



Title: When Jesse Came Across the Sea

Author/Illustrator: Amy Hest and illustrated by PJ Lynch

Publisher: Walker Books

ISBN: 0763600946

Curriculum area	English
Strands	Oral Language (Story and Improvisational drama as contexts)
Strand units:	<ul style="list-style-type: none">• Competence and confidence in using language• Emotional and imaginative development through language
Classes	Senior Classes
Content objectives <i>The child should be enabled to:</i>	<ul style="list-style-type: none">• use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations• explore and express conflicts of opinion through improvisational drama• explore historical contexts through improvisational drama• express individual responses to poems and literature and discuss different interpretations.
Resources	<ul style="list-style-type: none">• copy of "When Jesse Came Across the Sea" by Amy Hest and illustrated by PJ Lynch• item to support teacher as s/he takes on the role of Amy.
Classroom organisation	Whole-class, groups and pairs
Assessment:	<ul style="list-style-type: none">• Teacher observation – use of language during improvisations – ability to focus on detail and be explicit about it, ability to discuss a point of view• Teacher designed task – diary entry to assess emotional response to the character• Portfolio – Digital photos of Still Images, personal responses to the lesson, and so on.
Opportunities for Integration and linkage:	<p>English: Emma Lazarus "I Lift My Lamp Beside the Golden Door"</p> <p>History – Life, Society, Work and Culture in the Past: Transportation Over the Years and The Famine</p>



	<p>SPHE – Myself and the Wider World</p> <p>Visual Art – Make lace designs using doilies</p> <p>Music – Listen to music from Eastern Europe</p>
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Introduction:

Talk and discussion topic: Immigration - Ask children in groups to list three advantages and three disadvantages that a young girl might have experienced immigrating to America in the 19th century.

The cover: Who is the author? illustrator?

Predict from the title what you think the story will be about, story setting etc

The endpaper: Tell the pupils that the endpapers are part of the plot in a picture book story. Show the pupils the endpaper. *What do you think is the significance of the silver box? Who do you think it belongs to? The box is open. Is there anything inside? What might you find in such a box? Why do you think it's empty?*

Development:

Children in groups, read the story. Alternatively the teacher can read the story aloud to the class showing them the pictures as he/she reads.

Elicit from the children what period details they can find in the text and the illustrations that tell us that the story is set in the 19th century.

Do you think the illustrations give the story a sense of place and time?

Activity: Hot seating

Teacher pauses reading as Jesse prepares for her new life in America. The teacher in role plays the part of Jesse who is asked the questions by the children, for example, *why are you doing exactly as the rabbi says? Why couldn't you cry in front of the rabbi?*

Conclusion:

Improvisational Drama: Teacher continues reading the story to the part when Jesse boards the ship to America. In groups of three ask the children to imagine that they are on that ship travelling to America (ref. Character Briefing below). The children can take on the role of Jesse or Lou or any of the other nameless characters illustrated by P.J. Lynch. They then improvise a conversation that might have happened on the ship e.g.



talking about their dreams and fears of America, relatives and friends they are expecting to meet there, and so on.

Follow-up Activities:

Tableau technique - freeze-frame a scene (create a still image) from the story. Choose a scene representing the key characters. Freeze the action.

Take for example, Grandmother and Jesse, as Jesse leaves for America on the ship. Jesse is on the ship with strangers. Her grandmother is on the quay side waving good bye to her granddaughter. At this point the class can step into the scene looking at how characters are reacting to each other and how they might be feeling. Freeze framing can be used to highlight a key moment in the narrative. Thought-tracking could also be used to explore feelings.

