

## Meeting Writing Demands within a Social Sciences Context

Level  
3

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	3
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 people remember and record the past in different ways.
ENGLISH ACHIEVEMENT OBJECTIVES	Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences. Ideas: Select, form and communicate ideas on a range of topics.

### RESOURCE

TITLE	Level 3, February 2012. <i>Silas the Stretcher-bearer</i> by Rachel Stedman. p25-30.
AUTHOR'S PURPOSE	To tell the reader about non-combatant roles during WW1.



### ACTIVITY

Snapshot Writing task from this unit	<p>Rachel recalls what her grandfather, Silas did during the war.</p> <p>Ask students to interview an older member of their whānau about a significant time in their past. It might be that they were in the army or the territorials, and they may be willing to share something of their experiences. (<i>Students may need to be reminded that some people prefer not to share their war experiences</i>).</p> <ul style="list-style-type: none"><li>• Students will prepare questions for the interview</li><li>• Make notes to record what they find out (Remind students to capture topic-specific language to improve the precision of their writing)</li><li>• Organise the notes into a clear sequence with ideas clustered to support paragraphing</li><li>• Orally share what was found out with a small group</li><li>• Finalise the writing plan and draft ideas</li><li>• Report what it was like for the family member</li></ul>
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## Text analysis of *Silas the Stretcher-bearer* to support teaching

Where in article	Characteristics of text and text structure	Strategies that the author has used to meet the writing purpose
P. 25, first paragraph	First sentences introduce the reader to the topic telling what, when and who.  Topic specific vocabulary for precise writing, such as <i>conscription, drafted</i> .	The author has introduced the report using <b>two very short sentences</b> followed by a <b>complex sentence</b> to provide key information.
P. 25, second and third paragraphs	Ideas are grouped into paragraphs around topics.  Topic specific vocabulary for precise writing such as <i>conscientious objector</i> .	The author introduces her personal connection to the main character, Silas. The introduction of the pronoun <i>my</i> shifts the tone from an objective voice to a more personal one.
P. 26, first and second paragraphs	The topic sentence introduces a main point about the choices a conscientious objector could make. This is followed by supporting-detail to elaborate the main point.	The author engages readers' interest by sharing her grandfather's role in non-combatant service.
P. 26, third and fourth paragraphs, and P. 27, first paragraph	<b>Time connectives</b> used in these paragraph beginnings, provide clarity for the sequence of events, and enable the reader to follow each part of the journey to the front-line. (First, After)	
P. 27, second paragraph		Sentences of varying lengths to provide greater impact.
P. 28, first paragraph	Main point contained in the first sentence.	
P. 29, second sentence		Supporting detail in the form of a <b>monologue</b> to help the reader visualize what was happening.
P. 29, last two paragraphs	<b>Time connectives</b> used in the sentence beginnings to provide clarity of the sequence of events. (Eventually, Later)	Direct speech is used to show Silas thoughts after his war experience.