

CREATE YOUR OWN CLASSIC

CREATIVE WRITING AMID THE SNOW AND ICE

POLAR EXPLORATION KS3

POLAR AUTHORS: Lesson 6

Main Focus of activity:

This is the final lesson, looking at the very short incident of a 'manufactured blizzard'. As this will be the final 'chapter', the lesson might also include some editing ideas.

Learning Objectives:

To work with greater independence, choosing the appropriate style and deciding which features this style would be most useful to convey the incident to the reader.

Links to English Curriculum

Key Stage 3 Creative Writing and the grammatical terms in the Key Stage 3 programme of study – **Compounding** and **Active Voice**.

Suggested Lesson Activities:

Introduction

Play students the **video clip** 'Twin Otter Blizzard'

Use **L6 – Polar Authors PPT** and encourage group work to think about why there might need to be a different tone of voice (clue, Peter Clarkson wasn't actually there).

Main Part of the lesson

Teaching and Learning:

This will be quite a short piece to write so pupils can spend a bit longer crafting the language. Think about the idea of 'compounding'. Putting two root words together to get a more accurate description; pupils could think of their own compound words for this quite unique weather phenomenon!

Discussion Point:

- **Active Voice** – Someone actively decided to play this trick. The subject comes before the object. Encourage pupils to think of this when they consider how they write about Giles Kershaw who was in the cockpit.

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Differentiation

Some pupils may need this in diagrammatic form. Peter Clarkson saw a clip of a film where the blizzard was most unusual; he was then told how it was created. Without the skeleton structure, it may be a confusing task for some.

Plenary

If we were to compile all of the chapters together, what kind of reading experience would the reader have?

Have we kept the incidents vivid? How do we judge if something is 'vivid'?