

# Europeana Learning Scenario

## Title

**When Pirates Came to Stay!**

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## Abstract

This English writing learning scenario helps students acquire important 21st century skills as well as different writing skills. It concentrates mainly on the planning and writing of a news article report with regards to pirates either attacking an island or finding a treasure.

## Keywords

Pirates, Sea, Writing, English, Newspaper, Report

## Table of summary

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Subject	English Language (Newspaper Report Writing)
Topic	Writing skills – Newspaper Report
Age of students	Between 8 and 12 years
Preparation time	1 hour
Teaching time	1 hour 30 minutes (2 lessons : 45minutes each)
Online teaching material	<a href="#">Photostory</a> and <a href="#">AnswerGarden</a>
Offline teaching material	Pirate Toys, Interactive Whiteboard, Tablets, Pirate Backgrounds, Pens, Copybooks, Paper
Europeana resources used	<a href="#">Pirate Poem</a> , <a href="#">Image 1</a> , <a href="#">Image 2</a> , <a href="#">Image 3</a> , <a href="#">Image 4</a>

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### Integration into the curriculum

The following learning outcomes are taken from the Maltese Syllabus (Year 5) – English Language:

[https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr\\_syllabi/syllab\\_pr\\_englishyear5.pdf](https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_englishyear5.pdf)

5.2.2 Gather information from a range of sources

5.3.2 Use a range of presentational features

5.3.9 With support write a brief report on various situations

### Aim of the lesson

By the end of this learning scenario, the students would have explore different 21st century skills such as creativity, collaboration, communication, writing and media literacy. Apart from this, the students will also be able to write newspaper reports for an audience and with a purpose.

### Outcome of the lesson

Students will be able to explore different journalistic terms and use them in their writing. Students will be able to explain the different components of a newspaper. Ultimately the students will be able to write a recount of events using direct and reported speech.

### Trends

**Collaborative Learning:** a strong focus on group work.

**Student Centered Learning:** learning scenario and their needs are at the centre of the learning process.

**Peer learning:** learn from peers and give each other feedback.

**Edutainment:** playful learning. Learning while having fun.

### 21<sup>st</sup> century skills

**Creativity:** During the planning stage the students will use different toys brought from home to create a news video with regards to what happened.

**Collaboration:** The students will work together in producing the video and they will help each other during the writing process.

**Communication:** During each activity, the students will be engaged in discussions about pirates.

**Media Literacy:** This lesson incorporates the use of online tools such as [AnswerGarden](#) and [Photostory](#).

## Activities

### 2 consecutive lessons (45 minutes each)

Name of activity	Procedure	Time
<p><b>Introduction:</b> Group Work: Predictions</p>	<p>The students will listen to the Pirates of the Caribbean Theme <a href="#">song</a>. During this stage and in groups, the students will have to guess today's topic. They have to write these predictions on their mini-whiteboards. After predictions are made The teacher reveals the topic by using <a href="#">Image 1</a>, <a href="#">Image 2</a>, <a href="#">Image 3</a>, and <a href="#">Image 4</a> and shares with the class today's learning outcomes.</p> <p>While still playing the song at a lower volume, the teacher reads the <a href="#">Pirate Poem</a> taken from the Europeana Collections.</p>	
<p><b>Activity 1:</b> Group Work: Analysing News Articles</p>	<p>The students are asked to bring different newspaper reports from home. They are given some time to discuss what constitutes a great news article. The students will then use <a href="#">AnswerGarden</a> to input their answers to the question: What makes a great news article?</p> <p>After the given allotted time the teacher shares with the students the success criteria of writing a news article. A success criteria is a list of features that a teacher wants the students to include in their final work (see annex).</p>	
<p><b>Activity 2:</b> Group Work: Using <a href="#">Photostory</a> as a PreWriting Tool</p>	<p>The students will then be asked to imagine that some pirates have either a) Attacked an island or b) Found a treasure.</p> <p>During this part, the students will choose title a or b and work collaboratively together. They will use the toys they brought from home to create different scenes of what happened on the day, take different photos and produce a <a href="#">Photostory</a> of the events.</p>	
<p><b>Activity 3:</b> Individual Task: Writing</p>	<p>The students will imagine they are journalists writing a news report about what happened on the day the pirates attacked an island or found treasure.</p>	

Name of activity	Procedure	Time
	<p>Each student is given a news report format worksheet to work on. Students are encouraged to focus on the things discussed during activity 2 of what makes a great news article and apply these points to their writing.</p> <p>Students are given around 25 minutes to start writing and to finish their news article. During this time the teacher will be going around to help and monitor the student's work.</p> <p>If students are ready from their work they are asked to exchange their stories with their partners and give constructive feedback accordingly.</p>	
<p><b>Conclusion</b></p>	<p>Students are encouraged to come out of their places and read their news article to their peers. Students are asked to use the video they created on <a href="#">Photostory</a> as an introduction to their news article.</p> <p>Students are encouraged to listen to the story being told and afterwards they are to give constructive feedback of what they liked or would have changed in the report.</p>	

**Assessment**

**School Work:** The students are to imagine themselves as journalists and write a news report about the time when pirates either attacked and island or found treasure.

**Take Home task:** The students are to produce a small research about Pirates and are to submit their research in the form of a paragraph by using the application [Padlet](#). By using this application, students will be able to view each other's work at any time.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

**Student feedback**

- During the writing stage the students can use the peer-editing sheets to give each other feedback of what they like or would change in a particular writing.
- They will also give constructive feedback to one another during the author's chair activity.

**Teacher's remarks**

Before this lesson, the students were asked to bring different pirate-related toys.

Some of the activities use tablets and online resources, if these are not available:

- During activity 1 – use the whiteboard to jot down the student's responses.

- During activity 2 – use Workspace (if tablets are available) and give students the opportunity to digitally draw the events. If tablets are not available, ask students to draw their events on a piece of paper using coloured pencils.

In addition, the students are encouraged to write their news article on the app [Author Premium](#).

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

### Annex

Website linked to the Maltese Syllabus:

- [https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr\\_syllabi/syllab\\_pr\\_englishyear5.pdf](https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_englishyear5.pdf)

Online Resources:

- <https://www.twinkl.co.uk/resource/t2-e-282-newspaper-writing-tips-powerpoint>
- <https://safeYouTube.net/w/1Zb1>
- <https://safeYouTube.net/w/tZb1>

Extra Resources:

**Success Criteria taken from:**


[https://mrjennings.co.uk/teacher/writing\\_nf\\_success\\_criteria/newspaper\\_reports.pdf](https://mrjennings.co.uk/teacher/writing_nf_success_criteria/newspaper_reports.pdf)

*We are learning to write **good newspaper reports***

Our success criteria are:	1	2	3	4	5
I create a catchy headline					
My first paragraph: is <ul style="list-style-type: none"> <li>• short</li> <li>• summarises the whole new story (including the end)</li> </ul>					
My next paragraphs give details about: <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why and/or how</li> </ul>					
I have included: <ul style="list-style-type: none"> <li>• A good amount of detail</li> <li>• Quotes from people involved and/or experts</li> </ul>					
I have used: A good range of connectives A good range of different sentence starters (connective, verb, adverb)					



Peer Editing Sheets:

<p><b>I like this creative writing because ...</b></p> 	<p><b>I am confused about ...</b></p> 