Home Learning TV – Middle Literacy – 8 September

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| **Segment lesson planning details** |  |
| Title for segment: | Local identities - lesson 5 |
| Year levels *(e.g. Yrs1 – 3)*: | Years 4-7 |
| NZC learning areas:  | English |
| Purpose of lesson:(What learners will learn) | Locate information and ideas from a video and elicit facts from a non-fiction text to answer a question that has been posed.To draw on their prior learning about identity and what it means.Define the term 'local identity' and think about the people who may be local identities.Understand how places influence people and people influence places. |
| Success Criteria – students will be able to:(how they will know when they have learnt it) | Create a list of facts from the non-fiction text that highlight the characteristics of a local identity.Identify their own person who is a local identity and write a list of their characteristics so that they could develop a story, a video, a song or whatever the way they choose to show the audience why this person is a local identity.  |  |
| **Segment production details** |
| Equipment requirements: | 2x youtube clips https://www.youtube.com/watch?v=LosUom6NxrE https://www.youtube.com/watch?v=hJU6U\_TQVBUwhiteboardpowerpoint |
| Copyright requirements:Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) | The Weka Pass clips from youtube: https://www.youtube.com/watch?v=LosUom6NxrEWaipara Dub clip has permission slip attached with this plan: https://www.youtube.com/watch?v=hJU6U\_TQVBU 3minutes 50 secs - 6 mins |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** |
| Links to recordings /resources |  |
| Attachments  | Powerpoint to provide pictures |
| **Segment plan content** |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions)  |
| **Activate**: Activating prior learning, knowledge of contexts and relationships  | Revisit the meaning of identities and the term local identities.Teacher uses a 'think aloud' and past experiences with the meaning of local to help support the students to explore it meaning. | Mōrena, Talofa and hello to everyone again. In the past few weeks we have been focusing on identity. Has this helped you to think about your own identity?Our goals for today’s lesson are to * Create a list of facts that highlight the characteristics of a local identity.
* Identify our own person who is a local identity and write a list of their characteristics
* create something that will show why a person is a local identity- story, song, poem etc.

