nurse**
Crimean	**Lamp**	**Florence**	**England**	**Scutari**	**ninety**
father					

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Teacher Notes

Activity 3 Shakespeare

Key Stage/Year	Key Stage 1/Year 2, but can be adapted for Years 3-4
Group Organisation	Students work mainly in pairs, with some small group or class discussion.
Suggested Timing	Two to four lessons

Overview of Task

In this literacy-based activity, students sequence events in Shakespeare's life and describe the main events using words to describe the passing of time. They then find out a little more about each stage and organise their research under headings before conducting a virtual interview that allows them to focus on creating precise and targeted questions. If there is time, they can use a different Kar2ouche title to create a storyboard summarising one of Shakespeare's stories.

Key Words: Shakespeare, play, drama, dramatist, playwright, theatre, life, sequence, biography, autobiography, fact, opinion

Objectives

All students will: put the events in Shakespeare's life into the correct order and find out a bit about his life.

Most students will: research a little more about Shakespeare's life, write notes/paragraphs under appropriate headings and begin to distinguish between fact and opinion.

Some students will: create detailed, well structured notes and ask precise questions that allow them to research in a focused way, and demonstrate much of what they know about Shakespeare's life.

Curriculum References

National Curriculum

KS1 Literacy

National Literacy Strategy

Y2 T1 Text level work: Fiction and Poetry 11; Non-fiction 13, 14, 16, 17, 18

Y2 T2 Text level work: Fiction and Poetry 14; Non-fiction 18, 19

Y2 T3 Text level work: Fiction and Poetry 7; Non-fiction 13, 14, 16, 19, 20

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KS1 English

En1 Speaking and listening

2b remember specific points that interest them; **2c** make relevant comments; **2e** ask questions to clarify their understanding.

3a take turns in speaking; **3c** take different views into account; **3d** extend their ideas in the light of discussion.

8d speak to different people, including friends, the class, teachers and other adults.

9a listen to each other; **9c** listen to recordings.

10b share ideas and experiences.

En2 Reading

1j decipher new words, and confirm or check meaning.

2c use reference materials for different purposes.

En3 Writing

2a write familiar words and attempt unfamiliar ones; **2b** assemble and develop ideas on paper and on screen.

5h the importance of clear and neat presentation in order to communicate their meaning effectively.

KS1 History

Chronological understanding

1a place events and objects in chronological order; **1b** use common words and phrases relating to the passing of time.

Knowledge and understanding of events, people and changes in the past

2b identify differences between ways of life at different times.

Historical enquiry

4a find out from a range of sources of information; **4b** ask and answer questions about the past.

Organisation and communication

5 select from their knowledge of history and communicate it in a variety of ways.

Breadth of study

6c the lives of significant men, women and children from the history of Britain and the wider world.

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Outcomes

By the end of this activity, students will have:

- created a storyboard summarising Shakespeare's life
- researched Shakespeare's life and presented their findings as well structured notes/paragraphs
- explored the difference between fact and opinion
- scripted and created a virtual journey during which contemporary characters interview Shakespeare.

Resources

- **Shakespeare's Life** storyboard
- **Shakespeare's Notes** storyboard
- **Fact or Opinion?** storyboard
- **Shakespeare Journey** storyboard

Sheet 3.1 *Notes on Shakespeare's Life*

Sheet 3.2 *Questioning Shakespeare*

Books on Shakespeare's life

Internet sites giving some of Shakespeare's biography

Children's versions of Shakespeare's plays (*optional*)

An additional Kar2ouche title: *Primary Shakespeare*; *A Midsummer Night's Dream*; *Much Ado About Nothing*; *Twelfth Night*; *Macbeth*; *Romeo and Juliet* or *Hamlet* (optional)

Activities

Introduction

1. Talk about some of the famous people children know who were writers. They might mention Dickens, Roald Dahl, Beatrix Potter and so forth. If they don't mention Shakespeare ask what, if anything, they know about him. For instance when he was writing (sixteenth/seventeenth century); who was queen/king at the time (Elizabeth I and James I); where he was born and died (Stratford-upon-Avon in Warwickshire); where he did most of his writing and acting (London) and what plays he wrote (for example, *A Midsummer Night's Dream*, *Romeo and Juliet*, *Macbeth*, *Twelfth Night* etc).

2. Students open the **Shakespeare's Life** storyboard and put the main events in his life in the correct order. Next they turn information in the caption windows into a paragraph using the language of time. Language of time words are available in a pull-up text box and include: *first*, *following*, *next*, *when*, *subsequent*,

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then, *before this*, *after*, *afterwards*, *later*, *meanwhile*, *during* and *after a while*. You might want to add more.

Content of the Shakespeare's Life storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Put the main events of Shakespeare's life into the right order. Read the information in the caption windows. Write a paragraph in the final frames describing Shakespeare's life as if he were telling you about it. You can use the words in the pull-up text boxes to help you.

Subsequent frames Composition window – images showing the different stages of Shakespeare's life. Information in Caption windows includes:

- Birth – April 1564 Stratford-upon-Avon – son of a glove maker
- School – Stratford Grammar School – very formal education – long days learning, amongst other lessons, Latin and Greek, from which he may have got the ideas for many of the stories of his plays
- Married – 28 November 1582 to Anne Hathaway – he was 18, she was 26 – three children: Susanna, and twins Hamnet and Judith
- Move to London – probably moved with a group of touring players – little known about when he arrived and what he first did; from early 1590s he was known as a writer of plays and later a poet
- The Globe Theatre – 1598 the Lord Chamberlain's men, a group of players, moved to the new Globe Theatre on the south bank of the Thames – managed by a group called 'sharers', (they shared the profit), and Shakespeare was one of these
- Finally returned to Stratford-upon-Avon in 1613 – a wealthy gentleman
- Death – 23 April 1616, aged 52 – buried at Holy Trinity Church

Final frames Images of Shakespeare with a blank speech bubble. Pull-up boxes containing words to help students sequence their response. Prompts to help students in the caption windows.

Development

3. Referring to their storyboard and Sheet 3.1 *Notes on Shakespeare's Life*, students refer to books and the internet to find out a little more about Shakespeare's life. They can present their findings on the sheet as notes, written into paragraphs or as a storyboard using the **Shakespeare's Notes** storyboard.

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Content of the Shakespeare's Notes storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Read the title and then write a brief paragraph summarising what you have found out about each part of Shakespeare's life. Now make a picture to go with it.

