

Iolaire

Writing for information – create a fact file

Learning intention:

to be able to select key information about the Iolaire disaster and organise it effectively.

What will I do?

Imagine you have been asked to create a fact file for children detailing key information about the Iolaire disaster.

Use the information you have accessed on the site to help you create the fact file.

You may wish to include important dates, information on the location of the disaster and who it affected.

Use these headings to organise the information:

- **What happened?**
- **When did it happen (date, time)?**
- **Who was involved?**
- **What impact did it have?**

You could use at least one of the following:

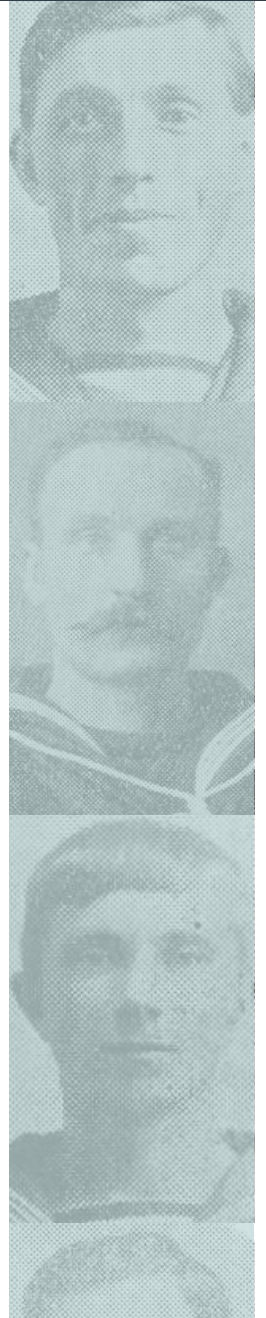
Skills for life, learning and work

Identifying key information in a text, note taking, delivering ideas in an organised way, researching using a variety of sources.

Success Criteria

I will have been successful if:

- I have researched using the site and gathered facts.
- I have organised facts in my fact file using clear headings.
- I have used vocabulary suitable for children.
- I have included key information.
- I have made my fact file easy to understand and read.
- I have made my fact file eye-catching using relevant illustrations/maps.
- I have used a suitable format e.g. leaflet/brochure/flier/poster.
- I have included the website address for users if they require more information.



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Hot seating

Learning intention:

To be able to select key information to form questions/To be able to respond to questions using key information learned/To deepen knowledge and understanding of the people affected by the Iolaire disaster.

What will I do?

Hot seating involves one person answering questions from the rest of the group whilst in the role of a character (fictional or real). This involves some preparation that you will complete prior to the activity.

1. Research how specific people were affected by the Iolaire disaster using the site. You should listen to the recordings of "Young Lewis Voices" or read the English transcripts using the link provided.
2. Take notes on what you hear/read.
3. Get together with a team and decide on questions you might ask.
4. Consider how people might respond to each question.
5. Decide who will be in the "hot seat" and which role they will play (this can be made up or based on a real person or you could use the cards provided).
6. Interview the person in the "hot seat" using the questions you have prepared.

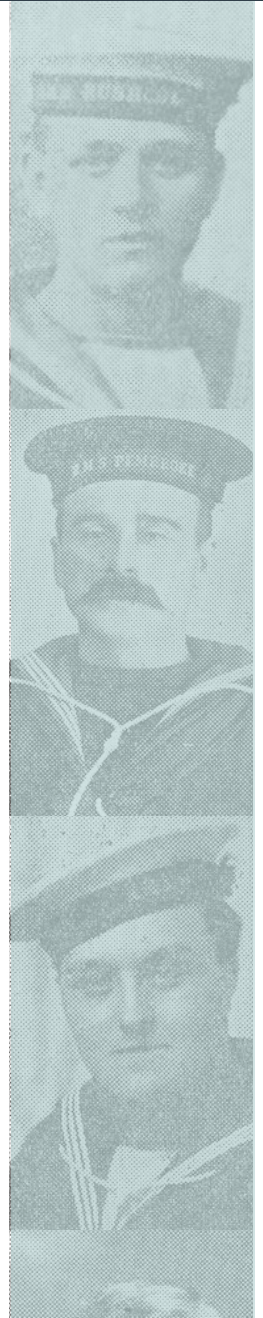
Success Criteria

I will have been successful if:

1. Listened to and read the individual accounts and interviews on the site.
2. Taken notes on what I have listened to and read.
3. Contributed towards compiling example questions.
4. Either answered questions in role or asked questions.
5. Contributed towards making up a role/character and preparing the hot seater for that role.

Skills for life, learning and work

Researching using a variety of sources, working with a team, note taking, interview skills, listening and talking skills.



Role:
The child of a victim of the disaster.

Role:
A family member of a victim of the disaster.

Role:
A survivor of the disaster.

Role:
A family member of a survivor.

Role:
Someone who helped rescue/look after survivors.

