

Camping down the Line

by Amanda Jackson

From School Journal, Part 2, Number 1, 2004

Overview

This imaginative recount uses humour to describe how a family pitches their tent in the dark, hoping to find a better place in the morning.

Features to Consider in Context

| | |
|---|---|
| • | The structure of the text as a recount |
| • | The first person narrative |
| • | The use of the past tense |
| • | The change to the present tense in one paragraph, bringing a sense of immediacy to the experience: “Next thing, Mum’s screaming...” |
| • | The short paragraphs |
| • | The similes and metaphors, for example, “The twins danced like monkeys...” and “... a roar louder than a thousand motorbikes...”. |

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

| | |
|---|---|
| • | The students’ experiences of camping |
| • | The colloquial language, for example, “so-o-o cool”, “piled out”, “we still dropped stuff” |
| • | The illustrations that accompany the text |
| • | Words and concepts that some students may find challenging: “wailed”, “wrestling”, “whined”, “orang-utans”, “incredible”, “blinding”, “swerved”, “broke the silence”, “thrashing”, “scrub”. |

Introducing Students to the Text

| | |
|---|--|
| • | Ask the students to share their camping or caravanning experiences in pairs. Ask them to share with the group any funny or unusual experiences of camping and chart these incidents. |
| • | Introduce the title and ask the students what they think “Camping down the Line” might mean. |
| • | Distribute the Journals, allowing time for the students to view and discuss the illustrations on pages 2–5. |
| • | Share the purpose for reading the text. “We’re going to read this story about a family camping to compare their experiences with ours and check our predictions about the title.” |
| • | Ask the students to read to “if we could get to sleep”. |

During the Reading

| | |
|---|--|
| • | “What problems has the family had so far? Find the parts of the story that tell you and share them with a partner.” Discuss some examples with the whole group. |
| • | Ask the students if they have had any similar experiences, for example, pitching a tent in the dark or arriving late. Add any appropriate incidents to the chart. |
| • | Ask the students, in pairs, to read the first three lines of the text aloud and with appropriate expression. Refer to line 7 and ask the students to whine while they say “Mum”. |
| • | Refer to the simile “The twins danced like monkeys” and ask the students to mime the action. |

| | |
|---|--|
| • | Ask the students to view the illustration on the next page and predict what will happen. |
| • | Ask the students to read to the end of the story to check their predictions. |

After the Reading: Responding to the Text

Possible focus areas for discussion

| | |
|---|--|
| • | Discuss with the students whether their predictions matched what happened in the text. |
| • | Use a shared reading approach to read the paragraph that begins “It took ages, ...”. |
| • | “What did the family see?” “What words in the story tell us?” |
| • | “What did they hear?” |
| • | “How does the writer make it sound as if it’s happening right now?” Use and discuss examples from the text (for example, “Mum’s screaming ...”, “Mum’s grabbing baby Tu”). |
| • | Read the next paragraph to the students and ask “What do you think you would have done?” |
| • | “What is the meaning of the title?” |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|---|--|
| Close Reading Presenting • thinking critically | <ul style="list-style-type: none"> • apply criteria for selecting appropriate text for dramatisation; • effectively dramatise a text for an audience. | <ul style="list-style-type: none"> • in pairs, choose an appropriate part of the text to dramatise and perform it to the group. |
| Interpersonal Speaking and Listening Using Texts • thinking critically • presenting information | <ul style="list-style-type: none"> • contribute to a group discussion about safety practices; • present information to an audience, using appropriate technology. | <ul style="list-style-type: none"> • as a group, brainstorm and identify safe camping practices; • present these on audiotape or video as part of a holiday safety campaign for radio or television. |
| Personal Reading | <ul style="list-style-type: none"> • select texts to read for enjoyment. | <ul style="list-style-type: none"> • use <i>Journal Search</i> to select and read further stories about camping. |

Links with Other *School Journal* Titles

“Camping Holiday” 1.4.03; “School Camp Fun” 1.1.04; “Campfire”, *Favourite Icecream* (JYPW 1990)

Journal Search Categories

Health and Safety

Humour

Cross-curricular Link

Health and Physical Education: Body Care and Physical Safety

Associated Websites

Let's Go Camping! Unit Plan (English Online)

http://english.unitecology.ac.nz/resources/units/kamp_kapers/home.html

Camp Thrills, Chills, and Spills – unit plan (English online)

http://english.unitecology.ac.nz/resources/units/camp_thrills/home.html

TKI Hot Topic: School Camps

www.tki.org.nz/r/hot_topics/camp_e.php

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Don't Sit on the Roof of Our House

by Norman Bilbrough

From School Journal, Part 1, Number 5, 2004

Overview

This factual recount describes the experiences of Niusha Rezaie, a refugee, after she leaves Iran with her parents. Eventually, the family adjusts to life in New Zealand. The article provides an insight into the thoughts and impressions gained by a young refugee child in a new country.

