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# Frank Oates Literacy Resource Pack

## KS2



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# Writing Resource 1: Persuasive Letter

## Teacher Notes

The Royal Geographical Society are recruiting. They need an intrepid explorer to map and record new animal sightings in Africa. Have you got what it takes? Reply to the request and take on the challenge of writing a formal persuasive letter to apply for this exciting job.

## Writing Outcome

To write a formal persuasive letter.

## Resources Required

Provided in Pack:

- Letter Stimulus - Resource Sheet 1a
- Skills & qualities - Resource Sheet 1b

Provided in Pack:

- Envelope
- Postperson
- Letter Writing frames, if necessary

## Class Activity

### Set the scene:

Ask a member of the office team to personally deliver the letter on activity sheet 1a to your classroom in an envelope. And read it out to your class.

### Introduction:

Discuss with the class what sort of qualities and skills an explorer would need and record their answers.

You may need to research formal letter writing with your class prior the writing activity in order for them to understand the features required.

### Quick Write:

Using resource sheet 1b:

**Inside** the body image: Write the *personal qualities* that an explorer would need to have e.g. brave, determined etc

**Outside** the body image: Write the *physical skills* an explorer would need to have e.g. strong, healthy.

### Writing Task:

Ask the pupils to write a formal letter in response using all the structural and language devices necessary.

Remembering that they will need to try to use persuasive language devices to encourage Mr E Rode to choose them from the hundreds of applicants.

# Writing Resource 2: Information Text

## Teacher Notes

Frank Oates managed to make a real contribution to science. His first significant natural history expedition was to Central America and North America from 1871-1872. Most of this time was spent collecting bird and insect specimens in Guatemala, now in the museum.

In 1873 Oates set off on an expedition to explore the unknown territory north of the Zambesi River. During this trip he recorded and collected previously unknown species of trees and wildlife in Matabeleland. His name – and importance to science – is commemorated in the scientific name given to these various species of “Oatesii”.

Take on the challenge of conducting your own species research and writing an information text about them.

## Writing Outcome

To write a Non-Chronological Report.

## Resources Required

Provided in Pack:

- Oates’ Discoveries– Resource Sheet 2a

## Class Activity

### Set the scene:

Show the children the images on resource sheet 2a. Explain that these were animals that Frank discovered on his expeditions.

1. Frank identified the Vine Snake (*Dryiophis Oatesii*)
2. Quagga: a sub-species of Zebra that were extinct by the twentieth century.
3. Frank began his travels in 1871 and travelled around North and Central America, visiting California and Guatemala, where he collected bird and insect samples, upon return he was made a fellow of the Royal Geographical Society.
4. African plant (*Anthericum Oatesii* Baker) discovered in Zimbabwe by Oates.

### Introduction:

Ask the pupils to become a naturalist like Frank and conduct their own research into birds/insects/animals that can be found in Africa.

Allow plenty of time for research.

Ask pupils to think carefully about what their subheadings will be?

How will they organise their research findings?

### Writing Task:

Pupils to write a Non-Chronological report about their chosen topic. E.g. Birds of Africa

# Writing Resource 3: Setting Description

## Teacher Notes

Frank Oates enjoyed being an explorer of the natural world and witnessed very beautiful scenes throughout his expeditions. His first significant expedition was to Central America and North America from 1871-1872. In 1873 he explored the unknown territory of the Zambesi River in Southern Africa and reached the Victoria Falls. Take on the challenge of using one of his expedition locations as a setting for a story.

## Writing Outcome

To write a story setting description.

## Resources Required

Provided in Pack:

Vistas of:

- Africa - Resource Sheet 3a
- Central America - Resource Sheet 3b

## Class Activity

### Set the scene:

Display a selection of adjectives with an 'odd one out' eg a verb. Can the pupils spot the odd one out and explain why it is so?

### Introduction:

Look at the images of the scenery. (If possible use IWB software to do a slow reveal).

Discuss the things that Oates would have been able to sense when he was there.

What could he see? hear? smell? feel/touch? taste?

### Quick Write:

Ask the pupils to write expanded noun phrases around the images to describe the scene.

Can they use figurative language phrases?

### Writing Task:

Pupils to imagine that they are writing a story setting for this scene. Can they write a descriptive setting description to bring the setting to life in the reader's mind?

- Coloured marker cones
- Clipboards
- Blank paper for own maps

# Writing Resource 4:

## Descriptive Map

### Teacher Notes

Frank Oates recorded the marvellous sights he witnessed during his expedition in a simple yet effective manner. He used an annotated route map to plot a line to show the direction of his route. He marked key physical geographical features along this route to recall the journey. Whenever he discovered something interesting he made descriptive notes in the appropriate place along this line. Take the challenge of going on your own mini expedition and recording the nature and sights that you witness along the way.

### Writing Outcome

To use note taking skills to create a descriptive annotated route map.

### Resources Required

Provided in Pack:

- Oates' Maps – Resource Sheet 4a

Provided by School:

- Outside space for expedition
- Indoor space, if outside unavailable

### Class Activity

#### Set the scene:

Look at resource sheet 4a with the class to remind yourselves of Frank's Maps. Where did the route start? End? What descriptions can you find in the close up?

The children will be venturing outside the school grounds into an 'unknown' environment. They must imagine that they have never seen the landscape before - it is new and full of mysterious animals and plants.

