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| **Unit Planning Form** adapted from Education Advisory Service, Christchurch | | | | | **Curriculum Integration (**links with other learning areas)   * **Drama** – Key Drama processes are to be used, including Hot-seating, Conscience Alley, to uncover some of the key decisions made by the protagonists in *Trash*. * **Social studies** – This unit has a strong focus on class and society and the gap between rich and poor. This unit will be looking at the experience of third world countries and comparing that to our own experiences. | | |
| **Title**  Rich versus Poor: The Concept of Wealth | **Learning Area Context(s)/Strand(s)**  English - Year 10 | | | **Duration**  Approx 12 Lessons | **Important Idea**  The key question of this unit is:  **“Does Money Make You Happy”**  Classes will be focused around looking at what constitutes ‘wealth’ and how this evolves and changes for generations. Students will be encouraged to consider issues such as poverty, disease, corruption and how close or removed they feel from such issues. | | |
| **Achievement Levels & Objectives**  *Listening, Reading, Viewing, and Writing at Level 5*  With a particular focus on:  **Purpose and Audience:** Identifies particular points of view within texts and recognizes that texts can position the reader.  **Ideas:** Recognizes that there may be more than one reading available within a text.  *Summative assessment*   * Creative writing response to the “media article” devise used in novel study   Students will show an understanding of how to shape texts for different audiences and purposes.   * Critical essay as written response to themes within novel study with consideration of the unit’s “Important Idea” | | | | | **Key Vocabulary**  **Wealth, poverty, corruption, class, society, developing world, third world, first world.**  **Friendship, loyalty, relationships.** | | |
| **Literacy Strategies:**  Close reading strategies: before during and after reading,  Close viewing strategies: thought organizer for viewing short trailer.  Guiding writing strategies: frames, shared writing, exemplar deconstruction. | | |
| **Key Competency Focus**  **Relating to Others:** Students will be frequently be encouraged to discuss and debate different viewpoints/perspectives of the text.  **Thinking.**  **Using language, Symbols and Texts.** | | | | | **Curriculum Values Incorporation:**  This unit will identify issues to do with **Ecological sustainability** and promote discussion around dumpsite communities. Students will be invited to consider how their experience differs from that of the children in the book. | | |
| **Learning Outcomes/Intentions**  What should the students learn? | | **Possible Learning Experiences**  (strategies/activities)  How can the students achieve this? | **Assessment**  How can learning achievement be measured? | | | **Teacher Preparation & Resources** | **Differentiation**  Including supporting and extending learners |
| We are learning that there are different views on wealth all over the world and that this concept means different things to different people. | | Watch series of video clips about ‘dumpsite’ communities.  Ask students:   * What sort of communities are you witnessing? * Do you think these communities are unhappy? Why/why not? * Do you think the concept of childhood is apparent in dumpsite communities * How does music other sounds affect the way you receive these clips * Is there other visual/aural features of these clips that you think are interesting? * Whose perspective is shown in this clip? | The teacher will formally assess the students’ responses to the questions they are to answer as they watch the clips. This will be evident through both class discussion and looking through their and feeding back on their workbooks. | | | Powerpoint – presentation with the clips embedded into it.  Resource D: Link to clips if required with starter questions. | The resources will be in different formats for those to support group learning but also those who prefer to work alone. The “starter question” devise is designed so that students who need extension can be pushed further in this exercise. (See instructions on resource D handout)  This exercise may take up to two lessons. The novel is been read concurrently during this time. |
| We are learning that about the visual features of a ‘trailer’ – focusing on the book trailer for *Trash* by Andy Mulligan.  (Lesson Plan Provided) | | The students will have a “Do Now” which requires them to talk to a neighbour about the section of the novel that was set for homework to be read. Questions to guide this process are:   * What has happened? * What do you think will happen next? * How are your emotions as a reader shifting and changing.   The students will watch the book trailer for *Trash* and prepare a thought organizer about what they see.  Some of the things they are encouraged to look for are outlined in the key questions below:   * How can this process help us to understand what we are about to read? * What are you about to read? * What do you think the tone of *Trash* is having seen this trailer? * What ideas do you have about Character? Setting? Narrative? * When else could you use a Thought Organiser in this way? | The thought organizer will be in the students’ workbooks. The teacher will have templates to hand out to those that want a starter (see resource B).  The teacher will formatively assess as the students work and will be able to see progress in their work books. | | | Resource B – Thought organizer for book trailer with focus questions.  Video clip of Book trailer – this is embedded in Power point presentation for the beginning of the unit. | In the “Do-Now” activity – care will be taken to ensure that students are not paired with those who have read more than them.  The thought organizer has specific focus questions at the end for those who need extending. Once the video clip has been played through sufficient times the teacher will construct small groups to complete the thought organizer. These groups will consist of a mix of people so that the students are able to self/peer assess/teach.  This exercise is intended to take one lesson. The novel is being read concurrently during this time. |

