

Using School Journals to support reading across the curriculum

The snapshot tasks below are designed as illustrated examples of planning interactive reading tasks at Level 4 within a Social Sciences inquiry. They are based on the inquiry question: ***How do people deal with conflict?***

They are not intended to be sequential tasks, rather they provide a lens on the literacy demands that students need to engage with at a particular level of the curriculum.

How these snapshot tasks might be used?

- Use these as a model to support you as you plan other reading tasks for a particular level across the curriculum
- Adapt these tasks by interchanging texts and adjusting to meet specific learning needs
- Integrate these into your existing unit on the same theme
- Use these to prompt your thinking and planning for a broader social studies unit.

NEW ZEALAND CURRICULUM



LEARNING AREA	Social Sciences
LEVEL	4
FOCUS OF LEARNING/TOPIC	Overcoming differences: Dealing with conflict especially in times of war
CONTEXT	World War 2
VALUES	Integrity and respect for themselves and others
KEY COMPETENCY	Thinking, relating to others
CONCEPTUAL UNDERSTANDINGS	Actions are influenced by beliefs, values and experiences; what we believe and value can and may change because of our experiences.
ACHIEVEMENT OBJECTIVES	<p>Belonging and participating in society</p> <ul style="list-style-type: none"> • Understand that events have causes and effects • Understand how people pass on and sustain culture and heritage for different reasons and this has consequences for people.
LEARNING PROCESS	Exploring values and perspectives, considering responses and decisions.
POSSIBLE INQUIRY QUESTIONS	<ul style="list-style-type: none"> • How are actions influenced by beliefs and experiences? • Are the beliefs, attitudes and values people have fixed, or can they change?
ENGLISH ACHIEVEMENT OBJECTIVES	<p>Processes and Strategies: Integrate sources of information, processes, and strategies with confidence to identify, form and express ideas.</p> <p>Ideas: Show an increasing understanding of ideas within, across and beyond texts.</p> <p>Purposes and audiences: Show an increasing awareness of how texts are shaped for different purposes and audiences.</p>

RESOURCE

Focus texts for this task

TITLE	Level 4 October 2013. <i>In the End</i> .
STORY SUMMARY	A fictional recount of the Martha Mine strike, told by a soldier in the First World War who was living in Waihi at the time of the strike.
TITLE	Part 4 Number 3 2009. <i>War Games</i> .
STORY SUMMARY	Two boys learn about friendship and football in the no-man's-land between India and Pakistan.



Background information text for this task (this text provides background information that may broaden perspectives and give insight into author purpose and bias).

TITLE	Level 4 October 2013. <i>War in Waihi. The 1912 Goldminers' Strike</i> .
STORY SUMMARY	Recounts the events that took place in Waihi in 1912, providing background to the conflict that happened when the miners demanded safer working conditions.

To build students' prior knowledge of the background to the journal story, *War Games*, you may want to source from the web, a short article that explains the origins and impact of the India/ Pakistan conflict on the people who live there.

INSTRUCTIONAL FOCUS	<p>Locate, evaluate and synthesize information and ideas within and across a range of texts (3-4)</p> <ul style="list-style-type: none"> • Evaluate/synthesize ideas across 3-4 texts on a similar theme – looking for common elements that are linked back to the inquiry question/s. • Draw out vocabulary and ideas that have been specifically chosen to influence the reader towards a particular position – or to identify what is not stated • Identify the use of imagery within a text and across texts. How are they similar / different? Why? • Distinguish between the substance of the text and the author's perspective. • Generate a response in relation to prior knowledge and reading across texts <i>What happened? How has this been interpreted? What does the author want me to believe? What do I think about this?</i> (helping students to reflect and rethink ideas gained when they encounter new information/ perspectives) • Communicate thinking – as it changes over time.
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PLANNING

SKILLS AND KNOWLEDGE	What skills and knowledge do my students bring to the learning?
SUPPORT	<p>What support will my students need to:</p> <ul style="list-style-type: none"> • Identify and resolve issues arising from competing information in texts • Gather, evaluate, and synthesis information across a small range of texts • Identify and evaluate writers' purposes and the ways writers use language and ideas to suit their purposes.

ACTIVITY

GUIDED READING

Teachers may lead separate guided reading sessions for each of these texts prior to completing the reading tasks.

This 'snapshot' task requires students to locate, evaluate, and synthesise ideas and information in texts that are quite different - factual reports and narratives. Other relevant texts could be used to provide other perspectives and situations. Students may need support to select information that will be useful to meet the wider reading purpose. This task is one that will require a number of sessions to complete.

THE WAR IN WAIHI

Identify all the groups who were involved. These may be categorised into opposing sides, presented in a chart example below. Discuss the beliefs and values that the different groups had in relation to the strike.

Pro-strike	Anti-strike
Left wing politicians (Federation of Labour)	Most politicians, Prime Minister
Miners	Mine owners
Union leaders	Some workers (Engine drivers Union)
Miners' families	Mine managers
	Scabs
	Police

Create a poster / animation and use speech bubbles or recorded speech to show the beliefs and values of the different participants.

Example:



Other possibilities

Make a decision about what you would do in the same situation. Working with a partner or in a small group, explain why you would choose that course of action. Be prepared to say what beliefs and values underpin your decision.

And/or

Take the opposite point of view.

IN THE END

What is the narrator's viewpoint?
What does Don want to confess?
How did Don's confession affect the narrator? How do you know?
Did the narrator's beliefs/attitudes change? Why?
What would be your response?
Find information in the text that supports the way you think.

INDIA/PAKISTAN CONFLICT

You may want to source from the web a short article that explains the origins and impact of the India / Pakistan conflict. This can be done as an independent reading task or in a guided/shared group.

- Consider how the people on each side feel
- What are their beliefs about the conflict?
- What do they believe about the people on the opposing side?

WAR GAMES

This story is written as a personal recount and narrated in the present tense. Using what you have discovered from the news report and the information in the story, consider questions such as:

- What have these boys overcome to be friends?
- What has helped them stay friends?
- What do Zaffar and Anand fear most after the bombing?
- What was the phrase "Always face up to what you can't bear to know" referring to?
- Do you think the boys' attitudes are unusual? Give reasons for your opinion.

REFLECTION

Discuss findings

After this activity is completed, invite the students to discuss their findings from the readings above and to synthesis the information.

- Who are the characters in these texts and how are they different /similar?
- Why are the characters in the two narratives friends?
- What sustains their friendship?
- Why might these friendships be unlikely / difficult to maintain or sustain?
- How are the two narratives similar? Consider both stories in relation to the phrase "Always face up to what you can't bear to know"
- How do the ideas presented in these texts relate to our own lives?
- What do the authors want us to know and understand after reading these stories?