Features to Consider in Context

| | |
|---|--|
| • | The structure of the text as a recount in which events convey significant memories |
| • | The use of the past and present tenses |
| • | The short paragraphs |
| • | The proper nouns relating to countries and people's names |
| • | The use of italics |
| • | The translation of a Persian song. |

Readability

Noun frequency level: 8–9 years

Suggested level: 8.5–9.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

| | |
|---|---|
| • | The students' cultural and social backgrounds |
| • | The students' experiences of interaction with children from other cultures |
| • | The students' experiences of moving from another country to New Zealand or of moving within New Zealand |
| • | The title of the article |
| • | The photographs that accompany the text |
| • | Words and concepts that some students may find challenging: "refugees", "refugee camp", "vegetarian", "yellow pages", "guitar", "Persian songs", "translation". |

Introducing Students to the Text

| | |
|---|--|
| • | Ask the students why some people might have to leave their country to live in another country. Clarify the concept of what it means to be a refugee. |
| • | Tell the students they are going to read about Niusha Rezaie and her parents who left Iran as refugees and came to New Zealand via Pakistan. |
| • | Locate Iran, Pakistan, and New Zealand on a map of the world. |
| • | Ask the students to imagine that their family has to leave their home forever. Explain to the students that refugees often have to leave their homes very quickly. "What important memories would you have?" "How would you feel about leaving for good?" Use a think, pair, and share technique for this discussion. You may like to chart some of the ideas expressed during the discussion. |
| • | Introduce the title and share the purpose for reading the text. "We're going to read the article to find out what memories and feelings Niusha has after she leaves Iran." Ask the students to read silently to "Give me some ice!" |

During the Reading

| | |
|---|---|
| • | “How do you think Niusha felt about leaving Iran and her grandparents? Why do you think that? What parts of the text give you that impression?” Use the chart made earlier as a basis for comparison. |
| • | “Did Niusha enjoy living in Pakistan? Why or why not?” Ask the students to find the parts of the text that support their reasons. |
| • | Direct the students’ attention to the words in italics and ask them why italics have been used for these words. |
| • | Ask the students to predict what Niusha might like about living in New Zealand. “What will be hard for her?” |
| • | Ask the students to read silently to the end of the text to check their predictions about how Niusha feels about living in New Zealand. |

After the Reading: Responding to the Text

Possible focus areas for discussion

| | |
|---|--|
| • | Allow time for the students to compare their predictions with what happens in the text. |
| • | Ask the students to find the parts in the text that tell about Niusha enjoying or not enjoying life in New Zealand. |
| • | “Has anything that happened to Niusha happened to you?” |
| • | Ask the students, in pairs, to scan the article for evidence of what period of time it covers. |
| • | Discuss the use of italics. |
| • | Ask the students to comment on the title. “How does it link to the article?” “Is this effective? Why do you think that?” |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|--|---|
| Poetic Writing • thinking critically | • use persuasive language, including the use of personal opinions, with reasons to support their opinions. | • write a letter from Niusha’s point of view to her grandparents in Iran, persuading them to emigrate to New Zealand and providing reasons. |
| Interpersonal Listening and Speaking • thinking critically | • respond to ideas in a text and relate them to personal experience; • contribute relevant ideas to a group discussion. | • in pairs, decide on the three personal items they would take with them if they had to leave New Zealand; • share their decisions within the group, giving reasons for their choices. |
| Close Reading Interpersonal Listening and Speaking • thinking critically | • communicate responses to a text, relating them to personal experience; • contribute observations to a group discussion, recording them in a list or Venn diagram. | • as a group, use the text to compare Niusha’s life now with theirs, identifying the similarities and differences. |

Links with Other *School Journal* Titles

“The Lost Key” 1.3.94; “Freedom at Last”, *Wockagilla* (JYPW 1999)