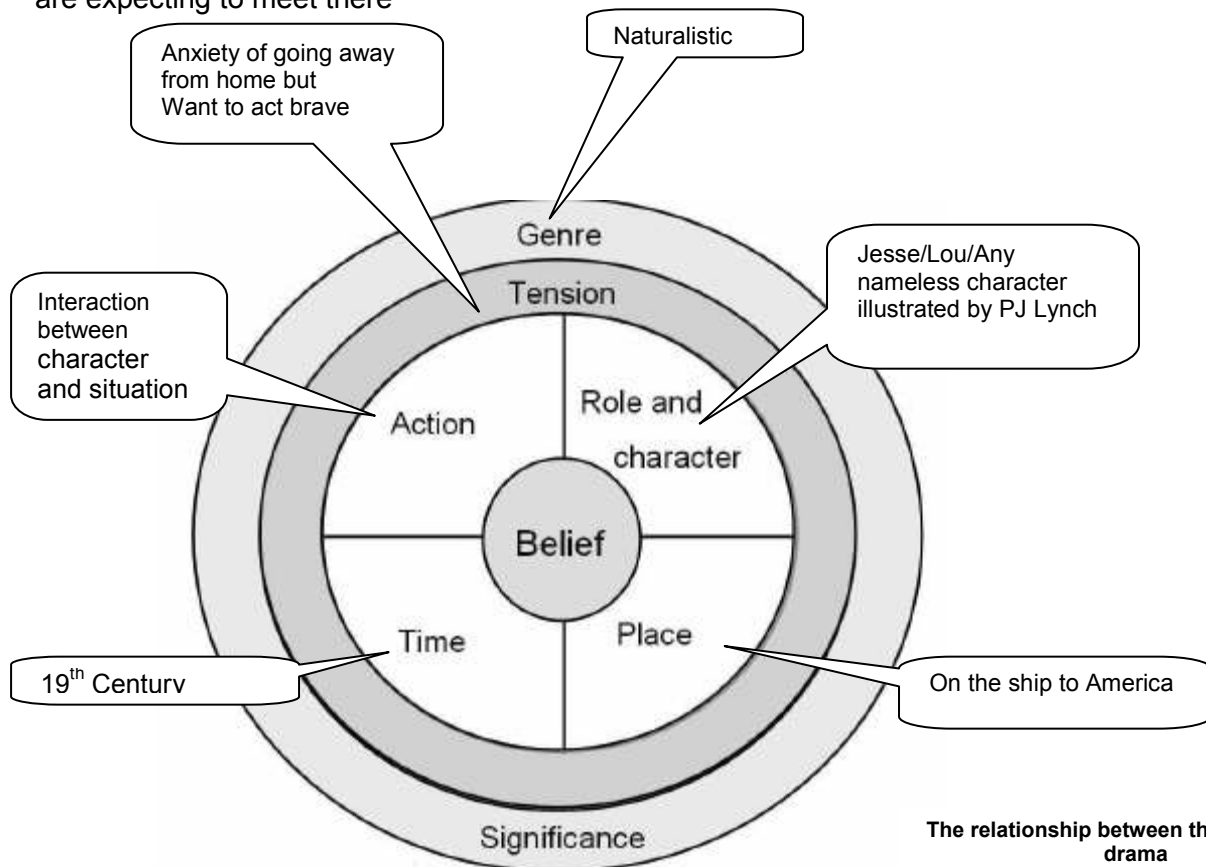
Character Briefing:

Jesse – handkerchief, thinking of Grandmother, worried of what will happen to Granny

Lou – very anxious but wants to reassure Jesse that all will be alright

Other character – worried but bragging about how excited they are about going away

Each character talks about their dreams and fears of America, relatives and friends they are expecting to meet there



The relationship between the elements of drama

Source: Drama – Teacher Guidelines p.47



Questioning:

Literal, Inferential, Evaluative questions are modelled by the teacher first and then groups of children are asked to compose questions from each category.

Interview:

Group of children are selected to be the immigrants on the ship. Another group is asked to be journalists and write down five questions they would like to ask the immigrants. The journalists then interview the immigrants and find out all about them.

Writing Genre - recount:

Diary Entries: Children working in pairs or small groups write diary entries for the time Jesse spent on the ship.

The diary entries could be read to the class with the rest of the class asking questions based on the diary entries.