

# PATRICE LAWRENCE

# DIVER'S DAUGHTER

A TUDOR STORY



## Lesson Plans and Activity Sheets

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## Lesson Plan 1 – Lower KS2

### Objectives

- To explore feelings when certain terms are used to describe others
- To explore the similarities and differences in others

### Outcomes

Children will explore feelings of being treated differently because of skin colour and where people lived.

### Resources

- Diver's Daughter* book
- Resource Sheet 1 – '*Similarities and differences*'
- Resource Sheet 2 – '*Portraits*'
- Resource Sheet 3 – '*Acrostic poems about similarities and differences*'

### Lead in

Read different sections from the book, for example:

- Chapter 1, '*A poppet for a penny*' – As a class, read from page 9 (paragraph starting 'So, no going over the bridge') to the end of the chapter. Pause at the sentence 'People sometimes look at us because our skin is browner than everyone else's, and Mama always worried that something might happen to us.'
- Chapter 2, '*The carpenter's tale*' – Read from page 24 (paragraph starting "'Just get dressed my darling'") to the end of the chapter. Pause at different sentences to discuss them, such as 'The landlord looked Mama up and down, then turned to the man. "God save you, sir. How can I be of help to you and – your guests?" Another look at Mama and me.' 'Perhaps it was only me that noticed a woman who must have been his wife and a serving girl peering round the barrels at us.' 'The serving girl was summoned for ale and she still couldn't resist having a peep at me.'

Discuss with the children what these extracts suggest about the way people treated Eve and her mother.

Talk with the children about the period that the book is set in – 1558 when Elizabeth I had just been crowned queen. (This lesson could also link to a lesson or series of lessons about Tudor England.) Does this change the children's opinions about why people were looking at Eve and her mother?

### Task

Choose three celebrities you know about. Using Resource Sheet 1, '*Similarities and differences*', identify how each of them has similarities and differences. Fill in the Venn diagram showing these similarities and differences.

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Use this information to create a portrait of two of these celebrities and a portrait of yourself. The celebrities should be different to you, for example, they could be a male/female, have different skin tones, have different hair colour etc. Resource Sheet 2, 'Portraits' could help you frame them.

### Extension

Using the words 'similarity' and 'difference' (Resource Sheet 3) create an acrostic poem about how we are the same yet different.