Journal Search Categories

Children as Authors

Iran

Refugees

Cross-curricular Link

Social Studies: Place and Environment

Associated Websites

UNHCR: The UN Refugee Agency

www.unhcr.ch/cgi-bin/tehis/vtx/home

Amnesty International: New Zealand Section

www.amnesty.org.nz/

A Long Way Home – Unit plan (Social Studies online)

www.tki.org.nz/r/socialscience/curriculum/SSOL/long_way/index_e.php

MSF (Doctors without Borders): Visit a Refugee Camp

www.refugeecamp.org/

Daily Lesson Plan: Seeking Refuge, in Words and Pictures

www.nytimes.com/learning/teachers/lessons/20010801wednesday.html

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Egbert

By Robin Nathan

From School Journal, Part 2, Number 1, 2004

Overview

Emily loves eggs – poached, boiled, or fried. Just as she is about to cook one, a croaky, yolky voice startles her. The egg outsmarts Emily in the quiz that follows.

Features to Consider in Context

| | |
|---|--|
| • | The use of personification |
| • | The element of humour |
| • | The use of dialogue to carry the storyline |
| • | The conventions of direct speech |
| • | The colloquialisms, for example, “But them’s the breaks...”, “Fire away!” |
| • | The action verbs, which add impact to the writing |
| • | The language features which include rhyming words, alliteration, and several puns. |

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

| | |
|---|---|
| • | The students’ experiences of cooking and eating eggs |
| • | The students’ understanding of a quiz |
| • | The illustrations that accompany the text |
| • | The length of the text |
| • | The concept of personification |
| • | Words and concepts that some students may find challenging: “poached”, “oozed”, “lacy”, “exhausted”, “freckled”, “paused”, “Must’ve”, “mused”, “jiggled”, “uneasily”, “whimpered”, “mocked”, “them’s the breaks”, “Fire away!”, “cough”, “She took a stab”, “desperately”, “specialist”, “eggspert”, “smug”, “gloated”, “triumphant”. |

Introducing Students to the Text

| | |
|---|---|
| • | Allow time for the students to think, pair, and share their experiences of cooking and eating eggs. Introduce some vocabulary during this discussion. |
| • | “Imagine that you are an egg. How would you describe yourself?” |
| • | Introduce the title and tell the students that this is a story about Emily, who loved eating eggs. |
| • | Share the purpose for reading. “We are going to read this story to find out why Emily loves eggs and what Egbert does about it.” |
| • | Ask the students to read silently to ““Must’ve rolled there,’ she mused” to discover what, in particular, Emily loved about eggs. |

During the Reading

| | |
|---|--|
| • | Ask the students to find other parts of the text that tell what Emily liked about eggs. Clarify any vocabulary causing difficulty. |
|---|--|

| | |
|---|--|
| • | “What words in the third paragraph give the impression that a poached egg is like a person? Why does the author do this?” Read the paragraph aloud and ask the students to mime being the egg. |
| • | Ask the students to read to “a hard-boiled killer” to find other words and phrases that make the egg sound like a person. |
| • | Discuss this section. Focus on personification, for example, “‘Please don’t boil me,’ begged the voice” and “The egg moved uneasily.” Ask the students to think more about why the author uses personification and chart their reasons, linking these to the writing. “Is the use of personification effective?” |
| • | Ask the students, in pairs, to select some of the dialogue and read it as the egg and Emily would have spoken it. |
| • | Ask the students to predict how the egg can avoid being eaten. |
| • | Ask the students to read to the end of the story to check their predictions. |

After the Reading: Responding to the Text

Possible focus areas for discussion

| | |
|---|--|
| • | “What do you think of the way the story ends?” Share the students’ responses. |
| • | Ask the students to check their predictions with what happened in the text. |
| • | Ask the students, in pairs, to think of another question for the egg to ask Emily. |
| • | “How else could the story end?” |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|---|--|
| Close Reading Interpersonal Speaking • exploring language | • explore and discuss choices made by writers and explain the reasons for these choices. | • as a group, choose a range of examples, from the last two pages of the text, that show the egg acting like a person; • present their examples to the class and explain why the author uses personification. |
| Interpersonal Listening Interpersonal Speaking • thinking critically | • contribute ideas about personification in a discussion. | • in pairs, imagine they are another food, (for example, potatoes) and provide reasons why they shouldn’t be cooked and eaten. |
| Poetic Writing • exploring language • thinking critically | • use personification and dialogue to express ideas; • use the conventions of direct speech. | • using these reasons, write a short dialogue between the food and a person, using the conventions of direct speech; • read the dialogue to the class. |

