

Literature Across the Curriculum: Growing Up in New Zealand

Written By: Zac Harding
Theme: Growing Up in New Zealand
Curriculum Areas: Social Studies, English, Health, Science
Designated Classes: Years 6-8
Time Frame: 8-10 weeks

Growing Up In New Zealand : Suggested Books for the Study

When the War Came Home: Sarah Eil

It is November 1918, the end of the First World War and an epidemic of influenza is sweeping the city of Auckland. Jimmy K's father is missing in action. Now his mother has taken his younger brothers and sisters away to the country, and thirteen-year Jimmy is left with his uncle to face the horrors of the epidemic. But Uncle Rory has a plan ... and Jimmy is swept along with his mysterious mission to right a wrong from the trenches of France.

Juggling with Mandarins: V. M. Jones

For Pip, growing up is turning out to be a complicated juggling act – a lot harder than it looks. There's that big guy on the sidelines every soccer match, yelling instructions and pushing the team to win, win, win. Trouble is, that guy is Pip's Dad and Pip is not like his big brother Nick, the ace sportsman. When Pip stumbles across a talent for rock climbing he never dreamed he had, he pursues his new passion in secret, determined it will remain one area of his life his Dad can't touch. But it can't stay secret for ever. And then there's Katie, the girl next door.

After the War

A Family plants a tree after the father arrives home from World War Two. As the tree grows throughout the years (from 1945 to the present day), weathering the seasons and the changes to the environment, so too do the family. The words tell the story of the tree's growth while the illustrations tell the family's story and we see the changes in the community in which they live.

Journey to Tangiwai: David Hill

When Peter Cotterill begins his diary in 1953, little does he realise that something is happening elsewhere in New Zealand that is going to have a huge impact on his life. As he tells of his day-to-day life in Napier – school, paper round, Scouts, as well as the lasting effects of WWII on his friends and family – the forces of nature are at work, culminating in an event so tragic that it will shock a whole nation.

Achievement Objectives

Social Studies

Culture and Heritage

- Why and how individuals and groups pass on and sustain their culture and heritage (Level 4).
- The impact of the spread of technology and ideas on culture and heritage (Level 4).

Time, Continuity and Change

- How the past is recorded and remembered in different ways (Level 3).
- Causes and effects of events that have shaped the lives of a group of people (Level 4).

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 (Level 3.1)

English

Oral Language: - Interpersonal Speaking and Listening

Written Language: - Personal Reading, Close Reading, Transactional Writing

Visual Language: - Viewing and Presenting

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

Science

Making Sense of the 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 New Zealand 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?*
 - *Are there 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 e.g. 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 e.g. oral retellings, photos, diaries, etc. In groups, look at different examples of these:
 - *Photos*
 - *Posters*
 - *Newspapers*
 - *Oral retellings (tapes or CDs)*

After viewing each of the resources, summarise what each of them tells us, i.e. does it tell us about an event, a person, a place or time?

Skills

Viewing
Talking
Analysing
Evaluating
Making Connections
Questioning
Listening
Comparing
Contrasting
Cooperating
Interpreting

Selecting
Using Keywords
Reading
Viewing
Critical Thinking
Scanning
Skimming
Analysing
Interpreting
Collating
Evaluating
Reporting
Comparing
Contrasting

Viewing
Analysing
Recalling facts
Critiquing
Interpreting
Transactional writing

Cooperating
Listening
Talking
Critical Thinking

Questioning
Talking
Listening
Sharing Ideas
Acting a role
Viewing
Presenting

Development of the Unit

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 New Zealand.
- 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, on the board, 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, Level 4 – 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.

Skills

Selecting
Using Keywords
Reading
Viewing
Critical Thinking
Scanning
Skimming
Analysing
Interpreting
Collating
Evaluating
Reporting
Comparing
Contrasting

Viewing
Analysing
Recalling facts
Critiquing
Interpreting
Transactional writing

Cooperating
Listening
Talking
Critical Thinking

Questioning
Talking
Listening
Sharing Ideas
Acting a role
Viewing
Presenting

Health

- Activity Session 3, pg7 (Spectrum Health, Level 4 – 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.
- After reading the information about war and looking at the photos, what views/opinions do the children have of war?
- Discuss the views/opinions of war of the characters from 'Journey to Tangiwai and compare with own view. Which character's views do the children empathise with?

DAD

UNCLE HUGH

DICK FINLAY

OWN VIEW

Health – Relationships within the novels

- Discuss the relationships that we have looked at that exist with Peter in 'Journey to Tangiwai'.
- Compare the relationships that Peter has in 'Journey to Tangiwai' with the relationships that Pip has in 'Juggling with Mandarins' by V.M. Jones (*read last term*). Are there noticeable differences in the relationships in the two novels, particularly family and friends? Is this because of the differences in society between 1953 and 2003?
- Children choose one of the novels and complete a relationship web, showing 4 characters' relationships with the main character, and a description of this.



