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| **Anzac Theme Level 4 Social Sciences and English** | |
| **Level 4 Jun 2014**  School Journal L4 June 2014. | **Dawn Service** P14-15  by Ashleigh Young.  This poem describes what the writer has been told of her great grandfather and what she has not. She details his physical attributes and actions but wonders about his deeper emotional responses to his war experiences. |
| **Social Sciences learning goal**  Understand that events have causes and effects. | **Literacy learning goal**  To make inferences within and across the text to understand more about the character in the poem.  To synthesise information from several sources to inform and generate new ideas for a particular purpose. |
| **Vocabulary :** “biplane,” “Western Front,”  **Language feature:** Similes i.e. tufts of hair like white feathers, chest sounded like ropes and pulleys | |
| Task purpose: **To learn more about the impact of war on individual soldiers.** | |
| The author gives us clues about her great-grandfather.  Make inferences from these clues in the poem and connect these with your own as well as text experiences to help you describe what great-grandfather was like.  **Transform this poem into a description of great-granddad.**  Here are some questions that may help you think about the clues   * What job did Great-granddad have during the war? How do you know? * Where was he stationed during the war? How old was he? * How did he feel about flying? * What was his health like after the war? Why? * How did Great-grandpa feel about the war? How do you know? * Imagine what he might have said if he opened up about the war.   As you have written your description you will notice that while you could draw physical details from the clues provided, there was less information about his inner feelings of his war experiences.  *Why was the writer not aware of how he felt?*  This gives us a clue as to how her Great- grandfather felt about the war. There were clearly both physical and emotional impacts for soldiers and pilots. The poem gives us clues about both.  Write your own two or three sentence reflection I think the impact of war on many individuals……. | Links to character descriptions  <http://www.tki.org.nz/r/assessment/exemplars/eng/character/wpp_5k_e.html>  My Little Sister  <http://www.tki.org.nz/r/assessment/exemplars/eng/character/wpp_4m_e.html>  My Brother  Journals with character descriptions  Pt4 No 2 2000 **Get Out of my Hair** David Hill P2-9  Pt 3 No3 2001 **Shopping in Pyjamas** Diana Noonan P24-27  Other war related texts that may help you to think about what to include in your description  Level 4 June 2014 **Lest We Forget** Pg 22-30  Level 3 June 2014 **New Zealand at War** P2-7  **Tips on writing a character description**  1.Introduce your character with an interesting anecdote or interesting physical details that stand out  2. Use precise and varied vocabulary: including adjectives and verbs, similes to describe eg. how they speak, move, laugh and any particular mannerisms  3. Place your character in a setting to show how they fit in, or how it makes them nervous.  4. Include information that shows the character’s inner self *eg .their fears, likes and dislikes their values* by describing the objects that fill their dreams, grocery carts, suitcases, cars…  5. Organise your ideas so that your character is clearly pictured by the reader |
| **Review:**  How effective was I in achieving my **literacy goal**?  *What did I do well?*  *What do I still need to work on?* | How effective was I in locating clues in the text and drawing on my background and text experiences to make an inference?  Was I able to reflect on the information I read and consider how it linked to other information and ideas?  Was I able to locate similarities in ideas across texts to reach a conclusion?  Did I use this conclusion to inform my thinking and generate new information? |
| How effective was I in achieving my **social sciences learning goal**? | How did I extend my knowledge and skills about the impact that war has on individual lives? |