Links with Other *School Journal* Titles

“The Big Red Tucker Takeaway Mystery” 1.1.91;

“Happy Hens” 1.3.97; “The Lucky House” 2.4.99

Journal Search Categories

Birds

Humorous Stories

Talking Animals

Associated Websites

The Incredible Edible Egg

www.eggs.org.nz/

Egg Producers Federation of New Zealand: Teacher and Student Downloads

www.epfnz.org.nz/Downloads.htm#chook

Horton Hatches the Egg: Unit Plan (English Online)

<http://english.unitecology.ac.nz/resources/units/horton/home.html>

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Lunch Box

by Jenny Powell-Chalmers

From School Journal, Part 2, Number 1, 2004

Overview

Children should readily identify with the topic and theme of this poem.

| | |
|---|--|
| • | Ask the students to listen while you read the poem aloud to them. |
| • | Read the poem a second time, asking the students to visualise an illustration for the poem. |
| • | Allow time for the students to quickly sketch their illustration and share, in pairs, the part of the poem they have chosen. |
| • | Distribute the Journals, giving time for the students to view and compare the illustration with their own. |
| • | Ask the students, in groups of three, to read the poem with fluency and expression. |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|---|--|---|
| Personal Reading • exploring language | <ul style="list-style-type: none">• identify alliteration in poems;• discuss its effectiveness as a poetic device, e.g., to enhance humour. | <ul style="list-style-type: none">• read a selection of poems to identify alliteration used for particular effects;• share the examples they have found within the group and discuss why the poet has used alliteration. |
| Poetic Writing • exploring language • thinking critically | <ul style="list-style-type: none">• use alliteration and rhyme. | <ul style="list-style-type: none">• in pairs, write their own poem about a backpack, innovating on the text of the poem but using a similar rhyming pattern and alliteration. |

Focus for Discussion

Thinking Critically

| | |
|---|--|
| • | “How does the speaker feel about the new lunch box in the first verse? The second verse? The third verse?” |
| • | Ask the students to discuss, in pairs, what might have happened to the new lunch box. |
| • | Ask the students if anything like this has happened to them. Share the experiences within the group. |

Exploring Language

Discuss the effectiveness of the conventions used in the poem:

| | |
|---|---|
| • | the repetition at the beginning of each verse |
| • | the irregular rhyming pattern |

- the use of alliteration: “crumb clean”, “purple pixie”.

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Stuck for Words

by Philippa Werry

From School Journal, Part 2, Number 1, 2004

Overview

Jordan has his nose stuck in a book. His parents are so concerned about this that they march him off to the doctor.

Features to Consider in Context

| | |
|---|--|
| • | The conventions of a play: a list of characters in upper-case letters, stage directions in italics, directions for specific characters in parentheses, and dialogue for each character |
| • | The humour |
| • | The range of punctuation (for example, dashes, ellipses, and exclamation marks), which enhances meaning and provides guidelines for oral reading |
| • | Figures of speech, for example, "He's got his nose stuck in a book." |

Readability

Noun frequency level: 8.5–9.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

| | |
|---|---|
| • | The students' attitudes to reading |
| • | The students' experiences of visiting a doctor |
| • | Words and concepts some students may find challenging: "nose stuck in a book", "budge", "apparently", "symptoms", "temporary", "our wits' end", "classic case", "Stuck Nose Syndrome", "infectious", "reasonably common", "antibiotics", "drastic", "possible options". |

Introducing Students to the Text

| | |
|---|--|
| • | If appropriate, ask the students to think, pair, and share experiences of their visits to a doctor's surgery. "What sort of symptoms did you have? Were these temporary or lasting?" "Did the doctor prescribe any special medicine?" You may want to make a list of the symptoms. |
| • | Introduce the title of the play and the list of characters. Tell the students the scene is a doctor's surgery. |
| • | Ask the students what they think the title means. Ask the students to predict why the play might take place in a doctor's surgery. |
| • | Share the purpose for reading. "We'll read the play to check our predictions about the title and the setting." |
| • | Ask the students to read silently to "DOCTOR. It can be ... I'll just have a look at him." |

