Key theme: Robert Louis Stevenson – Treasure Island

Introduction

"The man is a success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of children; who has filled his niche and accomplished his task; who leaves the world better than he found it, whether by an improved poppy, a perfect poem, or a rescued soul; who never lacked appreciation of earth's beauty or failed to express it; who looked for the best in others and gave the best he had."

Robert Louis Stevenson

This learning journey supports the development and application of Literacy & English skills (reading, writing and listening and talking) through the exploration of Robert Louis Stevenson's life and his novel, *Treasure Island*.

Through studying significant elements of Stevenson's life and his novel, learners will discover a man who has made a significant contribution to Scottish literature. They will increase their understanding of the techniques of writing and will have the opportunity to join up their learning with the senior phase as Stevenson's novel *Kidnapped* is one of the Scottish set texts at National 5.

Learners will develop research, note taking, and referencing skills when investigating the life and times of Robert Louis Stevenson. They will create a wiki to share their findings, organising ideas appropriately to suit purpose and audience. They will produce and present a promotional video or create a learning game focused on a particular element of the text explaining the design process and justifying their decisions. Learners will plan and write an effective next adventure using the characters and genre markers they have examined. There are also opportunities for interdisciplinary learning.

This learning journey includes the following learning experiences:

- Engaging with the author
- Creating promotional or learning material
- Imagining the pirate /adventure life

Interdisciplinary opportunities

Technology: I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks
TCH 4-03b;TCH 3-14a

Expressive Arts: I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties
EX 3-02a

Social Studies: I can show my understanding of how people and events have contributed to the development of the Scottish nation.
SOC 3-02a

Prior learning

Prior experience of:
- Researching, selecting
- Interrogating a novel
- Presenting information and describing processes to an audience
- Imaginative writing

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Experiences and outcomes

Literacy and English

- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**
- I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-15a / LIT 4-15a**
- When listening and talking with others for different purposes, I can:
  • communicate detailed information, ideas or opinions
  • explain processes, concepts or ideas with some relevant supporting detail
  • sum up ideas, issues, findings or conclusions. **LIT 4-09a**
- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**
- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. **LIT 4-18a**
- By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a / LIT 4-26a**
- Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:
  •use the conventions of my chosen genre successfully and/or
  •create an appropriate mood or atmosphere and/or
  •create convincing relationships, actions and dialogue for my characters. **ENG 3-31a/ ENG 4-31a**

Technology: I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks **TCH 4-03b**
By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work **TCH 3-14a**

Expressive Arts: I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties **EX 3-02a**

Social Studies: I can show my understanding of how people and events have contributed to the development of the Scottish nation. **SOC 3-02a**

Capabilities

Successful learners: use literacy skills to research; make notes and share information through a wiki and video/podcast or learning game; make reasoned evaluations of sources and texts; read critically; think creatively and use persuasion when creating texts; develop imaginative writing skills when creating an effective short story.

Confident individuals: confidently present ideas in various ways; effectively communicate ideas both orally and in writing; use digital media and design skills effectively to persuade, share information and ideas.

Responsible citizens: working in teams to develop knowledge and understanding of RLS' contribution to the literature of Scotland; working in teams to respond to a task

Effective contributors: contribute opinions and listen to the opinions of others in discussions about the novel and its author in wikis and podcasts; work in partnership with others to create and design games and new texts.

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Learning experience A: Engaging with the author

Introduction

Learners will listen to and make notes from a radio programme about RLS and his work. They will conduct further research using suggested sites and create a wiki to share their findings. Learners will develop research, note taking, and referencing skills. They will organise ideas appropriately to suit audience and purpose.

Stimulus

BBC radio programme

http://www.bbc.co.uk/programmes/p00glx0g

Key Learning

Learners can:
- source, select and organise relevant and reliable information.
- make effective notes.
- acknowledge and reference sources.
- construct and write a wiki in order to share information, organising ideas appropriately to suit purpose and audience.

Possible learning opportunities /tasks

- Reflect on what they know about RLS, what they want to find out, and where they will find the information.
- Research RLS using a variety of sources, making notes (see useful resources section) and recording their sources.
- Acknowledge all resources read/consulted while researching. References, useful links, and bibliography should be included in the wiki.
- Discuss what they know about wikis. Complete a mind map illustrating the contents of their "Robert Louis Stevenson Wiki".
- Plan and draft their wiki page (noting headings, content, images, subpages etc.) Use co-op strategies to discuss their drafts.
- Reflect on feedback and make changes to wiki.

Useful resources

Information on Robert Louis Stevenson
http://digital.nls.uk/rlstevenson/
http://www.robert-louis-stevenson.org/

Possible evidence

Learners can:
- SAY-demonstrate knowledge of Robert Louis Stevenson; discuss wiki plans.
- WRITE-make notes, plan wiki page (noting headings, content, images, subpages etc.), list sources and useful links.
- MAKE- create a wiki using knowledge of ICT
- DO- read and research information, create a mind map/plan for the contents of the wiki and publish their work on a school Glow wiki dedicated to Great Scots.