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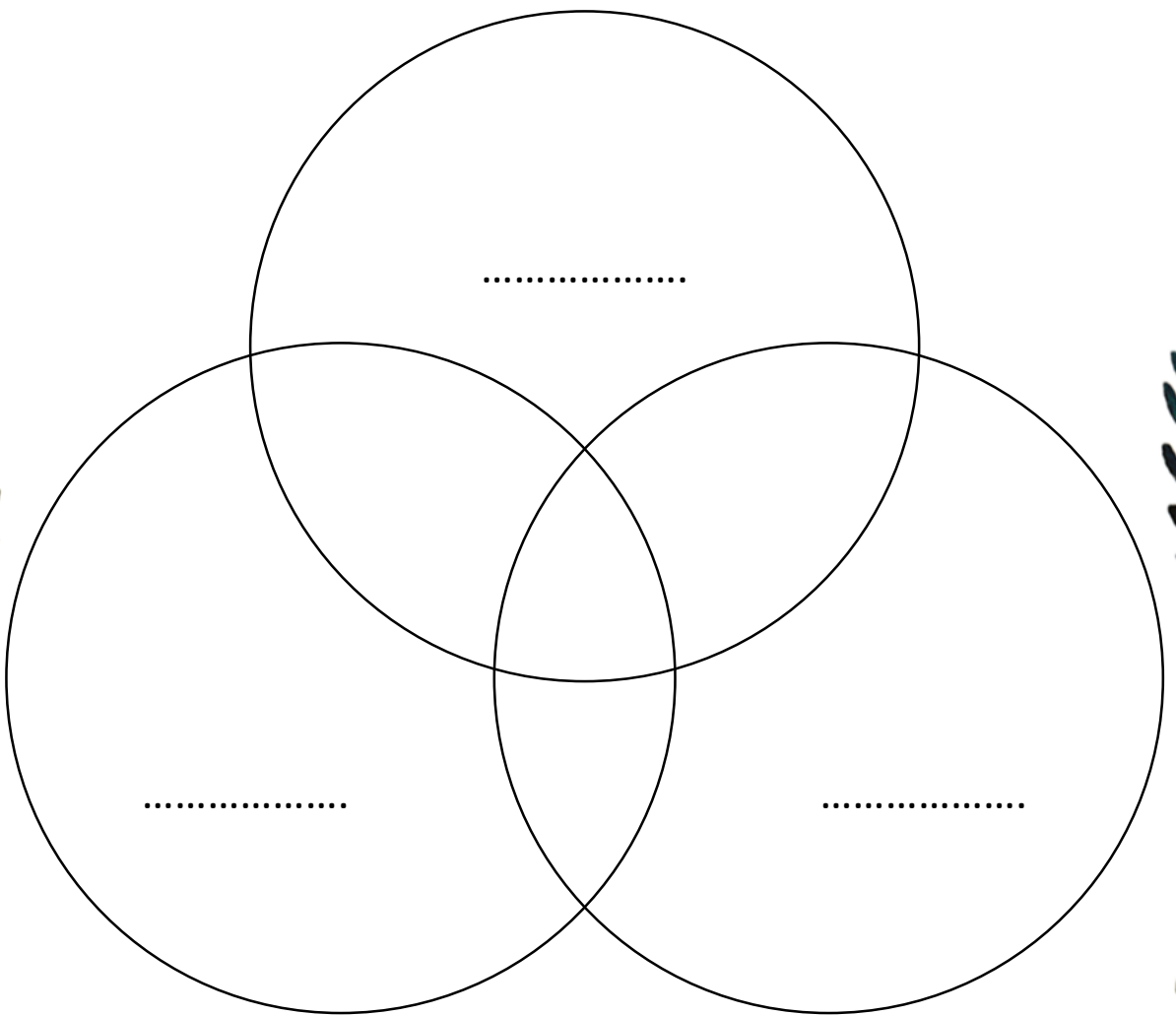
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### Activity Sheet 1 – 'Similarities and differences'

Choose three celebrities you know well. Look at their features, interests, favourite things and identify their similarities and differences. Fill in the Venn Diagram below showing these similarities and differences. Anything they all have in common goes in the middle of the diagram.