During the Reading

| | |
|---|---|
| • | Check the students' predictions with what happens in the text. |
| • | "Does the title have a double meaning?" "Who do you think is 'stuck for words'?" |
| • | "Father says, 'We're at our wits' end.' How else could he have said that?" |
| • | "What's a 'classic case' of Stuck Nose Syndrome?" Ask the students what the usual symptoms are. |
| • | "What might happen next?" Direct the students to use the illustrations to assist their predictions. |
| • | Ask the students to finish reading the play silently. |

After the Reading: Responding to the Text

Possible focus areas for discussion

| | |
|---|---|
| • | Discuss the ending of the play. “Can you identify with Jordan’s feelings about his book?” |
| • | Ask the students to think, pair, and share books they have read that they didn’t want to put down. |
| • | “What makes this a humorous play?” Discuss the elements of humour and ask the students to choose a part they think is particularly funny and share it in pairs. |
| • | “How do you think this play would be most effectively performed – live, taped for radio, or videotaped? Why?” |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|--|--|---|
| Interpersonal Speaking • exploring language • thinking critically | • use persuasive language to convey a personal response to a text to an audience. | • organise ideas about a text and present them to an audience • choose a book they have really enjoyed and prepare a brief oral presentation to “sell” this book to the class; • practise their oral presentation with a partner before presenting it to the class. |
| Close Reading Transactional Writing Using Texts • exploring language • thinking critically | • identify information in a list; • read aloud, rehearse, and perform a play with fluency, pace and expression. | • as a group, make a list of the props needed if the play is to be performed; • as a group, practise reading the play aloud, following the stage directions; • perform the play for an audience |

Links with Other *School Journal* Titles

“Silent Reading” 2.2.99; “Words” 2.2.02; “The Reading Room” 3.1.98

Journal Search Categories

Books

Humorous Plays

Reading

Associated Websites

Kids Read

<http://english.unitecology.ac.nz/kidsread/home.html>

Switched on to Reading (Education Gazette)

www.edgazette.govt.nz/articles/show_articles.php?id=6242

Resource Centre: 100 Things to do with Books (English Online)

<http://english.unitecology.ac.nz/resources/resources/books.html>

Book Adventure: Bailey Bookmark and Rex Reader Recommend

www.bookadventure.org/sf/RB_Recommends.asp

Children's Storybooks Online

www.magickeys.com/books/

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The Long, Long Night

by Oho Kaa

From School Journal, Part 2, Number 1, 2004

Overview

It is 1943, and the war is getting closer to Aotearoa, New Zealand. This piece of personal experience writing conveys the fears a child feels as she drifts off to sleep. This short article could also be used with older students in conjunction with a unit focused around Anzac Day or as an example of personal writing.

Features to Consider in Context

| | |
|---|--|
| • | The use of reminiscence to focus on the narrator's feelings over a short period of time |
| • | The subtitle |
| • | The use of short paragraphs and simple sentences for impact |
| • | The use of sensory images – what the narrator feels, sees, hears, and touches – to convey mood and feelings |
| • | The rhetorical questions |
| • | The first person narrative |
| • | The stream-of-consciousness technique in the fourth and fifth paragraphs, which lets the reader share the narrator's thoughts. |

Readability

Noun frequency level: 7.5–8.5 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

| | |
|---|--|
| • | The students' experiences of fear, particularly at night |
| • | The students' familiarity with and understanding of prayer |
| • | The manageable length of the text |
| • | The concept of time, indicated by the use of the date |
| • | The students' understanding of the concepts associated with war, such as blackouts, warships, and soldiers |
| • | Words and concepts that some students may find challenging: "memory", "Second World War", "Aotearoa", "radio news", "blackout", "huddled", "huge", "complete", "fasten", "prayed", "listened", "rustling", "longingly", "eventually", "dreamless". |

Introducing Students to the Text

| | |
|---|--|
| • | Ask the students if they have ever been unable to get to sleep at night. "What kept you awake? How did you feel?" Ask the students to think, pair, and share their experiences. |
| • | Discuss the concept of war and the effect this might have on people living in a country about to be caught up in a war. If appropriate, ask the students if anyone in their families has been involved in a war. Share experiences within the group. |
| • | Introduce the title and the subtitle. Discuss the subtitle and ask the students what memories someone living in New Zealand at that time would have. |
| • | Introduce vocabulary such as "Second World War", "radio news", "blackout", "warships", and "soldiers". |
| • | Ask the students to predict what they would be afraid of if war came close to their home in New Zealand. |

| | |
|---|---|
| • | Distribute the Journals and allow time for the students to view the illustration. |
| • | Share the purpose for reading. “We’ll read this text and work out how the narrator shows us what she felt.” Ask the students to read silently to “blankets over all the windows”. |