Subsequent frames Composition windows blank. Caption windows contain headings and space for the students' paragraphs. The headings comprise:

Birth

School

Marriage

London

Plays

Death

4. Ask pairs of students to compare what they have found out about Shakespeare. They could share the most interesting or unusual fact with a partner.
5. Having immersed themselves in the details of Shakespeare's life, students could now complete the **Fact or Opinion?** storyboard. In this they read some details about Shakespeare and have to decide whether this is a fact or an opinion.

Content of the Fact or Opinion? storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Read the sentence about Shakespeare and then click on the fact or opinion button. Keep a record of how many you get right. If you get the answer wrong, discuss why with a partner.

First group of frames Shakespeare was born in Stratford-upon-Avon. **Fact** or Opinion?

Good. No, this is not an opinion; records tell us that he was born and christened here.

Second group of frames Shakespeare's father made fine gloves. Fact or **Opinion**?

Good. No, this is not a fact. He did make gloves, but we don't know whether they were fine or not. You would have to decide that for yourself.

Third group of frames Shakespeare was a good student. Fact or **Opinion**?

Good. No, this is not a fact. We know he went to school and passed exams, but 'good' is a judgement and we need to define what it means more precisely.

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Fourth group of frames Shakespeare went to the grammar school in Stratford where he learned Latin, Greek and other subjects. **Fact** or Opinion?

Good. No, this is not an opinion. Most records tell us that he went to the school and what he was taught.

Fifth group of frames Shakespeare obviously liked Greek and Latin because he used the stories he read in these lessons in his plays. Fact or **Opinion**?

Good. No, this is not a fact. He may have read Greek and Latin stories that formed parts of his plays, but we don't know if he enjoyed them when he first read them.

Sixth group of frames Everyone loves Shakespeare's plays. Fact or **Opinion**?

Good. No, this is not a fact. He is popular and many people watch his plays, but not everyone likes his work. Do you?

Seventh group of frames Most people agree that Shakespeare wrote many plays including *Romeo and Juliet*, *Macbeth* and *A Midsummer Night's Dream*. **Fact** or Opinion?

Good. No, this is not an opinion. Most records give his name as author and many researchers agree; only a few do not.

Eighth group of frames Shakespeare was a sharer in the Globe Theatre. **Fact** or Opinion?

Good. No, this is not an opinion; records show that he was one of the managers of the Globe Theatre and therefore shared in the profits.

Ninth group of frames Other playwrights didn't like Shakespeare because he was too popular with the audience. Fact or **Opinion**?

Good. No, this is not a fact. There is some evidence that other playwrights said and wrote unkind things about him, but it wasn't necessarily because he was too popular.

Tenth group of frames Shakespeare is buried in Holy Trinity Church in Stratford-upon-Avon. **Fact** or Opinion?

Good. No, this is not an opinion; records and Shakespeare's tombstone show us that he is buried here.

6. Discuss facts and opinions with the class and, if there is time, relate this to a newspaper article where many opinions are presented as facts.

Plenary

7. Having done their research, students can create a role play of a journey with Shakespeare. Here Shakespeare finds himself in a train carriage with a student who is studying his work, a fan who enjoys visiting his plays, and someone who has never heard of him. Before they do this, students need to formulate the questions they think Shakespeare's companions would like to ask and Shakespeare's likely responses. They can record these on Sheet 3.2 *Questioning Shakespeare*.

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8. Students open the **Shakespeare Journey** storyboard and create their virtual journey.

Content of the Shakespeare Journey storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Create the conversations you think Shakespeare would have with someone who is studying his plays, a fan who goes to the theatre regularly, and someone who has never heard of him.

Subsequent frames Composition window – empty railway carriage.

9. If there is time, students can compare their work.

Extension/ Homework

10. If students have access to a Kar2ouche Shakespeare title, they could create a storyboard to summarise the story of the play. Alternatively, they could read a children's version of one of Shakespeare's plays.

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Student Notes

Activity 3 Shakespeare

Objectives

In this activity, you will put events of Shakespeare's life in order and find out a little more about each one. You will put your research under headings and think about the questions people would like to ask Shakespeare if they met him today.

Outcomes

By working through this activity you will:

- make a storyboard summarising Shakespeare's life
- find out about Shakespeare's life and present your findings as notes or paragraphs
- look at the difference between fact and opinion
- create a virtual journey during which modern characters interview Shakespeare.

Resources

To complete the activity you will need:

- Sheet 3.1 *Notes on Shakespeare's Life*
- Sheet 3.2 *Questioning Shakespeare*
- books on Shakespeare's life
- internet sites giving some of Shakespeare's biography
- children's versions of Shakespeare's plays (*optional*)
- an additional Kar2ouche title: *Primary Shakespeare*; *A Midsummer Night's Dream*; *Much Ado About Nothing*; *Twelfth Night*; *Macbeth*; *Romeo and Juliet* or *Hamlet* (*optional*)

Activities

Introduction

1. Talk about some of the famous people you know who were writers.
2. What, if anything, do you know about Shakespeare?
3. Open the **Shakespeare's Life** storyboard. Put the main events in his life in the right order.

   to open the **Shakespeare's Life** storyboard.
4. Turn the information in the caption windows into a paragraph using the language of time. Write this paragraph as if Shakespeare were talking. Use the pull-up boxes to help you.

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Student Notes

Development

5. Find out a little more about Shakespeare's life.
6. Present your findings on Sheet 3.1 as notes, as written paragraphs or as a storyboard. If you want to you can use the **Shakespeare's Notes** storyboard to help you structure your ideas.

   click here to open the **Shakespeare's Notes** storyboard.
7. Compare what you have found out about Shakespeare with a partner. What was the most interesting or unusual fact you found?
8. Complete the **Fact or Opinion?** storyboard.

   click here to open the **Fact or Opinion?** storyboard.
9. Do you find it easy to decide what is a fact and what is an opinion? Why?

Plenary

10. What do you think it would be like travelling with Shakespeare? What would you ask him? What would other people want to ask?
11. Make a note on Sheet 3.2 *Questioning Shakespeare*.
12. Open the **Shakespeare Journey** storyboard and make a journey with Shakespeare.

    click here to open the **Shakespeare Journey** storyboard.
13. If there is time, compare your work with a partner.

Extension/Homework

14. If your school has a Kar2ouche Shakespeare title, make a storyboard to summarise the story of the play.
15. If not, read a children's version of one of Shakespeare's plays.

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Sheet 3.1

Notes on Shakespeare's Life

Birth	**London**
School	**Plays**
Marriage	**Death**

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Sheet 3.2

Questioning Shakespeare

If you were on a train with Shakespeare, what do you think you and the other passengers would want to ask him? Make notes below.

