

## **Sea and Learn – Lesson Plan: TRAFALGAR: James Grant**

**Key Stage:** Two

**National Curriculum Links:** En 1 1b, 1e; 2b, 2c, 2d, 2e; 4c; 8a; 9c

En 2 1d; 2a, 2b, 2c, 2d; 3c; 4a, 4b, 4c, 4e, 4h, 4i; 6

En 3 1b, 1c, 1d, 1e; 2a, 2b, 2c, 2d, 2e, 2f; 3; 4; 5; 9a, 9d

**Main Subject Focus:** English

### **Learning Outcomes:**

Children will:

- Be able to listen with concentration for sustained periods of time.
- Be able to form and offer opinions based upon the material they have read.
- Be able to make predictions about the text.
- Be able to keep a reading journal of ideas and notes throughout the duration of the book.
- Be able to use the text to influence and inspire their writing.
- Be able to identify nautical expressions/words in the text and explain their meaning.
- Use a dictionary to find the meanings of words they are unfamiliar with.

### **Resources Required:**

- Copy(ies) of Trafalgar: James Grant, HMS Norseman 1799 – 1806 by Bryan Perrett
- Flipchart and pens
- Dictionaries
- Photocopies of pages 66 – 73 for each child/pair/group.
- Highlighter pens and coloured felt tip pens.

### **Lesson Outline:**

You may wish to use this book as a class reader, and then use it as a stimulus for activities during literacy lessons. Encourage children to keep a reading journal as they listen to the story and ask children to read aloud, short extracts from the text, from time to time. This will help children to focus on their listening skills. Ask for their opinions and question children as you read to encourage more concentrated listening and debate within the classroom.

1. Begin by looking at the front cover and discussing the illustrations (focus on the young boy, main character, colours used and background) Discuss what it might tell us about the story to follow. Read page 3 and discuss it's usefulness as an introduction.
2. Ask children to note the chapter headings – ask children in what style they think this story is written (personal recount, diary or journal writings, recording the experiences, ideas, feelings of the writer. Written in chronological order and written in the first person).

3. Begin to build up a character profile for James Grant as you read the story; make notes on the flipchart, adding more and more details to the profile as you proceed through the story.
4. Discuss the children's initial reactions to the book and ask them to make predictions about how they think the story will progress, culminating in the Battle of Trafalgar. Make a note of these predictions too and look back at them as you read the story together. You should ask children to reconsider their predictions as you find out how the story develops.
5. Use Worksheets 1 and 2 once you have read up to page 74 (Chapter heading June – December 1800). You will need to photocopy pages 66 – 73 for children to use for highlighting and underlining parts of the text. Ask children to share their feelings about the battle description as they tackle this task.
6. Now, as you continue to read the story, the following activities could be used to compliment the book. These activities could be used in guided reading/writing sessions, in groups or as whole class activities:
  - a) **James Grant – Before and After:** Ask children to draw a picture of James Grant as he joins the ship and then as you complete the story, ask them to draw him again, as a battle-hardened young man.
  - b) **James Grant Timeline:** Create a timeline charting James Grant's progress from 13 year old lad to an accomplished sailor.
  - c) **Diary Writing:** Ask children to imagine they are James Grant and ask them to write some more detailed diary entries charting their first weeks onboard HMS Norseman.
  - d) **A New Chapter:** Ask children to add a new chapter to the book which follows James Grant's promotion after the Battle of Trafalgar and his transfer to a new ship.
  - e) **Sea Shanty:** Ask children to find out about sea shanties and then ask them to create a sea shanty for sailors to use when weighing anchor. (See p.47-48)
  - f) **Glossary:** Ask children to design and illustrate a glossary of nautical terminology for young children. Encourage the use of well labelled illustrations.
  - g) **Inventing Words:** Ask children to look for nautical expressions in the text and then try to invent their own expressions to describe an aspect of sailing.
  - h) **Life Onboard:** As you read the book, ask children to make notes in their reading journal about life at sea and note which aspects are positive and those that are negative.
  - i) **Using a Dictionary:** As children come across unusual words in the text, ask them to note them in their reading journal, predict their meaning and then use a dictionary to check their predictions.
  - j) **Hot Seating:** Ask children to imagine they are one of the characters in the story. Get them to draw up an imaginary profile and then allow others to ask them questions in the 'hot seat'. For example, the characters could be: James Grant, Armstrong, Octavius Merredew, Captain Charles Montague, Mr Dacres, a member of the Grant family.

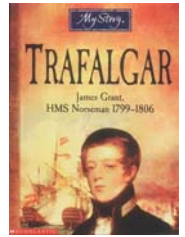
### Extension/Homework Ideas:

- Ask the children to imagine they are powder monkeys onboard a ship at the Battle of Trafalgar. Children may need to do some research regarding this job. Then ask them to write a story in a similar style to Bryan Perrett's about their life leading up to and during the Battle of Trafalgar.
- Guided Tour – ask children to draw and label a ship like HMS Norseman, providing a short, written guided tour of the ship for others to read. Alternatively, if children visit Portsmouth's Historic dockyard or the International Festival of the Sea 2005, they could do a similar exercise for HMS Victory or even a modern naval warship, where they could compare the old and the new. This task could also be carried out using ICT, where children can scan their drawings, label using Microsoft Paint, import the labelled drawing to PowerPoint or Word and then include a recorded commentary to accompany it using Microsoft Sound Recorder and a microphone.

## Sea and Learn – Worksheet 1

### PART ONE

Look at these extracts from the text, James Grant: HMS Norseman by Bryan Perrett, and try to work out the meaning of the word or words underlined:



1. From page 36:

*My confidence grew each time we went aloft.*

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2. From page 36:

*Becoming overconfident as the days went by, I became careless and nearly fell, earning a reprimand from Corbett.*

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3. From page 36:

*"...At sea, the ship will pitch and roll, so you've got to think twice as hard about what you're to do..."*

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4. From page 37:

*"...If you hit the deck after falling from the topsail yard you will make a mess that we shall have to clear up before we commit your remains to the deep..."*

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5. From page 37:

*"...So it's worth taking a bit of time and trouble about what you're doing now – am I right, Mr Grant?" I said he was and thereafter curbed my enthusiasm.*

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6. From page 37:

*"Not good enough Sir!" snapped Grigg. "You've got to get a grip of your fear and show it who's master. Get back to the maintop."*

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7. From page 38:

*Then, with the courage of desperation, he took the last few steps and lay across the yard, apparently exhausted.*

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## Sea and Learn – Worksheet 2

8. From page 42:

*“Take your hands off me or I’ll tear you apart!” he snarled.  
“Behave yourself!” yelled a Petty Officer, cutting the man sharply across the rump with a rope’s end. “And you can stow that kind of gab for a start!”*

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### **PART TWO**

Now look at pages 40 and 41 and find three examples of lists. Write them below:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **PART THREE**

Now read again pages 66 – 73 which focuses on the description of a battle between HMS Norseman and a French corvette.

1. As you read, use a highlighter to show the highly descriptive words Bryan Perrett has used to help the reader picture and hear the noises of battle in their heads. For example, at the top of page 66:  
*...then a **ripping noise** as it passed overhead, **punching a hole** through a sail.*
2. Now use a coloured felt tip pen to underline aspects of the text which show James Grant’s feelings and emotions towards the sights and sounds going on around him as he battled with the French Navy. For example, on page 66:  
*I was suddenly afraid. My mouth was dry and tasted brassy.*
3. Finally, discuss with a partner, about the portrayal of battle in this book. How does it make you feel about war and conflict? Write a short summary of your feelings in your reading journal and share with the class if you wish.