

# Teacher's Notes

## World Firsts - Teacher Notes

Depending on the age of the children, the following lessons can take place over more sessions than are outlined in the notes. The lessons are pitched at Key Stage 1 and lower Key Stage 2 but can be adapted across the primary curriculum to suit the needs and ages of the children in their school.

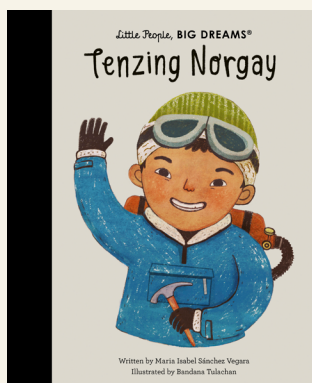
Learning in this area is not designed to be specially taught, but to create flexible cross-curricular opportunities.

By using this book and following the suggested activities, children will begin to understand and be able to:

- Write about real events, narratives and non-narrative material.
- Write down ideas and/or key words, including new vocabulary.
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.
- Become increasingly familiar with and retelling a wider range of stories.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about events beyond living memory that are significant nationally or globally.
- Use a range of materials creatively to design and make products.



# Little People, **BIG DREAMS**



## Session 1: Tenzing Norgay

Introduce the theme of World Firsts to the children. Say that someone had to be the first in the world to achieve lots of things. Ask the children what they would like to be first in the world to achieve. Make a list of the things they suggest. Explain that they will be learning about 6 different people who were the world firsts for different achievements in the past.

### Discussion and Comprehension

Read the Tenzing Norgay story and prompt discussion by asking the following questions, encouraging readers to take turns and give full answers. Offer support by turning to the appropriate pages of the book.

- Where was Tenzing from and what did he dream of doing?
- How did Tenzing show determination?
- Why do you think Tenzing's smile got him noticed?
- Why did the other mountaineers become like family to Tenzing?
- What happened to Tenzing once he had climbed Mont Everest?
- Why do you think Tenzing's achievement was so impressive?

### Activities

Tell the children that Mount Everest is the tallest mountain in the world. Ask them what we have found out about it by reading Tenzing's story and from our own knowledge. Record the children's ideas under the heading what we know. Then ask the children what we don't know about mount Everest and record these as questions under the heading what we do not know? Provide the class with a mixture of information sources (Internet, books, images etc.) and ask them to research Mount Everest. Bring the class back together afterwards and record what we have learned about Mount Everest.

### Reflection

Why do the children think it is so difficult to climb Mount Everest? Share ideas about why it is such an achievement and why was Tenzing successful in reaching the summit?

# Little People, **BIG DREAMS**



## Session 2: Rosalind Franklin

### Discussion and Comprehension

- What school did Rosalind attend?
- The author says Rosalind only had eyes and ears for chemistry. What does that mean?
- Why did Rosalind quit her job?
- What did she learn about DNA?
- How are Tenzing and Rosalind similar?
- What made Rosalind's achievement so wonderful?

### Activities

Explain that Rosalind discovered how DNA is two strands of code twisted together like a spiral staircase. The author describes this discovery as 'thrilling'. Ask the class to help you note down all the descriptive language the author uses and note down any technical language like DNA. Ask the pupils to retell the story to one another using the descriptive and the key language. As the children listen ask them to note the key language used. Add words to the class word bank for future use. If there is time the children could write the stories out.

### Reflection

Rosalind loved to discover new things about the world around her. What are you interested in discovering about the world around you? Encourage the children to think big like space or very small like DNA!

# Little People, BIG DREAMS



## Session 3: Helen Keller

### Discussion and Comprehension

- Where was Helen from?
- Why do you think it would be harder for deaf and blind people to learn how to speak?
- What was the special word that helped Helen realise words were related to things?
- What were the two things Helen was the first to do?
- Helen traveled the world speaking to other deaf and blind people, why do you think they would want to meet Helen?
- Why do you think the author described Helen as having a 'curious mind'?