Questions	
You	**Student studying his plays**
Someone who is a fan	**Someone who has never heard of Shakespeare**

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Teacher Notes

Activity 4 Famous People from History

Key Stage/Year	Key Stage 2/Years 3-4
Group Organisation	The first two storyboard activities are suitable for students to work on individually, in pairs, or in small groups supported by the teacher or teaching assistant. The last storyboard activity is designed specifically for paired work.
Suggested Timing	One or two lessons

Overview of Task

In this activity, students look at a number of famous people between 450 BC and the present day, before placing them in the correct chronological order. They then chose one famous person from the Kar2ouche asset list to research further. Using information discovered, students compare their own life with their chosen person's. With a partner, they then complete a storyboard showing an interview with that person.

Key Words: interview, chronological, timeline, compare, represent

Objectives

All students will: sequence a number of famous people from history in the correct chronological order.

Most students will: use a range of sources to find out information about a famous person and compare their own life with this person's.

Some students will: select appropriate answers to historical questions.

Curriculum References

National Curriculum

KS2 History

Chronological understanding

1a place events, people and changes into correct periods of time; **1b** use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

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Historical enquiry

4a find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources; **4b** ask and answer questions, and select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways.

KS2 English

En1 Speaking and listening

3a make contributions relevant to the topic and take turns in discussion.

En2 Reading

3c obtain specific information through detailed reading; **9c** use print and ICT-based reference and information materials.

En3 Writing

1e use features of layout, presentation and organisation effectively; **2a** plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

KS2 Literacy

National Literacy Strategy

Y3 T1 Text level work: Non-fiction 18, 19, 20, 22

Y3 T2 Text level work: Non-fiction 15

Y3 T3 Text level work: Non-fiction 16, 17, 18, 21, 22

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Outcomes

By the end of this activity, students will have:

- reordered a storyboard about famous people from history into the correct chronological order
- compared their lives with one famous person of their choice
- completed a storyboard showing an interview with that person.

Resources

- **Timeline** storyboard
- **Famous People from History** storyboard
- **Comparisons** storyboard
- **Ask Brunel** storyboard
- **Going into the Past** storyboard

Sheet 4.1 *My Life*

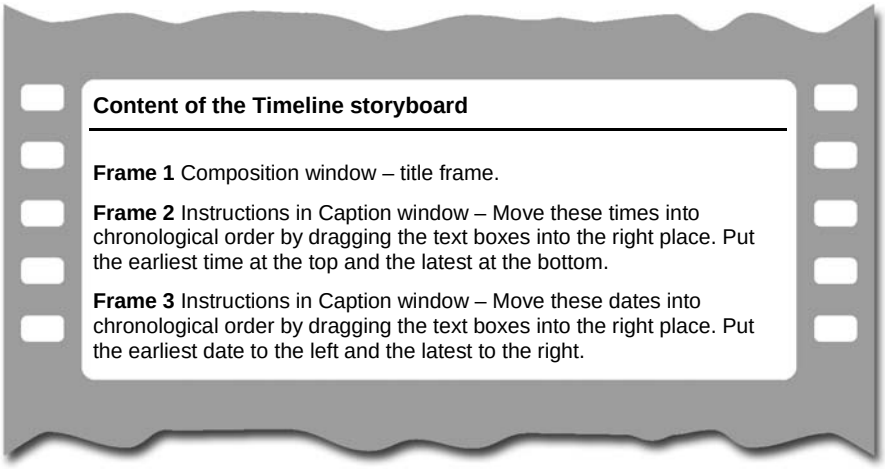
Sheet 4.2 *My Famous Person's Life*

Books and internet sites about Isambard Kingdom Brunel

Activities

Introduction

1. Discuss the meaning of 'chronological order' with the class. Put a definition on the board. (*Chronological order*: Arranged in the order in which the events happened; according to date or time.)
2. Ask students to open the **Timeline** storyboard and reorganise the times and dates in the text boxes into the correct chronological order.



3. Explain to the students that there have been many famous people throughout history covering a long period of time.

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4. Using the **Famous People from History** storyboard, students put the characters in the correct chronological order.

Content of the Famous People from History storyboard

Frame 1 Instructions in Composition window – Look through the storyboard one frame at a time and read the information about each of the famous people.

Frames 2-13 Composition windows – pictures of famous people with information about their dates of birth and death.

Last frame Instructions in Composition window – Put the famous people in the right chronological order from the one born first to the one born last. To do this you need to drag the thumbnails to the correct place in the timeline. After you move one to a new position you will need to go back and delete the original thumbnail.

Development

5. Ask students to carry out some research on one person from the famous people included in this Kar2ouche title. Hand out Sheets 4.1 and 4.2.

6. Using information from their research, students write in the required information on Sheet 4.1 *My Life* and Sheet 4.2 *My Famous Person's Life*.

7. Using the **Comparisons** storyboard, each student compares their own life to that of their chosen famous person. For example, clothes, hairstyle, food and so forth.

Content of the Comparisons storyboard

Frame 1 Composition window – title frame.

Frame 2 Composition window – blank frame with text boxes. Instructions in Caption window – Drag your famous person into the frame above. Look through the backgrounds and click on a suitable one for your famous person. Using the blank text boxes, add information about the person. Add extra text boxes if you need to.

Frame 3 Composition window – blank frame with text boxes. Instructions in Caption window – Add a picture of yourself or a character to represent you into the frame. Now add a suitable background to represent something about you. Add information about yourself into the text boxes.

Frame 4 Composition window – blank frame with text boxes. Instructions in Caption window – List the things that are similar between you and your famous person. Add props if it helps to show these more clearly.

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Frame 5 Composition window – blank frame with text boxes. Instructions in Caption window – List the things that are different between you and your famous person. Add props if it helps to show these more clearly.

Final frame Use this frame to explain why you are different from your famous person.

Plenary

8. Using the whiteboard, show the class the example **Ask Brunel** storyboard.

Content of the Ask Brunel storyboard

Frame 1 Composition window – title frame.