Divide the class into expedition teams with their own unique coloured cone markers. Mark out the start cone marker for each team prior to the lesson.

#### Introduction:

Explain that the group must plot their own courses, just as Oates did, from their coloured marker. Remember to search for interesting things that could be described along the way. They need to place down coloured cones along their route at significant points. When they place a cone they must draw a line along their pilotage maps to show the direction of travel.

Each group to be given a finite number of cones. When they run out- they have reached the end of the expedition.

#### Writing Task:

The pupils have walked the route, plotted their line on the map and laid their cones.

They must now go back to the start of their route and travel along it once more. This time they need to concentrate on writing descriptive notes of the natural features around them at each cone marker on the corresponding section of their

pilotage map. (They could describe what is in-between the cones too, if appropriate).

When finished- explorers are to share their exciting discoveries with the other teams.





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Dear Teachers,

Here at the Royal Geographical Society we very much value the role we can play in helping young people to achieve their adventurous dreams. We are writing to you with a marvellous opportunity for your school pupils which we hope that they will take full advantage of.

We are looking to recruit a team of young explorers to follow in the footsteps of our famous explorers of past, such as Frank Oates, and go in search of new animal sightings in Africa. The precise locations are as yet unknown. As such, your explorers will need to be prepared for any of the major physical African locations such as; the Savanna, the Sahara, the African Great lakes and the rainforest. Each location is unique with multiple habitats and animal species.

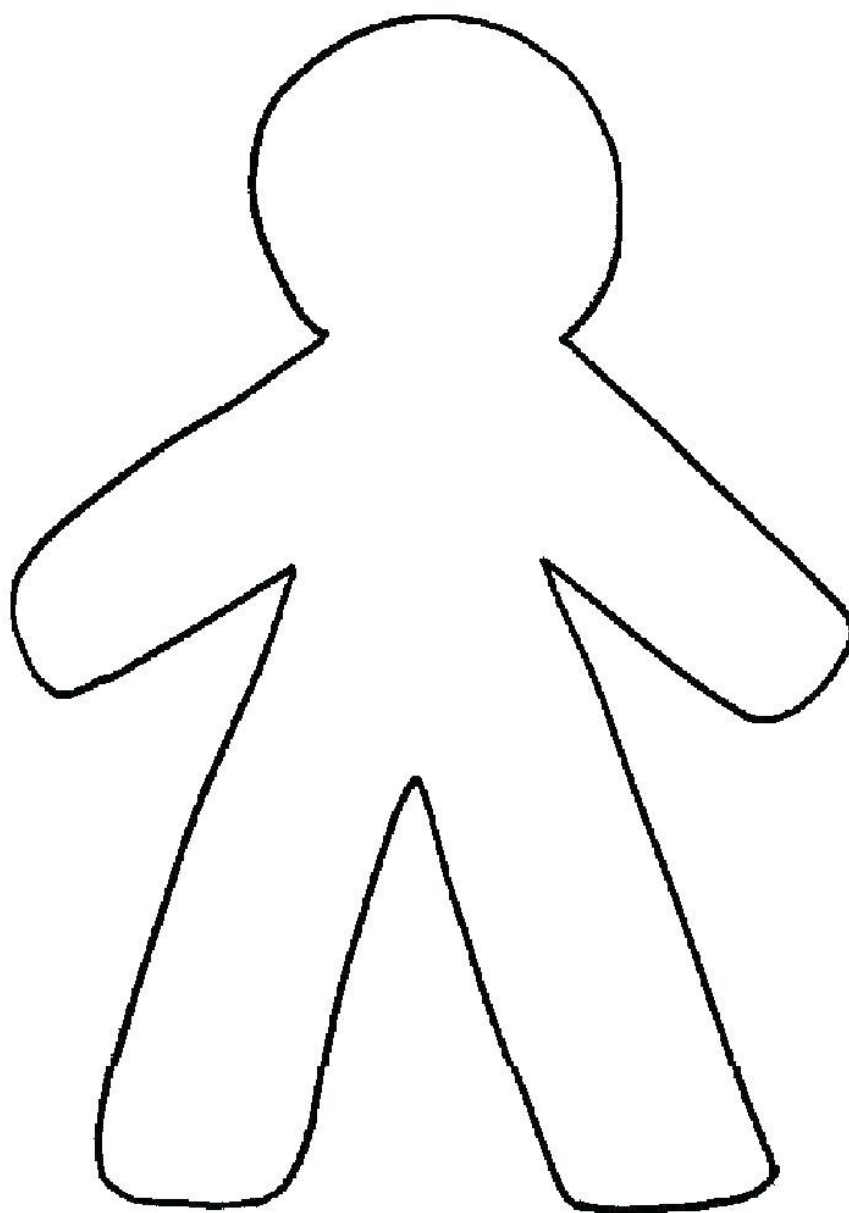
The children will be accompanied by expert explorers but will need to be strong and determine individuals. Have your pupils got what it takes?

If they would like to apply for the position of 'Junior Explorer' please ensure that each pupil writes a letter to the above address highlighting their key skills and abilities and why they think they would be most suitable for this role.

We look forward to receiving their letters of application.

Yours Sincerely,

Mr E Rode





1



2



3



4





# African Vistas

3a





# Central America Vistas

3b





# Frank Oates' Maps

4a

