

# LESSON ONE

# EXODUS

**Lesson Objective:**

**KS4 English Language AOs: 1, 2, 5, 8.**

**Read and respond to an unseen narrative text.**



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## LESSON 1

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### Synopsis

In this lesson students focus on analysing a short text based on a documentary clip, creating questions to analyse it and pointing out structures that build narrative.

### Starter

- Play *Clip 1: Introducing The Series*
- Ask students for their initial reactions to the clip. After watching, students then write down as many questions as possible on slips of paper or post-it notes.
- If you want, you could give them a few pointers by asking them to think about what more they'd like to find out about the characters they've been introduced to, what the narrator says, or how the clip has been made.

### Development

- Pupils share their questions in pairs and combine their questions to filter out duplicates.
- Students then get into small groups, share their questions.
- Pupils then work together to place their questions on Worksheet 1.1: Curiosity Graph deciding whether each question is high or low interest; high or low complexity.
- Each group shares their highest interest, highest complexity question with the rest of the class.
- Teacher question: What has the director done to create this level of curiosity?

### Main Activity

- Next, give students Worksheet 1.2 Transcript and Questions. In the same groups, ask pupils to create a title for the piece.
- Pupils share their titles and receive class feedback about what our expectations of the documentary are based on what we've heard.
- Possible extension: Ask pupils if they can find any evidence to answer their high level question. Do you think the director intended for there to be clues?

### Plenary

- Share the tile 'Exodus' with the pupils and discuss the connotations of the word. This can be pupil or teacher led depending on ability/age.
- Why has the director chosen this title?
- What are our expectations now?

### Equipment/resources

- *Clip 1: Introducing The Series*
- Post-it notes
- Worksheet 1.1: Curiosity Graph (to copy on A3)
- Worksheet 1.2 Transcript and Questions

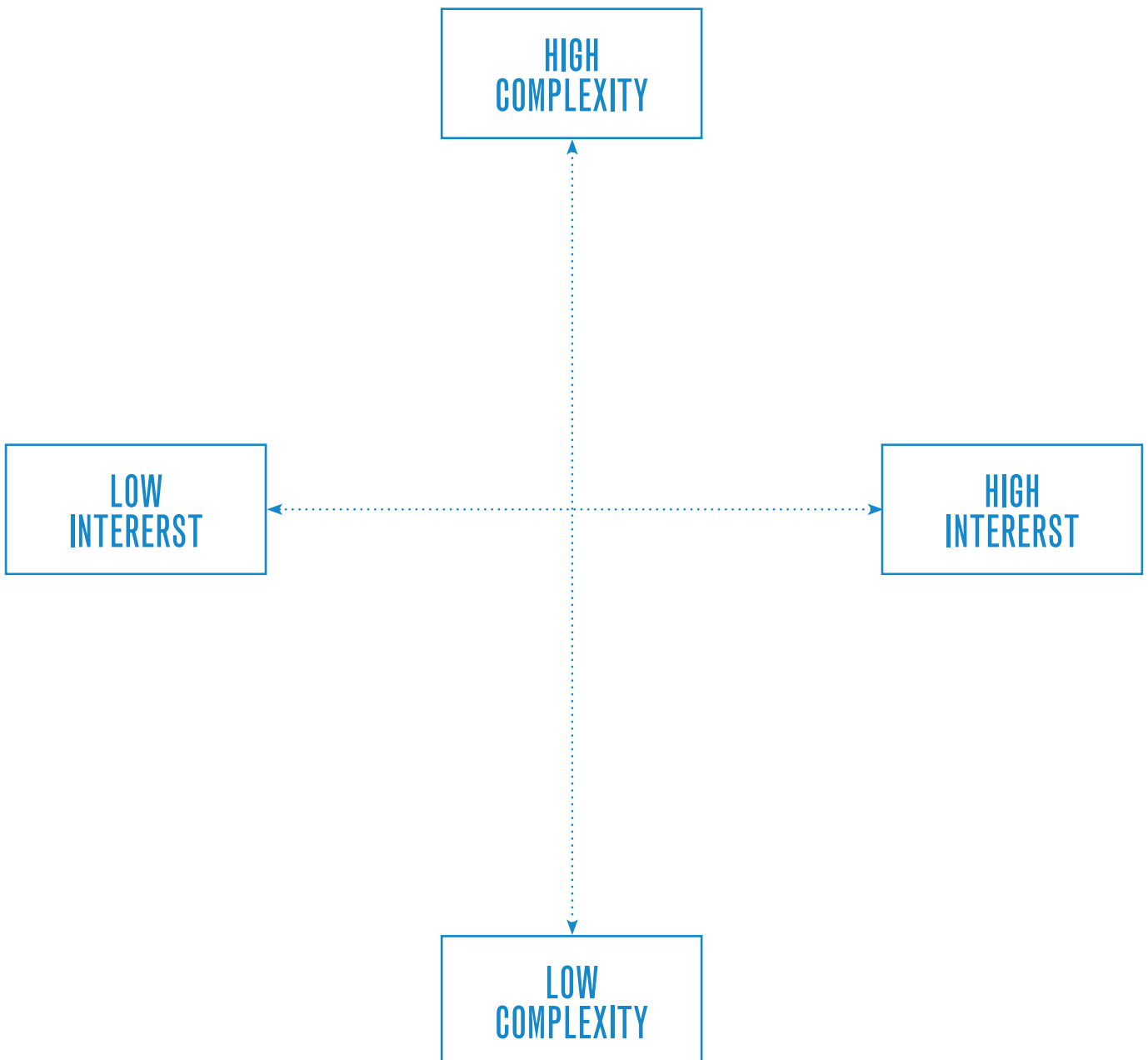
### Keywords

Complexity, Expectation.

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CURIOSITY GRAPH

- Use the questions generated while watching the clip to place them on the graph. Pupils should discuss whether questions are high complexity (this could be because they are open ended or emotive); low complexity (closed questions or ones that are more factual); high interest or low interest. This graph helps them to refine their questions.



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### CLIP ONE TRANSCRIPT AND QUESTIONS

- Pupils should read this to create a suitable title for this text. Higher ability pupils could be encouraged to create more abstract responses, lower ability or younger pupils could be encouraged to use a keyword from the extract.

#exodus

*[voiceover] In 2015, over one million people smuggled themselves in Europe.*

“Look - we are eating burnt corn. Hunger is eating our stomach.”

*[voiceover] For a year, we followed some of their extraordinary journeys across 26 countries.*

“Guys please stop moving. For God’s sake.”

“We have chosen a one way road. There’s no return for us. If they send us back — we’ll have to kill ourselves.”

*[voiceover] We filmed them as they left their homes and families behind.*

“Put this in your socks.”

*[voiceover] Across continents, all the way to their final destinations. And they used camera phones to record the places no one else could go. This is the story of the migrant crisis, told by the people who risked everything for the dream of a better life in Europe.*

