

Aiming high: Scottish women explorers, mountaineers and adventurers

Activity 1 – Research using skimming and scanning skills

Learning intention: to be able to skim and scan for

information and facts from a variety of sources.

What will I do?

Read the biography details provided on the site for each of the female mountaineers.

Using skimming and scanning, select relevant information on each explorer that could be used in a factsheet about all women.

Note take the information selected under headings and subheadings. You may wish to use the note sheet provided. A few facts have been added for you. (Your teacher may wish to print this on A3 paper to give you lots of room to write or you could copy the table into your own notes).

How can I be successful?

To be successful you should:

- ✓ Read the information on each of the female explorers either on your own or with help from a partner/teacher.
- ✓ Skim and scan the information looking for key facts.
- ✓ Write the facts you have selected on your note sheet.

What skills for learning, life and work am I using?

Selecting information, note taking, skimming and scanning.

Did you know?

Skimming and scanning is the name given to a particular set of reading skills.

Skimming – when you read over a whole passage quickly getting an overview of what it's about.

Scanning – when you are on the look out for key facts.

These are known as **LITERACY** skills.

Activity 1 – Materials

Name of female mountaineer	Important dates	Background	Achievements
Ella Christie	born 21 st April 1861		
Evelyn McNicol			At 28, the youngest member of the first all-women British expedition to the Himalayas.
Isabella Bird Bishop			
Isobel Wylie Hutchison			
Jane Inglis Clark			
Una Cameron			
Vicky Jack			

Activity 2 – Find it, Prove it questions.



Learning intention: to be able to support answers with evidence from the passages read.

What do I do?

Either working alone or with a partner/teacher, read the information entitled "Ladies Scottish Climbing Club".

Once you have read all the information fully, attempt the questions provided. Write answers down in your notes and be ready to share with the group.

How can I be successful?

To be successful you should:

- ✓ Read the information fully on your own or with a partner/teacher.
- ✓ Look up unfamiliar vocabulary in a dictionary or ask for help.
- ✓ Read each question carefully before finding the answer in the passage and write it down in your notes.
- ✓ Be careful to use your own words when answering Find It questions.
- ✓ When answering Prove It questions, quote the information which proves the statement is true.
- ✓ Carefully read over all your answers and be prepared to share them with the group.
- ✓

What skills for life, learning and work am I using?

Working independently, selecting information, written communication, sharing ideas.

Did you know?

A **Find It** question is asking you to find the answer in the text and answer in your own words.

A **Prove It** question is asking you to quote something from the passage that supports what you have said.

Quote – when you repeat the words of the passage in support of an idea and you put the words inside quotation marks "..."

Find it, prove it questions

1. Find it – read the quote from Jane Inglis Clark. In your own words explain why she thought mountaineering was "the very best of sports".
2. Prove it – read the introduction paragraph. When and where was the club founded?
3. Find it – read the information about the beginnings of the club. In your own words, explain what the main aim of the club was.
4. Prove it – quote two words used in the section "Edwardian Ladies" which prove that members of the club were of middle-class or upper class status.
5. Find it – in your own words, explain why the "Edwardian Ladies" formed their own club.

Activity 3 – Listening and Talking

Learning intention: to be able to respond to discussion points verbally during discussion with peers. (Ideally in groups of 4).

What will I do?

You will take part in a discussion on the topic Scottish Women Explorers.

You will be given time to prepare your ideas and opinions based on the discussion points provided.

As part of the discussion, you will listen to others and take turns to speak.

How can I be successful?

To be successful you will:

- ✓ Read the discussion points and prepare your ideas on notepaper.
- ✓ After preparation is complete, take part in and contribute towards a group discussion which targets each discussion point.
- ✓ Take turns to speak
- ✓ Listen to others and respond politely to their ideas
- ✓ Use a clear voice
- ✓ Use formal language suitable for discussion
- ✓ Use appropriate linking phrases to allow the discussion to flow
- ✓

What skills for learning, life and work am I using?

Verbal communication, taking turns, responding to others in a polite manner, sharing ideas and opinions in a formal situation.

Useful phrases to use during discussion

To begin the discussion...

The reason I believe this to be true is...

In contrast to that point...

That is a good point. However, I believe...

Moving onto the next point...

Does anyone have anything they wish to add?

In addition to that I think...

Can you expand on that last point, please?

I agree with...





I disagree with...because I believe...

May I ask a question?

In conclusion...

Activity 3 - Materials

Your teacher may wish to give you group roles in addition to your individual role to contribute to discussion. These role cards can be copied and cut out to ensure everyone remembers to carry out their additional role.

<p style="text-align: center;">Timekeeper</p> <p>Keep reminding the group of how much time they have left. You should be attentive to the task as well and make sure you can contribute to the team task as well as keep an eye on the time.</p> <p>You could say things like:</p> <ul style="list-style-type: none">'We have used half our time already''We only have 2 minutes left so we need to write down our ideas''Will we get finished on time?' 	<p style="text-align: center;">Encourager</p> <p>You should encourage everyone to get involved and contribute. You are also expected to contribute but try to make sure everyone gets the chance to speak.</p> <p>You should say things like:</p> <ul style="list-style-type: none">'What do you think Bob?''That's a good idea Julie, do you agree with that Sam?''I don't think you've had a chance to say anything yet – do you have any ideas?' 
<p style="text-align: center;">Air Traffic Controller</p> <p>It is your job to make sure only one person speaks at a time and using a quiet voice. You should try to get everyone to be aware of the noise and if necessary instruct your team to be quieter.</p> 	<p style="text-align: center;">Helper</p> <p>You should check for agreement and understanding amongst the group and help them to come to the same decisions. Some things you could say are:</p> <ul style="list-style-type: none">'What do you mean by that? Does everyone think that?''Does everyone agree?' 