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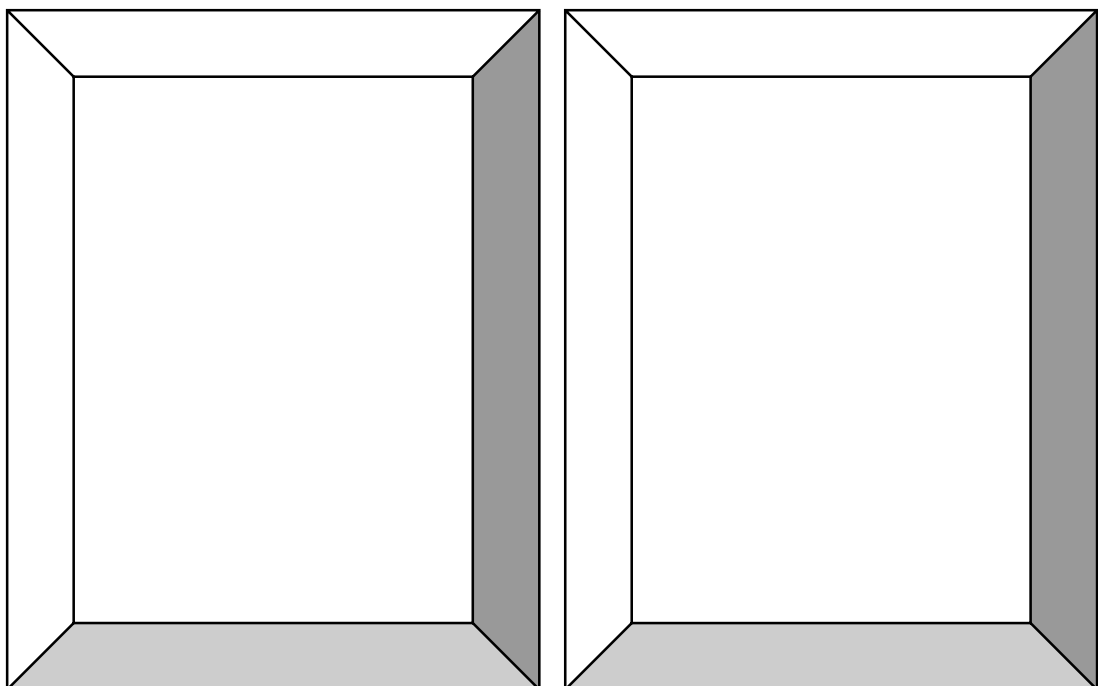
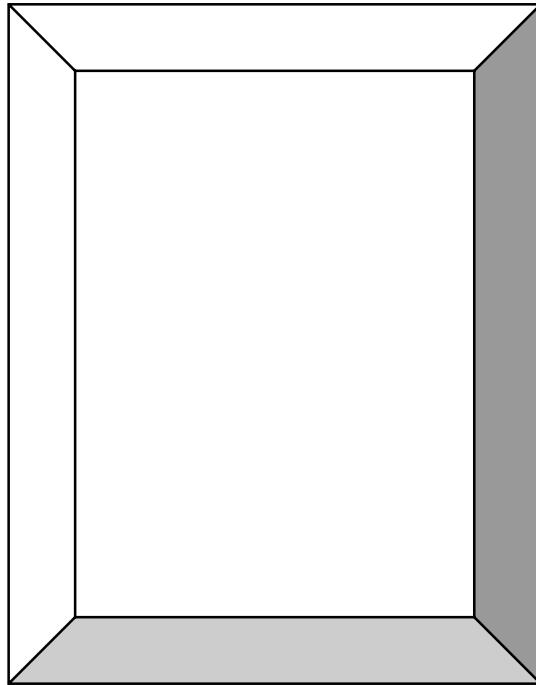
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### Activity Sheet 2 – 'Portraits'

Using the information from Resource Sheet 1, create three portraits of the two people and yourself. Make sure you emphasise both the similarities and differences.



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### Activity Sheet 3 – 'Acrostic poems about similarities and differences'

Using the words 'SIMILARITY' and 'DIFFERENCE', create your own acrostic poem about how even though we can have differences, many other things make us the same.

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## Lesson Plan 2 – Year 5

### Objectives

- To explore how narrative text can evoke feelings
- To understand the concept of slavery
- To use persuasive features and techniques and explore the effect of these on the reader

### Outcomes

Children will explore the feelings of being bought and sold in the book, based around the concept of slavery in Tudor times. They will explore why in England, slavery was considered illegal, yet slaves were bought and sold on the land.

### Resources

- Diver's Daughter* book
- Resource Sheet 1 – 'Feelings'

### Lead in

Read the chapter 'A boat and a cart' and look specifically at the point of the story where Eve's mama won't go with the sailors (Page 44, "We're ready." George Symons was back. He was with a short man whose head barely reached the carpenter's shoulder.') Discuss how Eve's mama felt. Why did she feel like this?

Read the chapter 'The pearl earring', where the diver tells his story of how he ended up being taken and discuss the diver's emotions.

Read from page 114, 'I walked outside the town walls...' to page 128, 'It was big enough to take me far away', where Eve is taken by the Portuguese sailors. Explore the feelings of Eve.

Using Resource Sheet 1, 'Feelings', the children should write words to describe how Eve's mother and the diver might have felt when they were captured and taken from their home country.

### Task

Discuss with the children rights and responsibilities (bring in rights for education and freedom which is part of the Children Act) and what rights the children feel it is important to have. For example, the right to have an education, the right to wear different clothes, the right to have somewhere to live etc. Discuss with them the children's rights to have freedom and what this might mean. You can also link into the UN Convention on the Rights of the Child. It's available in child friendly language here:

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

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In groups, children to come up with ideas about what freedom they have, for example, the right to watch TV etc. As a whole class discuss these ideas. Then ask the question, 'what would it be like to have freedom removed?' Discuss this and then look at Eve's mother and how her freedom was removed. How does this make the children feel?