Other frames Composition windows – Brunel being interviewed by a modern-day character. Questions include:

- Where were you born? *Portsmouth*
- Which school did you attend? *Henri Quatre School, Paris*
- What was your first major project? *The Thames Tunnel*
- What was the name of the first bridge you designed? *The Clifton Suspension Bridge*
- What was the name of the railway company that gave you a job as Chief Engineer in 1833? *Great Western Railway*
- Why did you decide to build broad-gauge railway lines rather than the usual standard width? *To achieve greater speeds*
- What else have you built? *Steamships, bridges and docks*
- How would you like to be remembered? *As the most important and imaginative engineer in the nineteenth century*

9. At this point you may wish all, or some, of your class to complete the **Ask Brunel** storyboard before moving on.
10. Explain that they are going to work with a partner and pretend to interview their famous person.
11. Students complete the **Going into the Past** starter storyboard to show their interview. They can either use a character from the Kar2ouche characters palette or import a digital photograph to represent themselves in the storyboard.

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Content of the Going into the Past storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Add your character, an image of yourself (or a character to represent you) and a suitable background to the following six frames. Add a speech bubble to your image and type in your questions.

Following frames Six blank frames.

Extension/ Homework

12. Students exchange their completed **Going into the Past** storyboard with their partner, who answers the questions as if they were the famous person.
13. Instruct students to open their partner's storyboard and then attach speech bubbles to the famous person. They should type their answers in the speech bubbles.

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Student Notes

Activity 4 Famous People from History

Objectives

In this activity, you will look at some information about famous people. You will then put the people in the right order. You will chose one famous person from Kar2ouche and compare their life with yours. Finally, with a partner, you will complete an interview storyboard.

Outcomes

By working through this activity you will:

- put the famous people into the right chronological order
- compare your life with that of one famous person
- make a storyboard showing an interview with the famous person.

Resources

To complete the activity you will need:

- Sheet 4.1 *My Life*
- Sheet 4.2 *My Famous Person's Life*
- books about Isambard Kingdom Brunel
- books or websites about the character you choose to research

Activities

Introduction

1. Talk about the meaning of 'chronological order' with your class.
2. Open the **Timeline** storyboard and put the times and dates in the text boxes into the correct order.

   click here to open the **Timeline** storyboard.
3. Using the **Famous People from History** storyboard, put the characters in the right order.

   click here to open the **Famous People from History** storyboard.

Development

4. Choose one person from Kar2ouche famous people.
5. Carry out research to find out information needed for Sheet 4.2 *My Famous Person's Life*.
6. Complete Sheet 4.1 *My Life* and Sheet 4.2 *My Famous Person's Life*.
7. Using the **Comparisons** storyboard, compare your own life to that of your chosen famous person.

   click here to open the **Comparisons** storyboard.

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Student Notes

Plenary

8. Look at the **Ask Brunel** storyboard showing an interview with Isambard Kingdom Brunel, the famous engineer.

   click here to open the **Ask Brunel** storyboard.

9. You are now going to make a storyboard showing an interview with your famous person.
10. Open the **Going into the Past** starter storyboard to help you with the interview. You need to put in a character from the software or use a digital photograph to represent you in the storyboard. Ask your teacher to help you with this.

    click here to open the **Going into the Past** storyboard.

Extension/Homework

11. Give your completed **Going into the Past** storyboard to your partner. They should answer the questions as if they were the famous person.
12. Add speech bubbles to the famous person in your partner's storyboard. Write this person's answers in the speech bubbles.

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Sheet 4.1

My Life

I was born on:	
I was born in:	
I now live in:	
I live with:	
My school's name:	
My best subject:	
I would like to be famous for …	
My best qualities:	
My best skills:	
My favourite sport or hobby:	
My favourite clothes:	
Famous people I know about:	

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Sheet 4.2

My Famous Person's Life

Date of birth:	
Place of birth:	
Died on:	
Lived in:	
Lived with:	
Job/Career/ Position:	
Famous for:	
Best qualities:	
Best skills:	
Favourite sport/hobby:	
Favourite clothes:	
Other famous people they knew:	

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Teacher Notes

Activity 5 Anne Frank's Diaries

Key Stage/Year	Key Stage 2/Year 3
Group Organisation	This activity is suitable for students to work on individually, in pairs, or in small groups supported by the teacher or teaching assistant.
Suggested Timing	One or two lessons

Overview of Task

Students look at extracts from the diaries of Anne Frank. They then write a diary entry about a typical day in their own lives and compare it to one of Anne's.

Key Words: diary, entry, compare, typical, account, extracts, concentration camp, persecution

Objectives

All students will: write a diary entry for a chosen day in their own lives.

Most students will: choose one of Anne Frank's diary entries and compare a typical day of hers to one of their own.

Some students will: show an understanding of why Anne's life and diaries contributed to our knowledge of war and its effects on everyday people.

Curriculum References

National Curriculum

KS2 Literacy

National Literacy Strategy

Y3 T1 Text level work: Fiction and Poetry 1, 8, 12; Non-fiction 20, 22

Y3 T2 Text level work: Fiction and Poetry 2, 7, 8

Y3 T3 Text level work: Fiction and Poetry 5; Non-fiction 19, 21

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KS2 English

En1 Speaking and listening (pair/group work option)

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts.

En2 Reading

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text, including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion.

5a identify the use and effect of specialist vocabulary.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9 The range should include: **9a** imagine and explore feelings and ideas; **9b** inform and explain; **9d** review and comment on what has been read, seen or heard.

KS2 History

Chronological understanding

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.

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Historical enquiry

4a find out about the events, people and changes studied from an appropriate range of sources of information; **4b** ask and answer questions, and select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

Breadth of study

6c the lives of significant men, women and children from the history of Britain and the wider world.

QCA History

KS2 (Year 3) Unit 9: What was it like for children in the Second World War?
Section 7: What were children's experiences of the war?

KS2 Citizenship

Preparing to play an active role as citizens

2c realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; **2e** reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experience.

4b think about the lives of other people living in other places and times and people with different values and customs.

Outcomes

By the end of this activity, students will have:

- watched and discussed a storyboard about Anne Frank's life
- completed a storyboard about one day in Anne's life
- created a storyboard in the form of a diary comparing a typical day for them with a typical day of Anne's before summing up the differences.