Role:
A newspaper reporter from the time of the disaster.

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Reportage

Learning intention:

To be able to use emotive and formal language/To be able to present information clearly/To be able to interpret information for use in news reporting.

What will I do?

Imagine the Iolaire disaster happened in present day and you are a news reporter who has been assigned as correspondent on the disaster.

Consider how news is reported now and create one of the following options which reports on the days following the disaster.

- A front cover for a printed newspaper on the day following the disaster.
- A web page article published on a news website the day following the disaster.
- An interview with one of the people involved in the disaster (survivor, rescuer, family member) – this can be written, in the form of a podcast or video clip.
- A news appeal for the disaster fund - This can be written, in the form of a podcast or a video clip.

Use the site to help you gather information, especially the pages entitled "Reportage", "Sources" and "Aftermath".

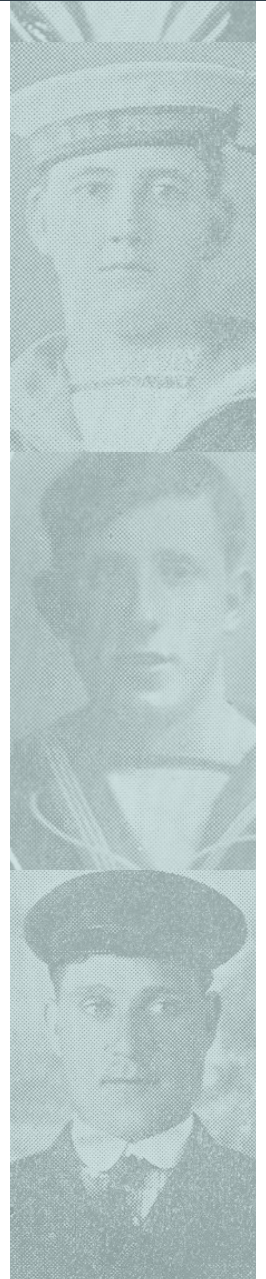
Skills for life, learning and work

Researching using a variety of sources, working with a team, note taking, interview skills, listening and talking skills.

Success Criteria

I will have been successful if:

1. I have created a written, spoken or video news outcome from the list of options.
2. I have used formal language in my news outcome.
3. I have used emotive language where appropriate.
4. I have included facts and information which I gathered from the site.
5. I have presented information in a clear and organised manner.
6. I have created an outcome that clearly presents the facts, but also includes some description of the community and how they were impacted upon.



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Creative response

Learning intention:

To be able to create a creative response to the events of the Iolaire disaster/ To be able to use creative description and imagery.

What will I do?

Check out the "Response" section of the site.

Many people have responded to the events of the Iolaire disaster by writing poetry, songs and books in Gaelic and English.

Choose to respond in your own creative way.

You can use this list of possible responses as your inspiration

1. Write a poem or a song about the Iolaire disaster.
2. Write an imaginative diary entry from the point of view of a survivor or family member.
3. Create a dramatic script and act it out.
4. Story board the main events of the disaster using images and words.

Use rich, emotive and descriptive language in your creative response.

You could use at least one of the following:

- Simile
- Metaphor
- Personification
- Alliteration
- Onomatopoeia

Success Criteria

I will have been successful if:

1. Responded creatively to my knowledge of the Iolaire disaster.
2. Attempted to use rich, descriptive and emotive language.
3. Included use of a sound or visual imagery technique.
4. Proof read and edited my work, checking spelling, punctuation and grammar.
5. Presented my work appropriately.

Skills for life, learning and work

Organising written responses in an appropriate structure, using descriptive language, proofreading and editing.



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Review

What two things did I do well in this task?

What will I improve for next time?

Review:

What did I find interesting about this task?

What did I find challenging about this task?

What will I improve for next time?

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National Library of Scotland – The Sinking of the Iolaire Teacher notes –outcomes and experiences covered by each learning activity.

Area of Literacy and English	CfE Outcomes and experiences covered	Activity
<p>Reading</p>	<p>Find and using information/Understanding, analysing and evaluating.</p> <p>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</p> <p>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</p>	<p>Create a fact file Reportage</p>
<p>Talking and Listening</p>	<p>Tools for listening and talking/Creating texts</p> <p>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 can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a</p> <p>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 can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-02a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • Identify issues raised, summarise findings or draw conclusions. <p>LIT 3-09a</p>	<p>Hot seating</p>

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	<p>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</p> <p>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</p> <p>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</p>	<p>Tools for writing/ Creating texts</p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 3-20a / LIT 4-20a</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</p> <p>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</p> <p>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</p>	<p>Create a fact file Reportage Creative response</p>

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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.

LIT 4-23a

I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.

Having explored the elements which writers use, I can create texts in different genres by:

- integrating the conventions of my chosen genre successfully and/or
- using convincing and appropriate structures and/or
- creating interesting and convincing characters and/or
- building convincing settings which come to life.

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