Discussion points

1. Before finding out about Scottish Women Explorers, how much did you already know about the topic? Try to explain what you did/didn't know and reasons for this knowledge/lack of knowledge.
2. ***"In speaking about women climbers, it is impossible to dismiss that they were climbing not only a physical mountain but a social mountain of disapproval and incomprehension."*** How far do you believe this statement to still be true today in relation to female explorers? Remember to back up your ideas with reasons and/or evidence.
3. Having spent some time learning about Scottish Women Explorers, which woman do you most admire and why?
4. Do you enjoy climbing mountains and exploring new countries? If so, note down some explorations you have already completed or would like to complete and be ready to share your ideas with the group.
5. All of the Women Explorers had one thing in common – a dream to discover new places and break records. What is your ultimate dream goal in life? Be ready to discuss.

Activity 4 – Hot Seating

Learning intention: to display knowledge and understanding of the topic.

What will I do?

You will either act the part of one of the female explorers or you will take part as an audience member who can ask questions of the person acting as one of the female explorers.

Your teacher will pick out eight pupils who will each be assigned a different explorer to act as. If you are one of those people, you will take the hot seat and answer questions in character.

How can I be successful?

To be successful you must:

- ✓ Spend a bit of time revising the notes you gathered in activity 1.
- ✓ Prepare some open questions you could ask of any of the female explorers.
- ✓ If you are assigned an explorer to act as – consider how they would think and feel about all they achieved and explored in their life.
- ✓ Take turns
- ✓ Listen to questions/answers attentively
- ✓ Act as a good audience member

What skills for learning, life and work am I using?

Creating open questions, answering open questions, communicating verbally, listening attentively, taking turns, revising.

Did you know?

A **CLOSED** question is one that only required a yes or no answer. E.g. Have you eaten lunch?

An **OPEN** question encourages the person answering to provide more detailed information. E.g. What did you eat for lunch today?

Examples of open questions:

What is your favourite memory from your exploration?

How did you feel when you achieved your goal?

What sights did you see in...?

Describe what it was like climbing Everest.

Activity 5 – Writing

Learning intention: to understand how to successfully express personal thoughts and ideas through written word.

What will I do?

Answer this question in writing using no less than 300 and no more than 600 words.

What female explorer would you most like to meet and why?

How can I be successful?

To be successful you must:

- ✓ Structure your writing in paragraphs
- ✓ Use formal language.
- ✓ Make your writing interesting by using varied vocabulary and some literary devices (simile, metaphor, personification)
- ✓ Include your own personal ideas and thoughts
- ✓ Write in first person narrative
- ✓ Proof read your writing to ensure there are no spelling, punctuation or grammar errors.

What skills for learning, life and work am I using?

Written communication, expressing personal thoughts and ideas, use of formal language, independent working, proof reading and editing.

Did you know?

Writers use literary devices to make their writing interesting. Some commonly used examples are:

Simile – describing something by comparing it to something else, using the words “like” or “as”.

Metaphor – a comparison by saying one thing IS another.

Personification – giving a non-living thing living characteristics.

Alliteration – repetition of sounds at the start of words.

Hyperbole – exaggeration to create effect.

Repetition – repetition of a word or phrase uses for emphasis.

Onomatopoeia – when the word used sounds like the action it describes.

Review materials – can be copied for each task or used at the end of completing all tasks

Review of Learning

Answer the following questions in as much detail as possible, reflecting on what you have learned about Scottish Women Explorers.

1. What did I find interesting about this task?

2. What did I find challenging about this task?

3. What will I improve for next time?

Teacher notes –outcomes and experiences covered by each learning activity

Area of Literacy and English	CfE Outcomes and experiences covered	Activity
English and Literacy - finding and using information	<p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a</i></p> <p><i>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</i></p>	Activity 1
English and Literacy – Understanding, Analysing and Evaluating	<p><i>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. ENG 3-17a</i></p> <p><i>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a</i></p> <p><i>To show my understanding across different areas of learning, I can:</i></p> <ul style="list-style-type: none"> • <i>identify and consider the purpose, main concerns or concepts and use supporting detail</i> • <i>make inferences from key statements</i> • <i>identify and discuss similarities and differences between different types of text. LIT 3-16a</i> 	Activity 2
Talking and Listening English and Literacy - Tools for listening and talking / Creating texts	<p><i>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</i></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</i></p> <p><i>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</i></p> <p><i>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a</i></p> <p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • <i>communicate information, ideas or opinions</i> • <i>explain processes, concepts or ideas</i> • <i>identify issues raised, summarise findings or draw conclusions.</i> 	Activity 3+4

	<p>LIT 3-09a When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions. <p>LIT 4-09a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p>LIT 2-10a / LIT 3-10a 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.</p> <p>LIT 4-10a</p>	
<p>Writing English and Literacy - Tools for writing/ Creating texts</p>	<p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>LIT 3-21a I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p>LIT 4-21a As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p>LIT 3-22a / LIT 4-22a</p> <p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>LIT 3-23a Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>LIT 4-23a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p>ENG 3-27a / ENG 4-27a Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"> • integrating the conventions of my chosen genre successfully and/or 	<p>Activity 5</p>

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| | <ul style="list-style-type: none">• <i>using convincing and appropriate structures and/or</i>• <i>creating interesting and convincing characters and/or</i>• <i>building convincing settings which come to life.</i> | |
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ENG 3-31a

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 4-31a