During the Reading

| | |
|---|--|
| • | “Are there any clues in the text or illustration that tell us how the narrator is feeling?” |
| • | Clarify the meaning of “blackout”. “How did they achieve a blackout?” “Why was it so important not to let light show?” “How do you think they felt as they prepared the house for the blackout?” |
| • | Ask the students to close their eyes while you read the next paragraph aloud. Ask them to visualise the scene, mime the actions, and think about how the narrator is feeling. |
| • | Ask the students what parts of this paragraph show how the narrator feels. |
| • | Ask the students to read to the end of the article to look for further clues that show how the narrator feels. |

After the Reading: Responding to the Text

Possible focus areas for discussion

| | |
|---|---|
| • | “Do the words in the text say exactly what the narrator is feeling?” Discuss with the students the parts in the article that they think show the narrator’s feelings. |
| • | Direct the students’ attention to the fourth and fifth paragraphs. “Is the narrator talking to anyone?” “Why is it written like this?” |
| • | “Where might the narrator’s father be?” |
| • | “How does the narrator shut out her fears and scary thoughts?” |
| • | Ask the students to look carefully at the illustration. “How does the illustration help to show what the narrator feels?” |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
|---|---|---|
| Interpersonal Listening and Speaking • thinking critically | <ul style="list-style-type: none"> • contribute to a group discussion on the criteria for effective storytelling; • relate a personal experience to a partner, incorporating some of the agreed criteria. | <ul style="list-style-type: none"> • as a group, discuss the criteria for effective storytelling; • in pairs, tell about a time when they couldn’t sleep because of fear or excitement, describing the thoughts that went through their head; • tell their story to another partner, including details about what they could hear, see, touch, and feel. |
| Poetic Writing • thinking critically | <ul style="list-style-type: none"> • write a recount based on a personal experience, using a range of sensory images to convey emotions. | <ul style="list-style-type: none"> • write a recount based on a personal experience, using detailed sensory images to convey emotions. |

Links with Other *School Journal* Titles

“Aileen and Me” 2.1.95; “Making a Legend” 3.2.95; “My Special Father” 1.5.94; “War Games” 3.2.98;
“When the War Began” 1.2.85

Journal Search Categories

Interaction

Life in Other Times

War

Cross-curricular Link

Social Studies; Time, Continuity, and Change

Associated Websites

The Second World War: Essay from the Oxford Companion to New Zealand Military History

<http://nzhistory.net.nz/ww2/history/index.html>

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What Did They Do for Fun?

by Bill O'Brien

From School Journal, Part 2, Number 1, 2004

Overview

Four generations of Royce Madigan's family have lived in the Dunedin suburb of Caversham. Royce decides to find out about the lives of his grandfather and great-grandfather. He uses a variety of resources that include family photos, websites, and the Otago Settlers Museum.

Features to Consider in Context

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| • | The question in the title and the questions in the first paragraph that are used to draw the reader in |
| • | The use of the past tense |
| • | The photographs that accompany the text |
| • | The apostrophes used in contractions and to indicate ownership |
| • | The historical context of the article, indicated by the use of dates. |

Readability

Noun frequency level: 9–10 years

Supports and Challenges

The features to consider in context and the points outlined below could constitute either supports or challenges for individual readers.

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| • | The students' knowledge and understandings about their own family backgrounds |
| • | The social and cultural backgrounds of the students |
| • | The photographs that accompany the text |
| • | Words and concepts that some students may find challenging: "great-grandparents", "a living", "suburb", "database", "website", "National Library", "belts", "pulleys", "safety guards", "support their families", "available", "skilled tradesmen", "employed", "dressmaking", "outside the home", "raise children", "appliances", "coal", "subtitles", "pianist", "serials", "manufacturers", "sponsored", "costumes", "impressed". |