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| **Learning Outcomes/Intentions**  What should the students learn? | **Possible Learning Experiences**  (strategies/activities)  How can the students achieve this? | **Assessment**  How can learning achievement be measured? | **Teacher Preparation Needs & Resources** | **Differentiation**  Including supporting and extending learners |
| We are developing reading skills for reading a novel.  We are continuing to develop a reading habit out of class. | *Trash* is split into 5 parts. Across the first week of teaching the reading of Part 1 and Part 2 are set for homework. This section of teaching will allow for the different paces of readers to progress with finishing the book. The amount of lessons that this takes will be monitored by the teacher through formative assessment.  Each section of the book will have a three level guide or similar resources to guide the student through the reading and to encourage them to be reflective as they go. | Formative assessment will inform the teacher as to the pace and the progress of the individual readers. | Three level guides for parts 1-5 of the novel. | The three level guides will have enough scope to take the extended learners on should they finish the novel early. However, it is also intended that these guides will be able to support learners at a different reading pace through the reading process. |
| We are learning about character relationships in the novel *Trash*.  We are learning about how these relationships indicate the themes of the book, and how we are more aware of the importance of wealth.  We are examining character relationships through the lens of our important idea: “Does Money Make You Happy”  We are learning about character journeys across the novel – considering the key idea, “Does Money Make you Happy” | Character Web/Family Tree Exercise. (This is covered in attached lesson plan)  Character Profiles:  Create a “Police Wanted” sign for one of the following characters:    Raphael  Gardo  Jun-Jun (Rat)  Vice-President Regis Zapanta  José Angelico | Formative – teacher checks in books to see that character web is complete and that the relationships have been identified.  Formative – guidance required to consider character tension.  Pinpoint the key moment in the novel for which you are creating the poster for? What is your character feeling at this stage?   * Fear? * Frustration? * Injustice? * Happiness? * Hope?   Summative – poster to be handed in for assessment. | Resource A: Character Web and Relationships | The attached resource (resource A) has different amounts of material which will cater for different learning needs. Some students may opt to cut and paste the relationships provided so that they are able to keep up with class discussion. Others may choose to label the relationships in their own way.  All students should be encouraged to seek quotes to identify relationships as this returns them to the primary text. |
| We are learning about poverty and how this is different in New Zealand.  Māori identity –  What is wealth? Does this differ across different cultural groups?  Look at New Zealand examples?  Witi Ihimaera –*Yellow Brick Road*. | Close reading/Analysis of *Yellow Brick Road* by Witi Ihimaera. | Formative Assessment lead mainly by class discussion.   * What text features/vocab indicate a yearning for a different kind of wealth in a New Zealand context. * What impact does geography play in New Zealand wealth? Has this changed since the time that Ihimaera wrote this story? * Compare the experience of the characters in Ihimaera’s story to that of Raph, Gardo and Jun-Jun. How does this impact on you? | Class set of *Yellow Brick Road* for students work books. | As much as possible group work would be incorporated into this lesson to enable those of varied ability to work together.  Self and peer assessment opportunities will be sought. |
| We are learning about bias and perspective in articles written by the media.  We are learning to write our own media article reflecting on a key event in *Trash*. | Do Now:  “While we are on the subject”  Students get into groups and formulate questions for the teacher to answer before next lesson.  Expert Groups – Unpacking media articles. Students get into expert groups to go through the media articles and answer questions about them. They ‘experts’ return to original groups and report back to their peers.  The teacher begins to look at each article as a whole class and models answers and discussions for unpacking media articles.  The teacher sets the students to writing their own media piece about a different event from the novel. The students need to be aware of the particular angle from which they are writing. | Summative – Media article needs to be handed in.  Formative – teacher monitors and models progress through expert groups exercise  Self/Peer assessment. All the students must relate to others and interpret what the ‘expert’ informs them about a particular article. The students are learning from each other. | Resource C – Unpacking the Media | Expert groups designed to get teaching happening between the students. This is carefully monitored by the teacher. |
| We are learning about the themes of *Trash* and comparing them to the concern of our unit “Does Money make you Happy”  We are learning how to construct an essay relating to these themes. | Different characters are quizzed using the “Hot-Seat” drama convention as a class.  Shared writing – constructing an essay. | Formative – the teacher has a strong handle on the hot-seat activity and holds the remote? Some key questions will encourage the answers to go deeper with the questioning and answering. | Shared writing resources | Shared writing resources need to be differentiated. |
| **Unit Evaluation** | | | | |