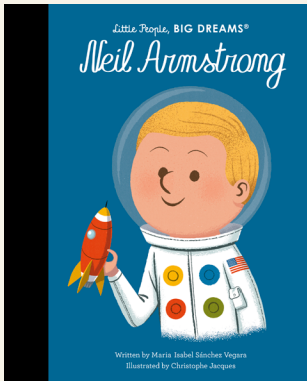
### Activities

Explain to the pupils that despite not being able to see or hear, Helen wrote great books and speeches that everyone loved. Ask them what makes a powerful speech? Encourage them to share ideas about the delivery of the speech and the writing of the speech. Have they ever heard a powerful speech before? Tell them about Martin Luther King's famous 'I have a dream' speech Queen Elizabeth's Christmas speeches and Winston Churchill's war speech. Ask the children to write a speech about something important to them, for example: picking up litter or protecting endangered animals. Deliver the speeches and give encouraging feedback about what was effective.

### Reflection

Helen dedicated her life to helping people overcome their challenges. What could the children do to help others around the world who face challenges?

# Little People, **BIG DREAMS**



## Session 4: Neil Armstrong

### Discussion and Comprehension

- Why did Neil want to become a pilot?
- Why was it surprising Neil got a pilot's licence at 16?
- How must people have felt watching the moon landing on TV?
- What did Neil and the other astronauts do when they got back to Earth?
- Which has been your favourite story so far: Neil, Helen, Tenzing or Rosalind? Give reasons.
- Why does the author use the word 'impossible' to describe Neil's achievement?

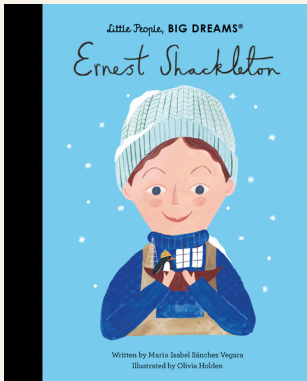
### Activities

Explain how it would have felt to people all over the world when Neil Armstrong took his first steps on the moon. Ask the children to imagine they were watching this amazing achievement on the TV. With a partner or to the class, role-play a conversation imagining that you saw the news on TV. Either act out a TV news report about the moon landing or write a newspaper report about the events.

### Reflection

Ask the pupils to reflect on the achievements they would like to see on the TV when they are older?

# Little People, **BIG DREAMS**



## Session 5: Ernest Shackleton

### Discussion and Comprehension

- Why do you think people applied to Ernest's advert?
- Why do you think Ernest took a cat aboard the ship?
- How did Ernest cheer his men up when they got stuck in the ice?
- How were the crew saved?
- Tenzing, Neil and Ernest's achievements have what in common?
- Why does the author use the word miracle to describe Ernest's achievement?

### Activities

Ask the children to imagine they are Ernest Shackleton, stranded on the ice for nine months. Imagine what it would feel like to be stranded with the ship broken into pieces and not many supplies left. Set the task to plan and write a diary entry as Shackleton. Encourage them to show that Ernest had resilience and that he was thinking up a plan to save everybody.

### Reflection

Ask the class to reflect on Ernest's resilience and how he did not give up. What might the children like to learn to do and how might Ernest inspire them to achieve their goals?

# Little People, **BIG DREAMS**



## Session 6: Wilma Mankiller

### Discussion and Comprehension

- What did Wilma's mother use to make clothes?
- Why did the children in San Francisco laugh at Wilma?
- How did Wilma help her community?
- What did Wilma become the first woman to do?
- How are Wilma and Helen's achievements similar?
- Which world first story has inspired you the most and why?

### Activities

Explain that the Cherokee tribe has a rich culture and that they are the largest native tribe in North America. Show them images of the Cherokee flag and native costume. Ask them to talk about what they notice. Explain that the Cherokee tribe also make dream catchers. Show them some examples and explain that they are thought to catch bad dreams at night. Show them how to make a dream catcher using a paper plate and wool or string. Add feathers for effect. There are instructions of how to make a dream catcher online.

### Reflection

Reflect on how the Cherokee tribe would have felt when the first settlers came and took over their land?