Reflecting on learning

- Which Literacy skills have you developed?
- How effective were the decisions you made about the content and structure of your wiki? How do you know?
- How successful have you been in creating this wiki?

Taking it further

Learners could arrange to interview or write to modern Scots authors for information. Alternatively, learners could invite them to the school to find about their own reading history and experience of writing

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Learning experience B: Creating promotional/learning materials

Introduction

Learners will produce a video, audio podcast OR learning game to highlight particular elements of the novel. They will trial the game with / present the podcast/game to the class, explain the design process, justify their decisions.

Stimulus

http://www.gutenberg.org/ebooks/120
Treasure Island text

Key Learning

Learners can:

- use persuasive language and techniques to engage and persuade the viewer or listener.
- use a storyboard or audio script to plan a podcast
- construct a learning game, promotional video or audio podcast, justifying design choices.
- present and communicate a story to an audience effectively.

Possible learning opportunities /tasks

- Discuss: "What will a good video /audio podcast/learning game promoting RLS look/sound like?"
- Learners generate success criteria.
- Use the resource- text of "Treasure Island" as directed by class teacher (may be pupil-led)
- View videos on Treasure Island (see useful resources section) and generate ideas for their video /audio podcast/learning game.
- Create a mind map detailing how they could make the text appeal to the audience.
- Develop a storyboard or audio script noting in each frame the images and type of shot (for video), voice over, sound effects and music. Decide on game format, playing pieces, cards/program etc.
- Make video or audio podcast/create game (see useful resources section for technical support).
- Present the podcast /video/game to their class and explain the design process, justifying their decisions. Games could be trialled and feedback discussed. Learners peer assess presentations using previously agreed success criteria.

Useful resources

Individual chapters of Treasure Island : http://www.online-literature.com/stevenson/treasureisland/

http://www.audiobooks.org/bookDesc.php?id=treasure-island
How to Make a Movie on Windows Movie Maker
http://www.youtube.com/watch?v=ZrFJLeF0tA0
Creating a Podcast with Audacity
http://www.youtube.com/watch?v=uHgD6cVv9QU

Possible evidence

Learners can:
SAY- demonstrate knowledge of "Treasure Island", use persuasive language, provide constructive feedback.
WRITE- write a script/game rules.
MAKE- create a video or audio podcast or learning game /program.
DO- create a mind map for the video or audio podcast; create playing pieces ,cards and board/program; construct a storyboard for planning the video or audio podcast (noting pictures, video, sounds, music etc.)

Reflecting on learning

- Which skills did you develop in order to create your podcast?
- How will you develop these skills further? Where else could you use them?
- How effective was your final podcast/video/learning game? How do you know?

Taking it further

In Social Studies or Numeracy lessons, pupils could explore maps and co-ordinates, adding them to the game created. Learners could a learning game, video or audio podcast in other curricular areas.

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Learning experience C: Imaging the pirate/adventure life

Introduction

Learners will plan and write an adventure/ pirate story, delivering it as a podcast or live reading. For example, the learner may write

Key Learning

Learners can:

- recognise and use the conventions of the short story.

- use narrative, structure and language to create an effective short story which, when recounted orally, engages the reader.

Possible learning opportunities /tasks

- Learners generate success criteria for their effective short story.
- Learners create a mind map of ideas for their setting, characters, and plot. They plan the plot of the story considering features such as an effective opening, main event, problem the main character encounters, climax, and ending (see learning journey short story support notes in useful resources section).
- Construct a table for creating their characters (physical traits, how they speak, their personality, how they behave/ treat others).
- Make a senses chart to develop setting, and atmosphere.
- Use engaging words, images and figurative language during the writing process.
- Learners write their short story.
- Learners peer assess one another's writing, consider feedback and develop their ideas.
- Writers record stories
- Writing could be published via school website.

Useful resources

Reading of "Treasure Island" Chapter 1http://m.youtube.com/watch?client=mv-google&gl=GB&hl=en-GB&v=KNnBW3YND9g

Possible evidence
Learners can:
SAY- discuss their learning and respond to feedback; demonstrate knowledge of the conventions of the adventure story by reading/recording their story for others to listen to
WRITE/MAKE- construct and populate a table for creating characters, write an effective short story; make a senses chart to develop setting and atmosphere
DO- create a mind map/plan for the setting, characters, plot (effective opening, complication main event, climax).

Reflecting on learning

What did you learn about short story writing?
How effective was your short story? How do you know?
What did you learn about your writing/oral reading from others?
What will you do differently next time?

Taking it further

Learners could produce a drama script from an imagined novel event. Learners could use software to create a cartoon or animation of part of the story. Learners could visit cluster primaries to read stories to younger learners.

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