Introducing Students to the Text

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| • | Use the first two questions in the leading paragraph to initiate discussion and activate the students' prior knowledge about their own family histories. |
| • | Draw a diagram representing four generations to clarify the students' understanding of different generations, for example: |
| • | great-grandfather and great-grandmother |
| • | grandfather and grandmother |
| • | father or mother |
| • | you. |
| • | Tell the students that the article is about the Madigan family, who have lived in the Dunedin suburb of Caversham for four generations – more than a hundred years. |
| • | Locate Dunedin on the map. |
| • | Refer back to the diagram to explain that Royce wants to find out about the lives of his grandparents and great-grandparents. Ask the students to predict how he will do this. Chart their responses on a "Predictions" chart. |

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| • | Introduce the title and ask the students, in pairs, to predict what people did for fun one hundred years ago. Chart the students' responses. |
| • | Distribute the Journals and share the purpose for reading. "We're going to read the article to check our predictions about how Royce found out about his family, and, later in the article, we'll find out what people did for fun." |
| • | Ask the students to read silently to "It looked very different now" to check their predictions. |

During the Reading

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| • | Compare the methods Royce used to find information about his family with the students' predictions on the chart. |
| • | "Royce's great-grandfather was a hairdresser. I wonder what other jobs men and women did for a living in Dunedin at that time?" Ask the students to share their thoughts with a partner. |
| • | Ask the students to read silently to "a coal or wood stove". Discuss this section. |
| • | "What other resources is Royce using to find out about his family?" |
| • | "How did some people earn a living then?" |
| • | "What was different about working in a factory in those days? In a home?" |
| • | "Is there anything that puzzles you?" Refer to the photographs to clarify meaning. |
| • | Ask the students to look carefully at the people in the photographs. "How do you think they feel about their work?" "Why do you think that?" |
| • | Ask the students to read silently to the end of the article and use the information in the text to check their predictions about what people did for fun. |

After the Reading: Responding to the Text

Possible focus areas for discussion

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| • | Allow time for the students to compare their predictions with the information in the text. |
| • | Use a bubble chart to compare the forms of relaxation in the early 1900s with what happens today. Suggest that the students use the photographs and the text to gain information. Record their responses on a bubble chart. |
| • | Ask the students to look at the title and reread the first paragraph. "What do you notice? I wonder why the writer asks all those questions?" "Is this an effective introduction to the article? Why?" |
| • | Review the resources Royce used to find out about his family. Discuss with the students whether they could use similar resources to find information about their own families. |

Suggested Activities

You may like to select an activity from those listed below. You may need to work with the group for some activities.

| Suggested Achievement Objectives | Learning Outcomes <i>Students will be able to:</i> | Learning Experiences <i>Students could:</i> |
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| Viewing Close Reading Presenting • processing information | <ul style="list-style-type: none"> • use a range of visual and print resources to locate and select historical information; • present the information in digital or visual form. | <ul style="list-style-type: none"> • in pairs, use a range of visual and print resources to research early twentieth century employment and/or recreation in another part of New Zealand; • present their findings on a chart or using a computer presentation package. |

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| <p>Interpersonal Listening and Speaking</p> <p>Viewing</p> <p>Presenting</p> <ul style="list-style-type: none"> • processing information | <ul style="list-style-type: none"> • use a range of oral, visual, printed, and digital texts to gather family information; • present information in the form of a family tree. | <ul style="list-style-type: none"> • if appropriate, use a range of resources such as interviews, photographs, the internet, and family archives to trace their family for four generations; • present their findings in either hard copy or digital form in the form of a family tree. |
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Links with Other *School Journal* Titles

“The Cushens of Northfleet” 3.1.89; “The Last Horses” 2.1.92; “The Lion Seat” 2.4.91; “Sewing Samplers” 1.1.83; “Sweeping the Chimney” 1.2.84; “A Tough Life? Too Right it Was” 3.3.84; “Winning the Vote for Women” 2.3.91

Journal Search Categories

History

Life in Other Times

Cross-curricular Link

Social Studies: Time, Continuity, and Change

Associated Websites

Sites of Gender: Opportunity and Community in an Emergent Urban-industrial Society Otago [The Caversham Project]

caversham.otago.ac.nz/index.php

City of Dunedin; Historical Interest

www.cityofdunedin.com/city/?page=feat_historical

Otago Settlers Museum

www.otago.settlers.museum/

Timeframes: National Library of New Zealand Home Collection

<http://timeframes1.natlib.govt.nz/>

Dictionary of New Zealand Biography

www.dnzb.govt.nz/dnzb/default.asp

New Zealand History website

www.nzhistory.net.nz/index.html