Social Studies (Time, 2 Continuity and Change)

- Teacher reads extracts from 'When the War Came Home' to the class. Extracts concentrating on the effect that the war has on Jimmy's life and his family (first chapters).
- Using their knowledge of war and that gained from the novels, brainstorm some of the effects of war, e.g. loss of family/friends, women and boys needing to work, psychological effects – Uncle Rory.
- In groups, the children create a role-play showing before and after war. They could focus on a person in particular, a family, or a community. Each group will perform their role-play to the class while the rest of the children watch and try to guess what has changed after the war.

Skills

Cooperation
Talking
Listening
Sharing Ideas

Listening
Talking
Questioning
Comparing
Contrasting

Cooperation
Talking
Listening
Sharing Ideas

Listening
Interpreting
Evaluating
Note Taking
Transactional Writing
Poetic Writing

Skimming
Scanning
Selecting
Processing Information
Analysing
Cooperating
Talking
Listening
Reading
Viewing
Interpreting
Sharing Ideas

Comparing
Contrasting

Talking
Listening
Sharing Ideas
Comparing
Contrasting
Critical Thinking

English (Written Language)

- After finishing their diary entries from own point of view and that of the guest, the children identify and 5 differences between growing up in New Zealand today and the time in which the guest was growing up.
- Using the 5 (or more) points, the children will write a letter to the guest that they interviewed. In their letter, they will thank the guest for their interview and describe the differences that they identified.

Social Studies (Time, Continuity and Change)

- For homework, the children will come up with 8 questions and answers about either the Tangiwai disaster of 1953 or the Influenza Epidemic in New Zealand in 1918. On a puzzle grid, in class, the children will write their questions on one side, and answers on the other (see puzzle grid supplied). When finished, the children will swap their puzzle with a partner who has researched a different event and put the puzzle together, while reading the questions and answers.
- From what they know of the two events in New Zealand's history, the children will draw up a W chart, that will show what they would have seen, thought, heard, smelt and felt if they had been there when these events occurred, as Peter and Jimmy were. Share with the class. Are they similar to what Peter and Jimmy described?



English (Visual Language)

- Brainstorm some of the things that symbolise growing up in New Zealand today. Individually, the children will create a collage of images that symbolise what growing up in New Zealand today means to them, using magazines, newspapers, photos etc.

Skills

Listening
Talking
Sharing Ideas
Acting a role
Critical Thinking
Analysing

Comparing
Contrasting
Analysing
Transactional Writing

Scanning
Selecting
Skimming
Using Keywords
Questioning
Analysing
Comparing
Critical Thinking
Sharing Ideas

Sharing Ideas
Interpreting
Selecting

Assessment:

English (Written Language) and Social Studies (Culture and Heritage)

- Letter to guest
Criteria:
 - At least 5 identified differences noted
 - Evidence of comparing and contrasting – then and now
 - Formal letter format

Social Studies (Time, Continuity and Change) and Science (Nature of Science and its Relationship to Technology)

- A3 wall chart on the development of a piece of technology mentioned in 'Journey to Tangiwai'
Criteria:
 - What, where, who, when, why, and how relating to technology
 - Pictures/diagrams showing development
 - Futuristic design and detailed explanation of this

Resource List:

Fiction books about children growing up in New Zealand

- SOMUCH2DO – Vince Ford
- 2MUCH4U – Vince Ford
- POSSUMS2U – Vince Ford
- A Handful of Blue – Vince Ford
- The Dare Club – Vince Ford
- My Dad the All Black – Sandy McKay
- Pirate's Cove – Brendan Clarkin
- Pig Apples – Ged Maybury
- Achtung! Pavlova – Stu Duval
- Buddy – V.M. Jones
- Stranded – Jan Thorburn
- Fries – Ken Catran
- Lin and the Red Stranger – Ken Catran
- A Friend in Paradise – Des Hunt
- Lucky for Some – Fleur Beale
- Froghopper – Joy Cowley
- Something Weird about Mr Foster – David Hill
- A Canoe in the Mist – Elsie Locke
- Journey Under Warning – Elsie Locke
- Under the Mountain – Maurice Gee
- Journey to Tangiwai – David Hill
- When the War Came Home – Sarah Ell
- After the War – Bob Kerr
- Juggling with Mandarins – V.M. Jones
- Under the Rotunda – James Norcliffe
- Treasure Deep – David Hill
- Owl – Joanna Orwin
- Whalerider – Witi Ihimaera

Generally, any book that is about children and is set in New Zealand could be used when doing a unit on growing up in New Zealand, as different children have different experiences growing up, some good and some bad. This will also be the case with children in your class.

Non-fiction Resources

- Spectrum Health, Level 4 – Relationships (Teacher Resource book)
- Old newspapers
- Photos – war, events
- Books focusing on the events of particular years, such as 1953
- Encarta and New Zealand Encyclopaedia CD-ROMs
- People – important resource for this unit, especially those from older generation
- Google Searches