**(Show heading page of powerpoint)**In some other lessons we have talked about identity and what it means. If we think about ourselves we can identify some of the qualities we have as people which makes up our identity. It may be that we are very kind, we are good at playing a sport, we are always offering to help others, we are good at playing the piano, we cook things that others really enjoy. I know you could think of many more ways each of us could be known for.We are going to think about identities again but we are going to be thinking about some of the people we know and whether they may be what we would call a 'local' identity. **(Write term on whiteboard or have it on the whiteboard already)**We know that identity is about the characteristics people have - what they do, what they are known for, what others know about them. They are all the characteristics that make a person who they are. So I wonder what a local identity is?When I think about local I am thinking I have heard that word being used at other times? We were all urged to 'stay local' when everybody was at home for four weeks. I often hear people say 'I am going down the road to the local dairy or the local shops'. I think you probably go to your local school. Does this give you a clue to what 'local identity' might mean?**(Pause** 5 secs **Then show slide 2 powerpoint Harry Henderson a local identity)**You're right local does mean a place that is close to your home. So a local identity is someone that is well known for all the things they do in that place. Often it is someone who has lived in a place for along time. It is usually a term that is used when a lot of people recognise the good things that person does for their community. |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Consider do local legend/local identity have similar meanings?Task is set. Listening to a non-fiction text and identifying facts that make Harry a local identity.Continue reading storyListen to the recording of Harry's voice at the beginning of Waipara Dub.Identify a fact for students listening.Record facts as bullet points under title of Harry Henderson- local identity.Using the term 'local identity' again for reinforcement.Record facts as bullet points under title of Harry Henderson- local identityRecord facts as bullet points under title of Harry Henderson- local identity | Today we are going to read about Harry who was considered a local identity. Some people might have called him a local legend so perhaps those two words have a similar meaning?You will be listening to a non fiction text. While you listen I want you to be a fact detective and find the facts in this story that tell us why Harry was considered a 'local identity'. You might want to list these as you hear them, if you have no paper or pencils you could tell someone in your whānau as you notice each fact.I am going to demonstrate being a fact detective as we read the text by identifying some of the facts that may tell us why Harry was a local identity as we read. I will write them up on the whiteboard as we discuss them.*Harry was born in Geraldine in 1923*. (Show slide 3 in ppt)That's almost 97 years ago!*His mother travelled in a motorbike side-car to get to the hospital to have him. He was the eldest child in his family. He grew up just out of Geraldine in a small area called Hilton. He went to Hilton Primary school, which is no longer open, and then to Timaru to high school for two years. He left school when he was fifteen and worked on local farms milking cows and doing other farm jobs. When he was 17 his father suggested that he try to get an apprenticeship to become an engine driver at NZ Railways.* *Harry applied and was accepted. However he now had to move from his small South Canterbury town to Christchurch city. It was a big change for him. After two years working in Christchurch and Lyttelton he was asked if he would move to another small town but this time in North Canterbury a town called Waipara. It was just going to be for three months.* This is what he said about moving to Waipara **(Listen to the soundtrack Waipara Dub 0.00 - 1.24 min).**As Harry said when the end of the three months was near he didn't say anything, the railways didn't say anything **so he stayed in Waipara for the next 77 years.** Let’s add that fact to our list.**Teacher records fact as a bullet point on the whiteboard under the title Harry Henderson- local identity.**This is a fact about Harry that might be why he was a local identity - did you write that one down **or did you notice it and talk to your whānau**?*He loved living and working in Waipara. It was cold in the winter and very hot in the summer.**He helped to build his own house, he married his wife Mary and had four children who all attended the local Waipara Primary school. When his own children grew up and had children they also enjoyed going and staying at Waipara with their grandparents. Harry loved his whānau.**One of his mokopuna wrote a song for their band, One Waka, to play. He wrote it because of all the good things he enjoyed and remembered about Waipara.* Would you like to hear it? OK, We'll play this song at the end of this lesson. *Harry was always a happy and positive man. He was like a walking version of google because when anyone wanted to know about something that had happened in Waipara, he usually knew the answer. He had a large garden where he grew fruit, vegetables and flowers. He was always sharing food and flowers from his garden with other people in Waipara*. Wow there were some interesting facts in that paragraph, did you hear some?I heard 'like a walking version of google', I get a lot of information from google when I search for things. Have you used google to search for information? Do you think this means that Harry knew about a lot of things, more than other people? Āe, I think you are right. Let’s add that fact to our list.**Teacher adds fact to list on whiteboard** Let’s listen to the some more of the text.*Harry also liked contributing to his community. He was always willing to help any one he could. He belonged and volunteered his time to a lot of organisations in Waipara. He helped to build the local hall, the tennis courts, the scout den. He was a member of the Waipara Volunteer Fire Brigade. He answered the calls when the fire siren went off to find out where the engine and firemen needed to go. He helped plant and harvest potatoes and pumpkins for the Lions which they sold to raise money for other organisations.* My fact from this paragraph is about how helpful Harry was, do you think he was considered a local identity because of his work for the community? for instance – he was a member of the volunteer fire brigade and was always willing to help anyone he could, That was just a couple of things I could detect in this paragraph, there are a lot more facts, what ones did you hear?Ok let’s add that fact to our list.**Teacher adds brief fact to bullet point list on whiteboard**Do you see how I am being a fact detective, let’s see how many facts you can get as we read the rest of the text.**(Show slide 4 on ppt)***And then there was his longtime love - railways and railway engines. Harry spent 40 years starting as a cleaner boy, then becoming a fireman and after eight years qualifying as a driver working for NZ Railways. He was a shift worker and did either day or night shifts taking trains from Waipara to Kaikoura, Waipara to Christchurch and Waipara to Waiau and back. In those days many people travelled by train so he drove both passenger and freight trains.* **(Show slide 5 ppt)***When he retired from work it coincided with the closing of the Waiau branch line. A group of railway enthusiasts got together and created an organisation called the Weka Pass Railway. With the help of grants and donations they purchased the track from Waipara to Waikari. They also purchased some steam and diesel engines. And then the volunteer work began! There were tracks, engines, carriages to fix. There were railway stations and platforms to be built and finally there were turntables needed at both Waipara and Waikari so that the engines could be turned for the return journey. Harry decided he really wanted to be part of the Weka Pass Railway so he worked on the tracks two days a week and often drove trains on a Sunday. He spent close to 40 years doing this.**When he died recently many people in the Waipara township spoke about him as a local identity.*This is a short clip showing the Weka pass railway that Harry volunteered working for nearly 40 years**(youtube clip Weka Pass railway 4 minutes - 6 Minutes 20 secs)**  |
| **Respond**: Providing opportunities to use and practice   | The purpose of the lesson is revisited as is the question of a local identity.Students have a list of characteristics of HarryThe teacher shares her list so that they can compare their list with the teachers list.There is reinforcement of the term local identity and what it means. | So shall we go back to our original question near the start of this lesson. What did it mean when we described Harry as a local identity? Your detective work during the text was to work out and either write down the facts you heard about him being a local identity in a list or discuss the facts you noticed with whānau.I am thinking what did I hear? On our list we have* he lived in Waipara for 77 years and knew a lot about the town
* he knew about a lot of things
* He liked helping other people.

Here are some other facts I noticed:* He had a happy, positive attitude to life
* He grew things and gave them away
* He belonged to a lot of organisations that helped other people.
* He worked as a volunteer for many years in different organisations.
* He spent nearly 40 years working on the Weka Pass railway

How many of these did you have on your list?It seems that to be a local identity you would be well known in the place you live, have probably lived there for some time, have made a contribution of your time to the people and the place you live in and are involved in community acitivities.Do you remember what our goal for today’s lesson was? Yes, that is right it was to* Create a list of facts that highlight the characteristics of a local identity.
* Identify our own person who is a local identity and write a list of their characteristics
* create something that will show why a person is a local identity- story, song, poem etc.

So now it is your turn, now that you know how to create a list of facts that highlight the characteristics of a local identity you will be able to use this to write about a local identity in your area. |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | *Debrief prompts student’s reflection on learning outcomes and progress**Includes opportunity to share learning or learn together with whanau, HLTV or others* * *Reiterates the task if done outside of the lesson*
* *Introduces ‘independent learning’ through a provocation*

*Guide whānau* | I wonder now if you and your whānau can think of someone that you know who would be a local identity and what special characteristics you would list about them. You could write about them, create a song about them or where they live like Harry's mokopuna did or you may choose an entirely different way to show the characteristics of your 'local identity'.Be thinking about this as we play the song Harry's mokopuna wrote about Waipara.(Waipara Dub clip starting at 3minutes 50 sec and fading out at 5 minutes 30 secs) |