

## Amelia Laws Letters project

### Aberdeen University Special Collections

Project plan devised by Education Officers in collaboration with St Peter's Primary School P6 Teacher and SCA Education Officer

<b>Day 1 – 'This Book Belongs to...' workshop</b>			
Tuesday 15 <sup>th</sup> January 2013			
<b>Venue</b>	LG07 and Store 2	<b>Length of session</b>	1hr 45mins
See TBBT workshop structure.			
Addition archive content added in to build link to handwritten documents as well as books.			

<b>Day 2 – The Laws in Africa</b>			
Thursday 17 <sup>th</sup> January 2013			
<b>Venue</b>	LG07	<b>Length of session</b>	2 hours
<b>Session Outline</b>			<b>Time</b>
<b>1. Introduction</b>  Pupils organised into groups of 5.  Pupils introduced to the idea of archives being able to tell stories about people and places.  The Laws family are introduced, with Robert and Maggie being the focus of the day.  Why would Amy live in Scotland? (discuss in groups of 5)			10 minutes
<b>2. Animals around</b>  Discuss what we know about Africa? What was life like? Animals?  Snippets from letters describing encounters with animals given to			30 minutes

<p>children who will act out these events (tableaux?)</p> <p>Douglas to discuss with pupils while LM&amp;SC move tables in.</p>	
<p><b>3. Mission life</b></p> <p>An excerpt of a letter describing an event in mission life is read out to the class. Discuss how this event could be shown in the mission newspaper as an advert, picture and article.</p> <p>Working in 3's (sides of tables) pupils will use excerpts from letters about events in and around the mission to create articles, images and advertisements for an issue of the "Livingstonia News". Collect and arranged into a newspaper format on the whiteboard.</p> <p>Discuss some of the newspaper items and identify groups of people that are mentioned: villagers, missionaries and Ngoni people.</p>	<p>20 minutes</p>
<p><b>4. The people</b></p> <p>As a table discuss the excerpts used for the newspaper and write bullet points about the group of people featured (SC, DR and LM to support and write up for one table each). Nominate a spokesperson to talk through bullet points.</p> <p>As a class discuss: do the letters tell the whole story? Who wrote the letters and who were they written for? Introduce idea that archives can tell us stories, but they are usually only one side of the story.</p>	<p>20 minutes</p>
<p><b>5. The letters</b></p> <p>At their 3 tables, groups will examine one of Maggie's and one of Robert's letters. Given out from the archive box so that pupils know where they are usually stored.</p> <p>In groups look closely at the letters and discuss:</p> <ul style="list-style-type: none"> <li>• Handwriting (difference between ML and RL)</li> <li>• Layout of letters</li> </ul>	<p>7 minutes</p>

<ul style="list-style-type: none"> <li>• What are they written on and written with?</li> <li>• How far they have travelled</li> <li>• How we handle them</li> <li>• Why do we have them here?</li> <li>• Why do we bother keeping them?</li> </ul>	
<p><b>6. Feedback</b></p> <p>Evaluation shapes filled out, one thing the pupils learned and one thing they liked.</p>	<p>3 minutes</p>
<p><b>Curriculum for Excellence - Experiences and Outcomes</b></p>	<p><b>Level 2</b></p>
<p><b>This workshop will contribute to the fulfilment of the following experiences and outcomes:</b></p>	
<p><b>Expressive Arts</b></p>	
<p>EXA 2-01a</p>	<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.</p>
<p><b>Art and Design</b></p>	
<p>EXA 2-02a</p>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p>
<p>EXA 2-03a</p>	<p>I can create and present work that shows developing skill in using the visual elements and concepts.</p>
<p>EXA 2-05a</p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p>
<p><b>Drama</b></p>	
<p>EXA 2-12a</p>	<p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.</p>

EXA 2-13a	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.
EXA 2-15a	I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
<b>Literacy &amp; English</b>	<b>Reading</b>
LIT 2-17a	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.
LIT 2-14a	Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.
LIT 2-20a	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.
	<b>Listening &amp; talking</b>
LIT 2-02a	When I engage with others, I respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
LIT 2-04a	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
LIT 2-05a	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.
LIT 2-06a	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-07a	I can show my understanding of what I listen to or watch by

	responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.
LIT 2-08a	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.
LIT 2-09a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul>
LIT 2-10a	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.
	<b>Writing</b>
LIT 2-24a	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.
LIT 2-26a	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-28a	I can convey information, describe events, explain processes or combine ideas in different ways.
<b>Social Studies</b>	<b>People, past events and societies</b>
SOC 2-01a	I can use primary and secondary sources selectively to research events in the past.
SOC 2-04a	I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

	<b>People, place and environment</b>
SOC 2-07b	I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.
SOC 2-12a	By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.
SOC 2-14a	To extend my mental map and sense of place, I can interpret information from different types of map and am beginning to locate key features within Scotland, UK, Europe or the wider world.
<b>Task in class</b>	
Between day 2 and 3	
<b>What reminds you of home? Show and tell</b>	
In class pupils will explore idea of leaving home, either with or without their family, through the context of Robert and Maggie's daughter Amelia having to leave Africa and move to Scotland. Pupils asked to bring in items that remind them of home and show the rest of the class.	

