

## 7. Summarise it

### Objective

To summarise the main ideas drawn from more than one paragraph.

### What you need

Copies of *The Wreck of the Zanzibar*, independent readers, a variety of fiction and non-fiction books.

### What to do

- Ask: *What is a contents page for in a book?* (It gives a page reference for the start of each chapter or section.) *What sort of books have contents pages?* (reference books, non-fiction and some fiction) Hand out a selection of books to groups and ask the children to review the novels from their selection and their independent readers. Survey the class to find out how many have a contents page.
- Ask the children to look at their copies of *The Wreck of the Zanzibar*. Ask: *Why doesn't it have a contents page?* Look together at the way the book is organised and discuss how there are mainly diary entries not chapters; not all have subtitles and dates; many entries are short. Ask: *Why do you think only some of the diary entries have a subtitle (for example February 12th)? What is the purpose of the subtitles?* (to summarise the main point of the chapter)
- Explain that each group is to draw up a contents page for the book. They must add a summary subtitle for each entry, similar to the existing ones. Encourage groups to divide up the chapters between them and remind them to focus on the key events in each chapter to help them decide on subtitles. Share groups' contents lists and encourage constructive feedback.

### Differentiation

**Support:** Allow children to focus on a limited number of chapters.

## 8. Laura's story

### Objective

To explore story structure.

### What you need

Copies of *The Wreck of the Zanzibar*, photocopiable page 31 'Laura's story'.

### What to do

- Review the book's structure by asking: *Over what time period does the story take place?* (Answers could include 'one year' or '88 years'.) *How can you tell?* Encourage reasoned answers using evidence from the text such as diary dates or Great-aunt Laura's age and her letter dates. Both answers are correct but the first and last chapter and dates add a different dimension to the story.
- Revise classic story structure phases: introduction (exposition); conflict/problem/dilemma; rising action (build-up); climax; falling action; resolution. Discuss each phase and write simple definitions on the board.
- Ask groups to skim over the book to plot Laura's diary against classic story structure using photocopiable page 31 'Laura's story'. Work through the introduction phase together, demonstrating how to include key points only: Laura aged 14, twin brother Billy, island life linked to the sea and ships, Laura not allowed to row, Billy and Father at odds.
- Bring the class together for a plenary to share ideas. Then ask: *How do the first and last chapters add to the main story?* (They add perspective, showing Laura had a long life despite the hardship of life on Bryher and how her great-nephew fulfils her final wish.) Encourage thoughtful answers backed by evidence from the text.

### Differentiation

**Support:** Provide key points/events on slips of paper for them to order and add to the chart.

**Extension:** Children write a reflective paragraph on why they think the author chose to tell the main story through a historical diary.