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Resources

- **Anne Frank** storyboard
- **My Diary** storyboard

Sheet 5.1 *My Diary*

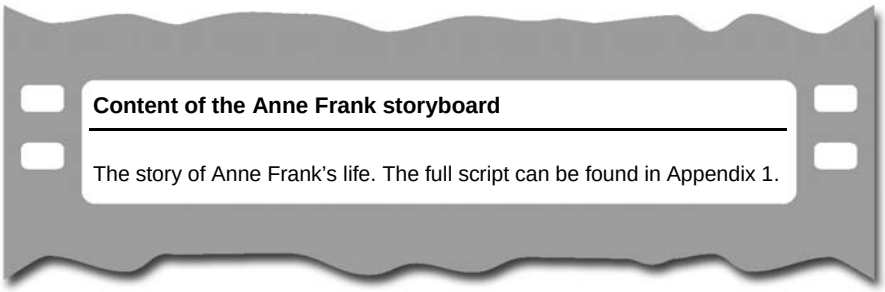
Books and internet sites about Anne Frank

Activities

Introduction

1. Ask the students if they have heard of Anne Frank. Inform them that she was a Jewish girl who was born in Germany but moved to Holland with her family to escape German persecution during the Second World War.

2. Students watch the **Anne Frank** storyboard about her life.



Development

3. Explain that on 12 June 1942, Anne's thirteenth birthday, she got a lot of presents, including a diary. Anne loved it, and began to write in it straight away. She wrote a lot about her friends and her school, but not much about the war and the measures taken against the Jews by the Germans.
4. Tell the students that Anne Frank kept her diary throughout the period she was in hiding from the Germans in the secret annexe. Her diary entries were detailed. They described the events she witnessed and experienced and gave a real insight into how she felt.

5. Students can look on the web for extracts of Anne Frank's diaries or you can print extracts for the students to read in the lesson. (See Appendix 3 for Anne Frank websites.)
6. Ask if anyone in the class keeps a diary and the sort of things they write in it.
7. Explain to the students that they are going to write a diary entry for one typical day in their lives.

8. Students complete the **My Diary** storyboard in the form of a diary showing a typical day in their own life. They can use Sheet 5.1 *My Diary* to help them plan for this activity.

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Content of the My Diary storyboard

Frame 1 Composition window – title frame. Instructions in Caption window – Click on the next frame to carry on.

Frame 2 Composition window – image of an open diary page with the words 'Today I…' Instructions in Caption window – Imagine you are sitting in your bedroom writing about your day in a diary. Use the notes that you have prepared to help you structure your work and then begin typing. You can change the font and size if you like. Click on the next frame for another diary page.

Frame 3 Composition window – image of a blank open diary page. Instructions in Caption window – Copy this frame as many times as you like so that you have enough space for your work. Check your spelling as you go. When you have finished, save your work with a new file name and ask your teacher if you should print it out.

Plenary

9. Discuss comparisons between the students' typical day and Anne's, highlighting the important differences and writing these on the board.

10. If possible show some of the completed **My Diary** storyboards on a whiteboard or allow some students to read their diary entries out loud.

Extension/ Homework

11. Students add an extra fame to their saved **My Diary** storyboards and put an image to represent themselves into the composition window. Note: If available, students could load in a digital photograph of themselves instead. They add a speech bubble and write in the main differences between their own life and Anne's. If time permits, they could record their own voice.

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Student Notes

Activity 5 Anne Frank's Diaries

Objectives

After reading some of Anne Frank's diaries, you will write a diary entry about a day in your own life. You will then compare it to one of Anne's days.

Outcomes

By working through this activity you will:

- look at a storyboard about Anne Frank and then talk about her life
- make a storyboard about one day in her life
- write a diary page for one day comparing your day with Anne's.

Resources

To complete the activity you will need:

- Sheet 5.1 *My Diary*
- books and internet sites about Anne Frank

Activities

Introduction

1. Look at the **Anne Frank** storyboard.

   to open the **Anne Frank** storyboard.

Development

2. Your teacher will talk about the importance of Anne Frank's diaries.
3. Read some parts of Anne's diary entries.
4. Take part in a class discussion on diaries and the sort of things that people write in them.
5. Next, use the **My Diary** storyboard to write a diary entry for a day in your life.
6. Use Sheet 5.1 *My Diary* to help you plan.
7. Open the **My Diary** storyboard to complete your task.

   to open the **My Diary** storyboard.

Plenary

8. If your teacher asks you, show your completed **My Diary** storyboard or read your diary entry to the class.
9. Take part in a class discussion on the differences between your classmates' normal days and Anne's. Your teacher will write these on the board.

Extension/Homework

10. Open your saved **My Diary** storyboard. Add an extra fame to the end and drag into it an image to represent you. Add a speech bubble and write in the main differences between your own life and Anne's. If you have time, you could record your own voice.

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Sheet 5.1

My Diary

Date:

I got up at

In the morning I

I had lunch at

In the afternoon I

I had tea at

In the evening I

I went to bed at

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Appendices

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Appendix 1
Text and Audio Files

The following text replicates what is in the text/audio palette of Kar2ouche and is included here for your reference when planning activities for students.

Text / audio for Activity 1 What Does Famous Mean?

Famous storyboard	**Narrator**	Famous
	Narrator	Read each word. Does it describe what famous means to you? If you think it does, leave it on the screen. If it does not, drag it to the bin.
Famous People storyboard	**Narrator**	Famous People
	Narrator	Look through the different famous people.
	Narrator	To do this, click on the green tab with the picture of a person on it. Now click the green arrows under each character to see the next person.
	Narrator	You'll see each character's name at the bottom of their picture. Pick a character you recognise. Drag this person into the middle of the frame.
	Narrator	Write why you think this person is famous in the text boxes.
Famous Person storyboard	**Narrator**	Famous Person
	Narrator	Click on the yellow printing tab to look at the Famous Person starter poster. Click the green composition tab to go back and make your poster. Click on the second thumbnail and follow the instructions.
	Narrator	Drag your character into the composition window above. Make him or her bigger if you wish. Click on the next frame to continue.
	Narrator	Write the name of your famous person in the caption window below. Delete the word 'name' if you want. Click on the next frame to continue.
	Narrator	Write information about your person in the text boxes above. Click on the next frame to continue.
	Narrator	Add images or other written information about your person in the composition window above. Click on the next frame to continue.

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Narrator Now you have finished your work, save it and then go to the printing screen.

Text / audio for Activity 2 Florence Nightingale

Florence Nightingale storyboard

Narrator 1 Florence Nightingale

Narrator 2 Florence Nightingale was born in Florence, Italy on 12 May 1820. Her parents soon returned to England, and Florence grew up in the country: in Derbyshire and Hampshire.

Narrator 1 Florence's father, William, was very fond of her and made sure that she was well educated. Florence's favourite subject was Maths.

Narrator 2 Her mother, Frances, was more interested in her daughter finding a husband – but Florence had other ideas.

Narrator 1 Florence knew from a very early age that she wanted to help others. She believed that this was what God wanted her to do. She nursed sick friends and relatives, and found out as much as she could about hospitals and nursing.