<b>Day 3 - Amelia in Edinburgh</b>			
Tuesday 22 <sup>nd</sup> January 2013			
<b>Venue</b>	LG07	<b>Length of session</b>	2 hours
<p>This session will focus on Amelia's life in Edinburgh and will include the following points:</p> <ul style="list-style-type: none"> <li>• Amelia's journey and arrival in Edinburgh</li> <li>• Difference between her life in Nyasaland and her life in Edinburgh</li> <li>• Homesickness for Nyasa</li> <li>• Waiting for letters from her parents and the reality of getting them and what might be in them</li> <li>• Growing up in Edinburgh away from parents</li> <li>• Mixed feelings about being sent away</li> <li>• The different types of letters (news, parenting, dramatic content, loving parents)</li> <li>• Living with aunt and grandmother that she may have never met before.</li> </ul> <p>Pupils will consider the above points through a series of exercises and put themselves in Amelia's place. All this would be in preparation for writing letters from Amelia to Robert and Maggie (either in workshop or back at school?)</p>			
<b>Session Outline</b>			<b>Time</b>
<p><b>1. Introduction</b></p> <p>Recap on what was learned in previous session about Robert and Maggie in Africa. Discuss their daughter Amelia being sent to Scotland to live with aunt and grandmother.</p> <ul style="list-style-type: none"> <li>• What do children remember about Robert &amp; Maggie and their lives?</li> <li>• Why did they send Amy to Scotland?</li> <li>• How would they feel?</li> </ul>			10 mins

<ul style="list-style-type: none"> <li>• How would Amy feel?</li> </ul>	
<p><b>2. Role on the Wall – what do we know about Amelia Laws?</b></p> <p>Class will contribute ideas to a large class diagram. What we know about Amelia so far. Might not be much information at this stage, will be added to later.</p> <p>Role on the wall exercise explained in some depth.</p>	10 mins
<p><b>3. Leaving home</b></p> <p>Building on show &amp; tell session carried out in classroom, pupils will discuss what items they would take with them to remind of their parents, friends and home if they were leaving. Ideas written on board.</p> <p>Class arranged in 3 groups of 10 around sets of coloured mats.</p> <p>In pairs pupils will discuss what items Amelia might have taken with her to Scotland. They must choose one item and put it in a dish in the middle of their groups.</p> <p>Class told that Amy was only allowed 6 items in her luggage, 3 groups must discuss and narrow their selections down to 2 key items to place in a large suitcase outline on the board.</p> <p>Leaving Africa added to the beginning of Amelia’s timeline on the board. Jan/Feb 1894</p>	15 mins
<p><b>4. The voyage</b></p> <p>Together the class will look at a world map to visually understand where Amelia was in comparison to her parents. Discuss how long it would take to get to Malawi now (less than a day) in comparison to how long it would have taken then (approx 2 months)</p>	5 mins



<p>Add the voyage to the timeline.</p>	
<p><b>5. Extracts from Maggie and Robert's letters</b></p> <p>Split the 3 large groups in half so the class is now made up of 6 groups of 5.</p> <p>Each group is given extracts from letters which describe events in Amy's life. Groups must repeat the drama activity of Day 2 with these extracts. Practice freezing and unfreezing. Show to the rest of the class in chronological order.</p> <p>Groups add their extracts to the timeline of Amy's childhood.</p>	25 mins
<p><b>6. Role on the Wall part 2</b></p> <p>Time given for pupils to look at the timeline. Role on the Wall exercise repeated in groups now that pupils have more information about Amelia. Key points added to original Role on the Wall diagram.</p> <p>Idea that we know lots about Amy despite now having her letters is emphasised to the class.</p>	10 mins
<p><b>7. Thought tracking</b></p> <p>Pupils work on their own to imagine themselves as Amelia and think of a letter they would write to Maggie or Robert. Choose 3 key sentences from the letter.</p> <p>Pupils asked to quickly write these down on clipboards. Assistance given if needed.</p> <p>Class stand up, looking at the floor. Pupils selected by a tap on the shoulder to read aloud their sentences.</p>	20 mins

Task will be set for them to write letters back in school to Robert and/or Maggie and send them to SCC.		
<b>8. Summary/feedback</b> Feedback shapes (liked & learned)		5-10 mins
<b>Curriculum for Excellence - Experiences and Outcomes</b>		<b>Level 2</b>
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<b>Expressive Arts</b>		
EXA 2-01a	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.	
	<b>Art and Design</b>	
EXA 2-02a	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.	
EXA 2-03a	I can create and present work that shows developing skill in using the visual elements and concepts.	
EXA 2-04a	Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.	
EXA 2-07a	I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.	
	<b>Drama</b>	
EXA 2-12a	I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology.	
EXA 2-13a	Inspired by a range of stimuli, I can express and communicate my	

	ideas, thoughts and feelings through drama.
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LIT 2-09a	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul>
LIT 2-10a	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.
<b>Social Studies</b>	<b>People, past events and societies</b>
SOC 2-01a	I can use primary and secondary sources selectively to research events in the past.
SOC 2-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.