



Literature across the curriculum

As part of the New Zealand Post Book Awards for Children & Young Adults, Christchurch College of Education students were challenged to design a teaching unit connected to the awards. Here is a fantastic unit for you all from Zac Harding, a student at Christchurch College of Education. We are delighted to publish Zac's unit for use in your classroom.

The unit is based on the following books:
When the War Comes Home ... Sarah Ell
Journey to Tangiwai ... David Hill
After the War ... Bob Kerr
Juggling with Mandarins ... V.M. Jones

Theme: Growing Up in New Zealand
Years: 6 – 8
Levels: 3 – 4
Time: 8 – 10 weeks

Achievement Objectives

Social Studies:

Culture and Heritage

- *Why and how individuals and groups pass on and sustain their culture and heritage (L4)*
- *The impact of the spread of technology and ideas on culture and heritage (L4)*

Time, Continuity and Change

- *How the past is recorded and remembered in different ways (L3)*
- *Causes and effects of events that have shaped the lives of a group of people (L4)*

Inquiry, Values Exploration and Social Decision making will be part of the activities covered in the 8-10 weeks.

Health

Strand C: Relationships with other people

- *Students will identify and compare ways of establishing relationships and managing changing relationships (L3.1)*

English

Oral : - *Interpersonal Speaking and Listening*

Written: - *Personal and Close Reading, Transactional Writing*

Visual: - *Viewing and Presenting*

Exploring Language, Thinking Critically and Processing Information will be part of many activities.

Science

- *Nature of Science and its Relationship to Technology*
- *Investigate the impact of some well-known technological innovation or scientific discovery on people and/or the local environment.*

Immersion: Building up knowledge of the field

Weeks 1-3

- Teacher access information on World War One, World War Two, and Korean War, Tangiwai disaster, influenza epidemic, and books about growing up in New Zealand, including important events in New Zealand's history that have effected children growing up in NZ both today and in the past.
- Topic table and wall display set up in the room with books and resource material on topics mentioned. Include examples of photographs and things from own childhood, so that children can compare these to their own life. Include both non-fiction and fiction material – see book and resource list at end of unit. Children can bring things from home that they may have got from parents or other family members to show what it was like growing up in their time.
- Begin the novel 'Journey to Tangiwai' by David Hill. As the children listen to the novel, get them to note the differences that they notice between 1953 and today in a T-bar. When more of the novel has been read, the children will discuss the differences and similarities that they identified.
- As a class, discuss the word 'relationship' and look at what it means to the children. Children brainstorm individually some of the people/animals they have a relationship with. Choose two of these and write a paragraph for each, describing your relationship with them. When finished, children can read these aloud to get different views of what relationships are.
- In groups, analyse a selection of photographs showing children in New Zealand throughout the 20th century. Get the children to look at:
 - Who are the people in the photo? - What are they doing?
 - When might this picture have been taken?
 - Note any similarities or differences between then and now?

Discuss the answers to the questions as a class. The children should see that the people in the photos are children, that they are doing different things, from playing to sitting at school, that the picture was taken some time in the past, and that there are several differences, and possibly some similarities between then and now.

- Read 'After the War' by Bob Kerr. Read the children just the story first, not showing the illustrations. Ask children for their opinions of the story from only hearing the text. Next, read the story again, making sure that the children pay close attention to the illustrations. Discuss some of the changes that the children saw throughout the story eg family, community, and technology.
- Using the ideas from the children's T-bars, discuss some of the technological differences between 1953 and today. For example - *in 1953 there were no TVs*
 - *today we have widescreen TVs and home entertainment systems*
- As a class, brainstorm ways in which history can be passed on eg oral retellings, photos, diaries, etc. In groups, look at different examples of these:
 - *Photos* - *Posters* - *Newspapers*
- After viewing each of the resources, summarise what each of them tells us, ie does it tell us about an event, a person, a place or time?

