

## Meeting Writing Demands within a Social Sciences Context

Level  
2

This resource has been developed to support students to notice how an author has written to **inform or report information to** the reader. For more information, go to 'Using school journal to support writing' in news area of journal surf.

### NEW ZEALAND CURRICULUM

LEARNING AREA	Social Sciences
LEVEL	2
THEME/CONTEXT	World War 1. We have chosen WW1 as a context for the broader theme of "Dealing with conflict". This is in recognition of the commemoration of the centenary of WW1. For more information go to: <a href="http://ww100.govt.nz/discover-WW1">http://ww100.govt.nz/discover-WW1</a>
SOCIAL SCIENCES ACHIEVEMENT OBJECTIVES	Belonging and participating in society: Understand how time and change affect people's lives.
ENGLISH ACHIEVEMENT OBJECTIVES	Purposes and audiences: Show some understanding of how to shape texts for different purposes and audiences. Ideas: Select, form and express ideas on a range of topics.



### RESOURCE

TITLE	Part 2. No 3. 2007. <i>Anzac Biscuits</i> . by Philippa Werry. p10-13
AUTHOR'S PURPOSE	To inform the reader about the origins of the Anzac biscuit and its links to WW1.



### ACTIVITY

#### Snapshot writing task from this unit

Students will:

Read a small range of texts including *Anzac Biscuits*.

In the journal article *Anzac Biscuits* it states that eggs were hard to get in wartime.

Discuss where food comes from now e.g.: dates from Iraq, peanuts from China, bananas from Ecuador, tea from Sri Lanka and sugar from Fiji and Australia, chocolate from South America.

Discuss what food they would not want to miss out on now if there was war

Take notes on key information they find out about why some food was hard to get during wartime. Use these notes to **report** on why this was the case, why some food was hard to get during wartime.

## Text analysis of Anzac Biscuits to support teaching

Where in article	Characteristics of text and text structure	Strategies that the author has used to meet the writing purpose
P. 10, first two paragraphs	<p>Introductory sentences with some key facts about Anzac day.</p> <p>Sentences are in the timeless present tense such as <i>remember, commemorate</i>.</p>	<p>The author starts with a key fact designed to capture the readers' attention. The reader wants to know why Anzac day is important.</p> <p>The author has introduced key information what, when, where and who to the reader in the first paragraph.</p>
P. 11, first paragraph	<p>The idea of a commemorative biscuit from the previous paragraph is linked and expanded on.</p> <p>Past tense is used when discussing past events.</p> <p>Some use of topic specific vocabulary evident such as <i>Scottish oatcakes, emigrated, trenches</i>.</p>	<p>The author starts the paragraph using a question to provoke thinking about the connection between WW1 and biscuits.</p> <p>Provides supporting detail by giving possible suggestions for the way the biscuit was created.</p>
P. 11, second paragraph	<p>Varied sentence beginnings and lengths many compound and some complex sentences evident.</p> <p>The author has used adjectives such as <i>long lasting, tasty, healthy ...</i> to help the reader visualize the information.</p>	<p>The author has used the connective "but" to link the previous paragraph. She provides the most likely solution to the biscuit's origin in the topic sentence and follows with supporting details.</p>
P. 12, first paragraph	<p>The author has used <b>adjectives</b> such as <i>hard, new, softer, cheap</i> and <i>easy</i> and <b>verbs</b> such as <i>issued, lasted</i>, to help the reader visualize the information.</p>	<p>The author provides a <b>description</b> of the existing biscuits and why they changed.</p> <p>The last sentence in the paragraph answers the question from the previous section.</p>
P. 12, second paragraph		<p>In the final paragraph there is a shift from the past to the present with the use of <i>today</i> and the shift to the pronoun <i>you</i> to signal a shift from the origins of the Anzac biscuit to offering a recipe for readers to try.</p>