

7:1 Checking Out My Own Identity



The Golden Idea

In this unit students will be exploring biographies and autobiographies. A really important unit, because it introduces them to us, and sets the tone for high quality writing, focusing on revisiting and reactivating all of the superb knowledge they have from primary about shaping and controlling sentences

Our Golden Threads

| | |
|---|---|
| Planning | <input type="checkbox"/> Develop idea chains by adding ideas to a basic idea |
| Control of paragraph organisation | <input type="checkbox"/> Clear use of single sentence paragraphs <input type="checkbox"/> Clear use of controlled paragraphs for shifts in focus |
| Sentence variation | <input type="checkbox"/> Be able to vary sentence openers, and use at least three different types |
| Control of purpose and tone in writing | <input type="checkbox"/> Use of third person biographical style <input type="checkbox"/> Use of first person auto-biographical style |

| | |
|-----------------|---------------|
| Homework | Seneca |
|-----------------|---------------|

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| Wider Weblinks | NBC ABC 20/20: Unbreakable: One Girl Changing the World – YouTube Roald Dahl - Pilot, Seducer and Author - WW2 Biography Special - YouTube |
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The Golden Product

Students are working towards an autobiographical description of a real or imaginary accident, in continuous prose

Using zooming in / out: sample from beginning, middle + end
 From space, it would be invisible. You couldn't see it looking on Google Earth. But right up close, it really hurt. And it looked even worse.

The incident took place in an ordinary house. Zoom in closer, to the hallway. Now zoom closer, to the staircase. There – right there.

And afterwards, as I looked closer and closer, in absolute horror, blood slowly welled up from the cut.

Metaphor-heavy: sample from beginning, middle + end

The world itself was wounded, the sky was screaming, everything tinted with blood. From edge to edge, the world was oozing, and I was drowning in blood.

In a fairy tale style: sample from beginning, middle + end

Once upon a time, in a land not too far from here, a tragic tale unfolded for an innocent, unsuspecting young person.

Halfway down the stairs, from nowhere, a dog appeared. Not bounding up the stairs, not leaping from the top, but appearing into existence as if there had always been a dog there. Feet tangled, the boy tumbled, down, down, down, into a heap, at the bottom.

And, for the unwary, the unwise, or the innocent, we offer this message – walk carefully, watch your feet, and beware of strange dogs appearing when you least expect them.

7.1 Knowledge Organiser – Checking Out My Own Identity



Autobiographies tell the account of your own life.
Biographies tell the account of a person's life, achievements, discoveries and key moments.
 Both types of writing are **shaped to organise and highlight** ideas and build a narrative of a life.

- Structures**
- Opener to grab attention
 - Chronological order
 - Thematic opening or conclusion
 - Early memories help to make sense of those events which happen later
 - Factual anecdotal writing – telling the story of real events
 - Closing statements include comments on life now, reflections or hopes

Adverbials: place and time

Later,
 That year,
 For my entire life
 thus far,
 Rarely,
 Always,
 Often,

Nearby,
 Opposite,
 In my heart,
 Ahead of me,
 Below me,

Tense:
 Autobiographies: usually written in the present tense
 Biographies: usually written in the past tense

- Clever structures or interesting approaches**
- Metaphor-heavy – use a single linked chain of metaphors
 - Use a different genre – a fairy-tale for example, with a moral for an ending
 - Use varying perspectives – zoom in or out

Autobiographical key elements:
 Reflections on life, hope for the future, beliefs, values and opinion

Biographical key elements: a sense of the impact of the person – why are they a worthy story to tell?

 Add **A SPICE** to your **SENTENCES!**

| | |
|--------------------|---|
| Adjective | Searing, shocking, boiling pain flooded his mouth! |
| Simile | Like a volcano, the pain erupted. |
| Preposition | In his mouth, the chillies danced. |
| ing verb | Cursing and wailing, he dived for a glass of water. |
| Connective | But there was hope! |
| ed verb | Relieved, he drank the water. |



7.1 Vocabulary Boost



| | | |
|---|---|--|
| <p>Intact</p> <p>Adjective: in one piece, not broken</p> <p>Example: The silence in the exam room was intact; the cough had not broken it.</p> | <p>Brittle</p> <p>Adjective: fragile; crumbles easily</p> <p>Example: The sweets were very brittle; they fell apart in your fingers.</p> | <p>Concealed</p> <p>Adjective: hidden Verb: hidden</p> <p>Example: The concealed letter had been carefully concealed beneath a pile of other letters.</p> |
| <p>Fragmented</p> <p>Adjective: broken into pieces Verb: broken into pieces</p> <p>Example: The happiness of the room was fragmented, when the Sky TV signal was only a fragmented, jumpy image.</p> | <p>Inflicted</p> <p>Verb: forced upon</p> <p>Example: My aunt's babysitting was inflicted on me until I was 16, and could escape to a part time job.</p> | <p>Emerging</p> <p>Verb: creeping or moving slowly out of somewhere / becoming clearer</p> <p>Example: The idea was emerging in his brain that the emerging dinosaur might be a threat.</p> |
| <p>Roiling</p> <p>Adjective: Churning or moving fiercely [like boiling water]</p> <p>Example: The storm was roiling My stomach was roiling with fear.</p> | <p>Oppressive</p> <p>Adjective: Pressing down on you / squashing you</p> <p>Example: The heat was oppressive</p> | <p>Threatening</p> <p>Adjective: makes you feel unsafe Verb: making you feel unsafe</p> <p>Example: The sky was threatening.</p> |

Start your thinking...

I felt

I checked

The first few moments were

My stomach was