Narrator 2 However, her parents did not want her to become a nurse, because at this time it was not thought to be a suitable job for a wealthy, educated woman.

Narrator 1 But Florence never gave up her plans and eventually her father allowed her to train to become a nurse. So, in 1851, Florence set off to study nursing in Germany.

Narrator 2 She was working at a small women's hospital in Harley Street, London when the Crimean War began in 1854.

Narrator 1 When she was 34 she received a call from a government minister asking her to go to the Crimean War in Turkey. He wanted her to look after injured soldiers in a hospital.

Narrator 2 She arrived at the Scutari military hospital in 1854 to find it was dirty, with the soldiers getting poor medical care. Not only did she clean the hospital and tend to the soldiers' injuries, she also wrote letters for them to send home to their families.

Narrator 1 In 1856 she returned to England where she set up a nursing school in London.

Narrator 2 She wrote many books about nursing. She died in 1910, aged 90.

Narrator 1 She is remembered as the as 'the Lady with the Lamp' because she carried a lantern to light up the hospital when she looked after the soldiers each night.

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Florence's Life storyboard

Narrator 1	Florence's Life
Narrator 2	Read the captions in the following frames. These give you information about Florence's life.
Narrator 2	Make a picture to go with each caption. This will show that you have understood what you have read. Use characters, backgrounds and props.
Narrator 1	Florence Nightingale was born in Florence, Italy in 1820.
Narrator 1	Her family soon returned to England where she was educated at home by her father. Her rich parents wanted her to marry but Florence wanted to be a nurse.
Narrator 1	She spent three months in Germany training to be a nurse.
Narrator 1	When she was 34 she received a call from a government minister asking her to go to the Crimean War in Turkey. He wanted her to look after injured soldiers in a hospital.
Narrator 1	She arrived at the Scutari military hospital in 1854 to find it was dirty, with the soldiers getting poor medical care. Not only did she clean the hospital and tend to the soldiers' injuries, she also wrote letters for them to send home to their families.
Narrator 1	In 1856 she returned to England where she set up a nursing school in London.
Narrator 1	She wrote many books about nursing. She died in 1910, aged 90.
Narrator 1	She is remembered as 'the Lady with the Lamp' because she carried a lantern to light up the hospital when she looked after the soldiers each night.

Florence's Story storyboard

Narrator 1	Florence's Story
Narrator 2	Read the story of Florence's life in the following caption windows.
Narrator 2	Next look at the frames that show pictures of her story. Match the words with the right pictures.
Narrator 1	Florence Nightingale was born in Florence, Italy in 1820.
Narrator 1	Her family soon returned to England where she was educated at home by her father. Her rich parents wanted her to marry but Florence wanted to be a nurse.
Narrator 1	She spent three months in Germany training to be a nurse.
Narrator 1	When she was 34 she received a call from a government minister asking her to go to the Crimean War in Turkey. He wanted her to look after injured soldiers in a hospital.
Narrator 1	She arrived at the Scutari military hospital in 1854 to find it was dirty, with the soldiers getting poor medical care. Not only did she clean the hospital and tend to the soldiers' injuries, she also wrote letters for them to send home to their families.
Narrator 1	In 1856 she returned to England where she set up a nursing school in London.

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Narrator 1 She wrote many books about nursing. She died in 1910, aged 90.

Narrator 1 She is remembered as 'the Lady with the Lamp' because she carried a lantern to light up the hospital when she looked after the soldiers each night.

Florence storyboard

Narrator 2 Florence

Narrator 1 Test your knowledge about Florence Nightingale. In the following frames, click on the box that you think has the right answer.

Narrator 2 Florence Nightingale was born in

- Germany
- Crimea
- Italy

Narrator 1 Florence Nightingale's favourite subject was

- Science
- Maths
- History

Narrator 2 Florence Nightingale studied nursing in

- Hampshire
- London
- Germany

Narrator 1 Florence Nightingale's mother wanted her daughter to

- get a good education
- get married
- become a nurse

Narrator 2 Florence Nightingale trained to be

- a nurse
- a teacher
- a nanny

Narrator 1 She went to the Crimean War in

- 1954
- 1854
- 1745

Narrator 2 Name one thing Florence did when she arrived at the Scutari hospital.

- cleaned the wards
- washed her hair
- wrote letters for the soldiers
- gave medical help to the soldiers
- sang to the soldiers

Narrator 1 Correct: She also wrote letters for the soldiers and tended to their injuries.

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	Narrator 1	Correct: She also cleaned the wards and tended to the soldiers' injuries.
	Narrator 1	Correct: She also wrote letters for the soldiers and cleaned the hospital.
	Narrator 1	How many years did she stay in the hospital? • two • three • four
	Narrator 2	She wrote lots of books before she died. What about? • science • nursing • singing
	Narrator 1	Why was Florence called 'the Lady with the Lamp'? • because she often carried a torch to light up the hospital • because she often carried a candle to light up the hospital • because she often carried a lantern to light up the hospital
	Narrator 1	Excellent, that's right.
	Narrator 2	Not quite, try again.
Then and Now storyboard	**Narrator**	Then and Now
	Narrator	Look through this story one frame at a time.
	Narrator	Answer the questions in the caption windows.
	Narrator	Are Florence's clothes like the clothes that women wear today?
	Narrator	Describe how they are different.
	Narrator	Name three things that are different about the Scutari hospital and modern-day hospitals.
	Narrator	What other things show you that Florence lived a long time ago?

Text / audio for Activity 3 Shakespeare

Shakespeare's Life storyboard	**Narrator**	Shakespeare's Life
	Narrator	Put the main events of Shakespeare's life into the right order.
	Narrator	Read the information in the caption windows.
	Narrator	Write a paragraph in the final frames describing Shakespeare's life as if he were telling you about it.
	Narrator	You can use the words in the pull-up text boxes to help you.
Shakespeare's Notes storyboard	**Narrator**	Shakespeare's Notes
	Narrator	Read the title and then write a brief paragraph summarising what you have found out about each part of Shakespeare's life.
	Narrator	Now make a picture to go with it.