Skills Used and Developed

- *Viewing*
- *Evaluating*
- *Listening*
- *Sharing ideas*
- *Explaining*
- *Talking*
- *Connections*
- *Comparing*
- *Cooperating*
- *Analysing*
- *Questioning*
- *Contrasting*
- *Interpreting*

Development of Unit

Science

- The children choose a piece of technology that is mentioned in 'Journey to Tangiwai', such as the wireless, meat safe, or fountain pen (teacher will have a list of some of the possible choices). They will produce an A3 wallchart on the development of this piece of technology, starting when it was first invented up to the present day. They will need to research:
 - *What it is and what it is used for*
 - *Who invented it*
 - *When it was invented*
 - *Why it was invented – was there a need for it?*
 - *How it was/is made*
- Imagine you saw this piece of technology 50 years from now. What would it look like? How has it developed during this time?
- Pictures and/or diagrams of its development over time and of its futuristic model

The children will work on this individually for the next four sessions in class time, and can also use time at home to complete it. At the end of the 4 sessions, the children will present their poster to the class and explain their findings.

English (Written Language)

- When looking at records of the past, such as photos, newspapers, etc. and by reading 'Journey to Tangiwai', we discovered that diaries are an excellent source for finding out what happened in the past. From reading the first chapters of 'Journey to Tangiwai', brainstorm some of the important features of diary writing – in groups, examine other diary entries and list the features.
- For one week, the children will write diary entries as part of their homework. Explain that it is not compulsory to write one every day and there is no set word limit, but at least two entries should be made during the week. The teacher will not read the entries unless given permission, but books will be checked to make sure they have written two entries.

Health

- Activity Session 1, pg5 (Spectrum Health, Level 4 – Relationships). Looks at family relationships and the different people within our family that we have relationships with.
- Discuss with the children the relationships that Peter has within his family – Mum, Dad, Uncle Hugh.

English (Written/Oral Language)

- By this stage, the children have completed their own diary entries.
- Discuss with the children who we could ask if we wanted to find out about growing up in New Zealand in the past. Explain to the children that they are going to interview a guest to find out what it was like for them growing up in NZ.
- As a class, think of some questions that we could ask to gain this information. Individually, the children write four different questions that they could ask the guest.
- Explain that the information gained from the interview will be used to write a diary for a week, from the guest's point of view, growing up in New Zealand in their time.
- Brainstorm some questions you might ask Peter if you were interviewing him. In groups, role-play interviewing Peter on a talk show. Present role-plays to the class.

Health

- Activity Session 2, pg6 (Spectrum Health, L4– Relationships). Looks at how well we know our friends, what qualities are important to be a good friend, and the importance of friends, especially as we are growing up.
- Discuss the relationships that Peter has with his peers – Tom, Barbara, Scout troupe.

English (Oral Language)

- Visit from the guest (anyone that is of a different generation to the children). Children ask prepared questions and listen carefully to answers. If possible, video the interview so children can listen and don't need to write while the guest is talking. After the interview, ask the children some of the things they learnt.

Health

- Activity Session 3, pg7 (Spectrum Health, L4 – Relationships). Looks at the other relationships that we have, with coaches, doctors, teachers, pets, etc.
- Discuss the other relationships that Peter has within the story – teachers, Scout leader, Mr Mason.

English (Oral Language)

- Play the tape of the interview and get the children to write down the answers to the questions as they are watching. Collate the answers and write on sheets of A2 to pin up in the room as a reference.
- Children begin writing diary entries from the point of view of the guest, using information from the interview.

Social Studies (Time, Continuity and Change)

- Arrange the class into three groups:
 - World War One
 - World War Two
 - Korean War
- Each group is given a packet containing information about the war that their group is focusing on. Children read the information, and as a group, write down 8-10 interesting facts from what they have read.
- Each group reports back to the class with what they found out. This gives the children very basic ideas of what the wars were about, who was involved, etc. Huge amounts of detail are not needed, as war and its effects on people, is not the main focus for the unit.
- In the same groups, children look at some of the images of war and the contrast between these – images of soldiers going off to war, of comradeship between soldiers, and also of the soldiers in the trenches and on the battlefields.