Discuss the features of a persuasive argument and ask the children to come up with reasons why enslavement of people like that of Eve's mother and the diver in this era was wrong.

Children to use the features of a persuasive argument to write a speech to their local MP to argue why freedom is a right for all. The children need to remember to use persuasive elements to put their point of view across.

### Key:

- Contain facts
- Add in a persuasive comment to attract attention
- Focus on the positive not the negative
- Use exaggeration
- Use an anecdote to prove a point
- Use emotive language, e.g. adjectives and adverbs
- Can start sentences using imperative verbs
- Use rhetorical questions
- May use a slogan
- May use an image to attract attention
- Use convincing language to attract attention
- Use opinion

### Extension

Ask the children to write a persuasive letter to their local MP about an issue that they are passionate about, for example, making their local area greener, having more activities for young people.



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### Activity Sheet 1 – 'Feelings'

Add words to describe how Eve's mother and the diver might have felt when they were captured and taken from their home countries.

| Person    | Feelings | Emotions |
|-----------|----------|----------|
| Mother    |          |          |
| The Diver |          |          |



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### Lesson Plan 3 – Year 6

#### Objectives

- To compare and contrast different geographical locations
- To compare and contrast different elements of a culture that may not be previously understood or known about
- To look at how specific events shape the views of others

#### Outcomes

Children will explore the journey that African slaves undertook. They will look at the treatment of slaves and explore how some slaves, when on English soil in Tudor times, became servants and were able to marry.

#### Resources

- Diver's Daughter* book
- Activity sheet 1 - 'Triangular trade'
- Activity sheet 2 - 'Has to offer, wants to offer'
- Activity sheet 3 - 'Timeline of the slave trade'

#### Lead in

Read the chapter 'The pearl earring' which describes the journey that the African slaves in the story (Mama and Master Jacque Francis, the diver) went on and where they ended up. Look at a world map set in Tudor times (such as the one on Activity Sheet 2) and plot the journey. Why do the children think the slaves were taken on these routes? What was it that might have been important about the particular routes?

Next, look at why the black Africans lived a free life in England during this era. Why do the children think this might have been the case?

#### Key points:

- Spanish and Portuguese ships being taken by English sailors
- African slaves being taken to England as a result
- England considered slavery illegal at this time
- African slaves being set free and being allowed to get jobs

#### Task

Explore what the triangular trade was. Discuss what this could be like and using Activity Sheet 1, 'Triangular trade', create a diagram of what it looks like and the relationships between the countries.

Explore what each country gained from the triangular trade and what each country had to offer.

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Using Activity Sheet 2, '*Has to offer, wants to offer*', children can research what each country may have had to offer and what each wanted.

### Extension

Using Activity Sheet 3, '*Timeline of the slave trade*', can the children research and add in some facts about what happened at different points of the slave trade and why it was abolished. In addition, they could look at the period of time in a wider context and add other historical events that were happening during that time.