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Fact or Opinion? storyboard

Narrator 1	Fact or Opinion?
Narrator 2	Read the sentence about Shakespeare and then click on the fact or opinion button.
Narrator 2	Keep a record of how many you get right.
Narrator 2	Fact or opinion?
Narrator 2	If you get the answer wrong, discuss why with a partner.
Narrator 1	Shakespeare was born in Stratford-upon-Avon.
Narrator 2	Good
Narrator 2	No, this is not an opinion; records tell us that he was born and christened here.
Narrator 1	Shakespeare's father made fine gloves.
Narrator 2	No, this is not a fact. He did make gloves, but we don't know whether they were fine or not. You would have to decide that for yourself.
Narrator 1	Shakespeare was a good student.
Narrator 2	No, this is not a fact. We know he went to school and passed exams, but 'good' is a judgement and we need to define what it means more precisely.
Narrator 1	Shakespeare went to the grammar school in Stratford where he learned Latin, Greek and other subjects.
Narrator 2	No, this is not an opinion. Most records tell us that he went to the school and what he was taught.
Narrator 1	Shakespeare obviously liked Greek and Latin because he used the stories he read in these lessons in his plays.
Narrator 2	No, this is not a fact. He may have read Greek and Latin stories that formed parts of his plays, but we don't know if he enjoyed them when he first read them.
Narrator 1	Everyone loves Shakespeare's plays.
Narrator 2	No, this is not a fact. He is popular and many people watch his plays, but not everyone likes his work. Do you?
Narrator 1	Most people agree that Shakespeare wrote many plays including *Romeo and Juliet, Macbeth* and *A Midsummer Night's Dream*.
Narrator 2	No, this is not an opinion, most records give his name as author and many researchers agree; only a few do not.
Narrator 1	Shakespeare was a sharer in the Globe Theatre.
Narrator 2	No, this is not an opinion. Most records show that he was one of the managers of the Globe Theatre and therefore shared in the profits.
Narrator 1	Other playwrights didn't like Shakespeare because he was too popular with the audience.
Narrator 2	No, this is not a fact. There is some evidence that other playwrights said and wrote unkind things about him, but it wasn't necessarily because he was too popular.

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	Narrator 1	Shakespeare is buried in Holy Trinity Church in Stratford-upon-Avon.
	Narrator 2	No, this is not an opinion; records and Shakespeare's tombstone show us that he is buried here.
Shakespeare Journey storyboard	**Narrator**	Shakespeare Journey
	Narrator	Create the conversations you think Shakespeare would have with someone who is studying his plays, a fan who goes to the theatre regularly, and someone who has never heard of him.
	Shakespeare	(*Stratford accent*) Good afternoon all, I'd like to introduce myself. I'm William Shakespeare. Pleased to meet you, I'm sure.

Text / audio for Activity 4 Famous People from History

Timeline storyboard	**Narrator**	Timeline
	Narrator	Move these times into chronological order by dragging the text boxes into the right place.
	Narrator	Put the earliest time at the top and the latest at the bottom.
	Narrator	Move these dates into chronological order by dragging the text boxes into the right place. Put the earliest date to the left and the latest to the right.
Famous People from History storyboard	**Narrator**	Famous People from History
	Narrator	Look through the storyboard one frame at a time and read the information about each of the famous people.
	Narrator	Put the famous people in the right chronological order from the one born first to the one born last.
	Narrator	To do this you need to drag the thumbnails to the correct place in the timeline.
	Narrator	After you move one to a new position you will need to go back and delete the original thumbnail.
Comparisons storyboard	**Narrator**	Comparisons
	Narrator	Drag your famous person into the frame above. Look through the backgrounds and click on a suitable one for your famous person.
	Narrator	Using the blank text boxes, add information about the person. Add extra text boxes if you need to.
	Narrator	Add a picture of yourself or a character to represent you into the frame. Now add a suitable background to represent something about you. Add information about yourself into the text boxes.

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	Narrator	List the things that are similar between you and your famous person. Add props if it helps to show these more clearly.
	Narrator	List the things that are different between you and your famous person. Add props if it helps to show these more clearly.
	Narrator	Use this frame to explain why you are different from your famous person.
Ask Brunel storyboard	**Student**	Ask Brunel
	Student	Where were you born?
	Brunel	(*Hampshire accent*) Portsmouth
	Student	Which school did you attend?
	Brunel	Henri Quatre School, Paris
	Student	What was your first major project?
	Brunel	The Thames Tunnel
	Student	What was the name of the first bridge you designed?
	Brunel	The Clifton Suspension Bridge
	Student	What was the name of the railway company that gave you a job as Chief Engineer in 1833?
	Brunel	Great Western Railway
	Student	Why did you decide to build broad-gauge railway lines rather than the usual standard width?
	Brunel	To achieve greater speeds
	Student	What else have you built?
	Brunel	Steamships, bridges and docks
	Student	How would you like to be remembered?
	Brunel	As the most important and imaginative engineer in the nineteenth century
Going into the Past storyboard	**Narrator**	Going into the Past
	Narrator	Add your character, an image of yourself (or a character to represent you) and a suitable background to the following six frames. Add a speech bubble to your image and type in your questions.

Text / audio for Activity 5 Anne Frank's Diaries

Anne Frank storyboard	**Narrator**	Anne Frank
	Narrator	Anne Frank was born in Frankfurt, Germany in June 1929. She moved to Amsterdam, Holland, with her mother, father and sister Margot, in 1933.
	Narrator	The family were Jewish and moved to avoid the persecution of the Jewish people in Nazi Germany.

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	Narrator	On 12 June 1942, Anne's thirteenth birthday, she was given a diary. She called the diary 'Kitty' and wrote in it straight away.
	Narrator	On 6 July 1942, Anne and her family, together with another Jewish family, moved into a secret annexe behind Anne's father's office. The entrance was hidden behind a bookcase.
	Narrator	They had to go into hiding to avoid being tortured or deported to a labour camp. They had to rely on others to bring them food, books and news of the outside world.
	Narrator	In her diary, Anne describes the loneliness of day-to-day life in the annexe and the fear of discovery.
	Narrator	She lived there for just over two years, until they were betrayed and taken into custody. Anne and her sister Margot were taken to Belsen, a concentration camp.
	Narrator	Less than one year after being discovered, Anne and her sister both died of typhoid. Anne died in late February or early March 1945.
My Diary storyboard	**Narrator**	My Diary.
	Narrator	Click on the next frame to carry on.
	Narrator	Imagine you are sitting in your bedroom writing about your day in a diary. Use the notes that you have prepared to help you structure your work and then begin typing. You can change the font and size if you like. Click on the next frame for another diary page.
	Narrator	Copy this frame as many times as you like so that you have enough space for your work. Check your spelling as you go. When you have finished, save your work with a new file name and ask your teacher if you should print it out.