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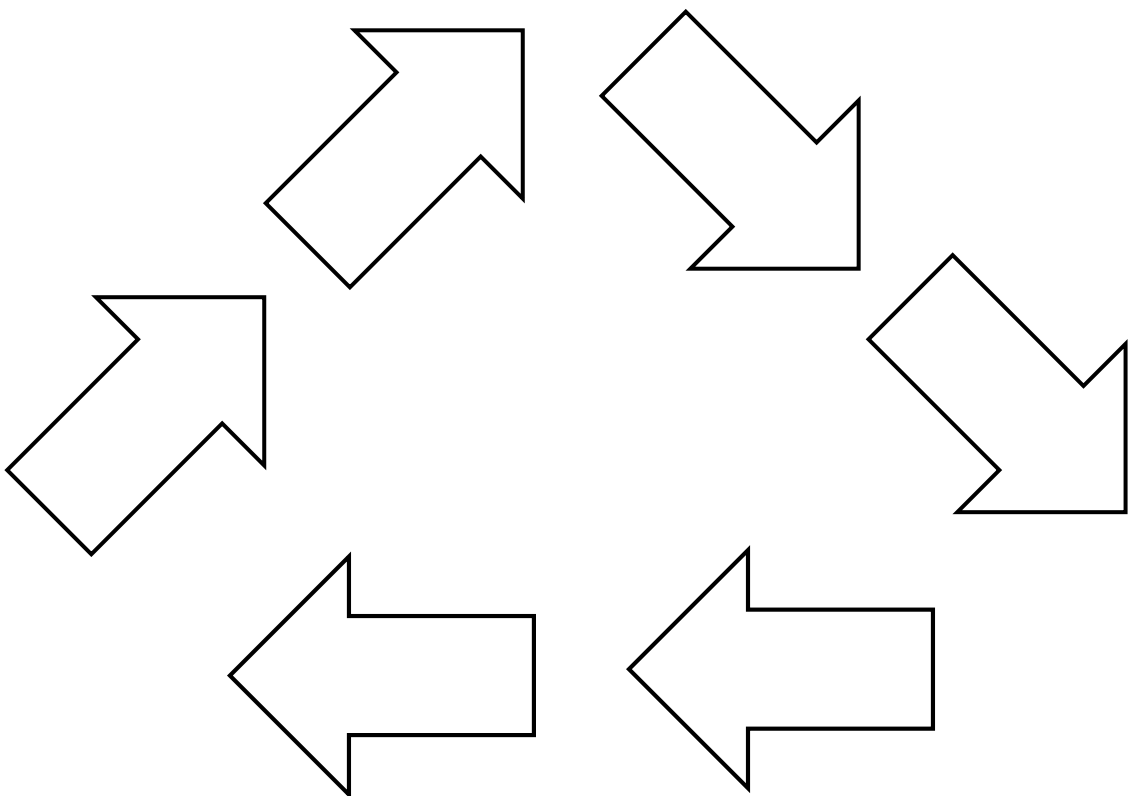
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### Activity Sheet 1 – 'Triangular trade'

The following cards show the relationship between Africa, Portugal/Spain and England in Tudor times. These three areas were involved in the 'Triangular Trade.' Cut out each of the statements and use the arrows to place them in a trade cycle.

|   |   |   |
|---|---|---|
| Goods exchanged with captured men and women from Africa | Ships loaded with gold and gemstones set sail for England                 | Ships loaded with captured men and women set sail for Spanish/Portuguese colonies |
| Gold and gemstones sold for profit                      | Captured men and women sold at auction in exchange for gold and gemstones | Ships loaded with goods such as guns, cloth, iron and beer set sail for Africa    |





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### Activity Sheet 3 – 'Timeline of the slave trade'

Research and add in some facts about what happened at different points of the slave trade and why it was abolished. In addition, look at the period of time in a wider context and add other historical events that were happening during that time e.g. exploration, European wars etc.

1420 - Portuguese exploration of West Africa

1807 - Abolition of slavery in Britain



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## Curriculum Links

### Lower KS2 English – pupils should be taught to:

#### Reading – comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - Identifying themes and conventions in a wide range of books
  - Discussing words and phrases that capture the reader's interest and imagination
- Retrieve and record information from non fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Writing – composition:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### Writing – vocabulary, grammar and punctuation

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

### Upper KS2 English – pupils should be taught to:

#### Reading – comprehension:

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

#### Writing – composition:

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

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### Writing – vocabulary, grammar and punctuation

- Indicate grammatical and other features
- Use and understand grammatical terminology

### KS2 Computing – pupils should be taught to:

- Understand computer networks, including the Internet; how they can provide multiple services, such as the worldwide web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### KS2 Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

#### Pupils should be taught to:

##### Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

##### Human and physical geography:

- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### KS2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



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### KS2 Art and Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

#### Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

### KS2 PSHE (from the PSHE Association Programme of Study)

Pupils should have the opportunity to learn:

- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- R1. to recognise and respond appropriately to a wider range of feelings in others
- R11. to work collaboratively towards shared goals
- R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
- L12. to consider the lives of people living in other places, and people with different values and customs.