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Appendix 2
Famous People Included in the Kar2ouche Characters Palette

Name	Role/Occupation	Born	Died
Buddha	Religious leader	563 BC	480 BC
Henry VIII	Ruler	1491	1547
Queen Elizabeth I	Ruler	1533	1603
Sir Francis Drake	Pioneer	1540	1595
Mary, Queen of Scots	Ruler	1542	1587
William Shakespeare	Writer	1564	1616
Guy Fawkes	Political Activist	1570	1606
Samuel Pepys	Writer	1633	1703
Sir Isaac Newton	Scientist	1642	1727
Mary Seacole	Nurse	1805	1881
Isambard K Brunel	Engineer	1806	1859
General Lee	War leader	1807	1870
Frederik Douglas	War leader	1818	1895
Queen Victoria	Ruler	1819	1901
Florence Nightingale	Nurse	1820	1910
General Haig	Leader	1861	1928
Marie Curie	Scientist	1867	1934
Anne Frank	Diarist in Second World War	1929	1945
Desmond Tutu	Religious leader	1931	

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Appendix 3
Useful Contacts and Websites

Historical Association: //www.history.org.uk/index.asp
The Historical Association aims to further the study, teaching and enjoyment of history at all levels.

National Archives: http://www.nationalarchives.gov.uk/
The National Archives of England, Wales and the United Kingdom has one of the largest archival collections in the world, spanning 1000 years of British history, from the Domesday Book of 1086 to government papers recently released to the public.

National Portrait Gallery: http://www.npg.org.uk/live/index.asp
This website contains portraits of famous British men and women.

BBC Schools: http://www.bbc.co.uk/schools/famouspeople/
This website includes flash animation on famous people.

Schools Links: //www.schoolslinks.co.uk/links_history.htm
Includes information on Florence Nightingale and Isambard Kingdom Brunel.

The Teacher Resource Exchange: http://tre.ngfl.gov.uk/
This is a moderated database of resources and activities created by teachers. All resources on the TRE are checked by subject specialists to ensure they are of the highest possible quality.

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Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and coverage.

Website Name	Website Address
Lord Buddha	http://www.dlshq.org/saints/buddha.htm
Henry VIII	http://www.brims.co.uk/tudors/
Henry VIII	http://www.4learning.co.uk/essentials/history/units/henry_bi.shtml
Queen Elizabeth I	http://www.britannia.com/history/monarchs/mon45.html
Sir Francis Drake	http://www.mcn.org/2/oseeler/drake.htm
Mary, Queen of Scots	http://www.marie-stuart.co.uk/story.htm
Shakespeare Birthplace Trust	http://www.shakespeare.org.uk/content/view/10/10/
Shakespeare	http://www.poets.org/poet.php/prmPID/122
Shakespeare	http://www.stratford-upon-avon.co.uk/static_478.htm
Guy Fawkes	http://www.guy-fawkes.com/
Samuel Pepys	http://www.museumoflondon.org.uk/archive/exhibits/pepys/pages/theme.asp?tid=4
Isaac Newton	http://www.bbc.co.uk/history/historic_figures/newton_isaac.shtml
Mary Seacole	http://www.bbc.co.uk/history/historic_figures/seacole_mary.shtml
Isambard Kingdom Brunel	http://www.spartacus.schoolnet.co.uk/RAbrunel.htm
General Lee	http://www.sonofthesouth.net/leefoundation/
Frederik Douglas	http://www.history.rochester.edu/class/douglass/home.html
Queen Victoria	http://www.victorianstation.com/queen.html
Florence Nightingale	http://www.spartacus.schoolnet.co.uk/REnightingale.htm http://www.agnesscott.edu/Lriddle/WOMEN/nitegale.htm
General Haig	http://www.spartacus.schoolnet.co.uk/FWWhaig.htm
Marie Curie	http://nobelprize.org/nobel_prizes/physics/laureates/1903/marie-curie-bio.html
Anne Frank Trust UK	http://www.annefrank.org.uk/
Anne Frank Guide	http://www.annefrankguide.net/
Anne Frank Writings	http://www.ushmm.org/museum/exhibit/online/af/htmlsite/artifacts.html
Desmond Tutu	http://nobelprize.org/nobel_prizes/peace/laureates/1984/tutu-bio.html

All web addresses were correct at the time of going to press, but are subject to change.

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You may like to add other addresses you come across below:

Website	URL	Comments

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Appendix 4
Glossary of Key Words

Account	A record or narrative description of past events
Action	Something done as opposed to something said
Autobiography	A history of a person's life written by that person
Biography	An account of a person's life
Caring	Having or displaying warmth or affection
Chronological	Arranged in the order in which events happened; according to date
Common	Shared by two or more parties
Compare	To show how things are similar or different
Concentration camp	A prison camp used to detain civilians who are not tolerated by the authorities
Crimean	The peninsula between the Black Sea and the Sea of Azov
Describe	To give an account or representation of in words
Diary	A written daily record of personal experiences
Disease	A condition of being sick from a particular cause
Drama	A story acted out, usually on a stage, by actors and actresses
Dramatist	Someone who writes plays
Entry	An item inserted in a written record
Extracts	Passages selected from a larger work
Fact	Something that is known to have happened or to be true or to exist
Factor	Anything that contributes to a result
Famous	Celebrated in fame or public report; renowned; much talked about
Historical	A term for information about the past
Hygiene	Practices, such as frequent hand washing, that help ensure cleanliness and good health
Interview	A conversation between two or more people where questions are asked to obtain information about the interviewee
Life	The period between birth and the present time or death
Medical	Relating to the study or practice of medicine
Nurse	One skilled in caring for young children or the sick
Occupation	The principal activity in your life that you do to earn money
Opinion	A personal belief or judgement that is not founded on proof or certainty
Persecution	Persistent mistreatment of an individual or group by another group
Play	A dramatic work intended for performance by actors on a stage
Playwright	A person who writes stage plays
Quality	An essential and distinguishing attribute of something or someone

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Represent	To act on the behalf of someone else
Scutari	Üsküdar ('Scutari') became famous during the Crimean War as the location of the British Army hospital modernised by Florence Nightingale
Sequence	A following of one thing after another in time
Shakespeare	English poet and dramatist, considered one of the greatest English writers
Theatre	Acting out stories in front of an audience
Timeline	Arrangement of events in the order of occurrence
Typical	Common, normal or average
Ward	Hospital room for more than four patients

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Appendix 5
Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

> 'From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous but also more motivated.'
>
> Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

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special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the Teacher Support Packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence, and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning, thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise, the brief sound-clips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

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Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

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