

Week 2: Living Heritage Project

Link to Prior Learning

The students have created their own treasure books and filled them with information about their name, treasured places and things.

Link to future learning

The end product: a website made by room 7 at Cannon's Creek School about a treasure in their community.

LO	Key Understanding	Teaching and Learning Sequence	Formative Assessment <i>(Including success criteria)</i>
2.	<p>WALT</p> <ul style="list-style-type: none"> • Work in organised groups • Take on roles within our groups. • Self-motivate ourselves to get work completed without constant supervision. • Our community is a treasure in itself. • Work together to create part of a whole – the end result will be spectacular! 	<p>LESSON 1</p> <p><i>Introduction</i> Read <i>Watercress Tuna and the Children of Champion Street</i> by Patricia Grace. Discuss website – show examples on computer.</p> <p><i>Engagement</i></p> <ul style="list-style-type: none"> • Students will do silent reading independently, to give the teacher time to organise everyone into their groups and see them all individually. <p>6 groups of 5 kids</p> <ol style="list-style-type: none"> 1. PHOTOGRAPERS <ul style="list-style-type: none"> • Photos for website – decide which ones, find models and take photos • Scan pages of <i>Watercress Tuna and the children of Champion Street</i> 2. REPORTERS <ul style="list-style-type: none"> • Research the statue and book and find out what they mean to the community – is there a sign by the statue? • Interview members of the community to find out what they know about the statue – what does it mean, what is it for. • Why is our school community important? 	<p>WILF</p> <ul style="list-style-type: none"> • Creation of group rules as a class. • Following of group rules – consequences decided before task. • Good following of instructions. • Effective group work – self-motivated, work finished on time, high-quality work. • Cooperation and sharing of resources – especially computer.

LO	Key Understanding (WALT)	Teaching and Learning Sequence	Formative Assessment (WILF)
2.	<p>Students develop knowledge and understanding about human society as they study</p> <ul style="list-style-type: none"> • the contribution of culture and heritage to identity, and the nature and consequences of cultural interaction; • people's interaction with place and the environment, and the ways in which people represent and interpret place and environment; relationships between people and events through time, and interpretations of these relationships. <p>Living Heritage also incorporates the following Essential Learning Skills:</p> <ul style="list-style-type: none"> • Communication • Problem Solving • Social and Co-operative • Self-management and competitive • Work and Study Information Skills 	<p>3. SURVEYERS</p> <ul style="list-style-type: none"> • Conduct a survey at school to find out who knows what the statue is for • Present the results in a graph using Microsoft Excel • Write letter to Patricia Grace and publisher asking if we can use the book. <p>4. RESEARCHERS</p> <ul style="list-style-type: none"> • Find out about Patricia Grace – where does she live, how long has she been writing, why did she write the book? • Internet research + email her(?) <p>5. WEBSITE DESIGN</p> <ul style="list-style-type: none"> • Figure out how everything is going to fit into the design template • Gather everything together at the end to put it on the web – spell check, layout, design etc. • Write about the research process – e.g. there are 6 groups made up of 5 people. We are all working together to make the website work. The Photographers do...., the reporters do.... <p>6. CREATIVE DESIGNERS</p> <ul style="list-style-type: none"> • Read <i>Watercress Tuna and the children of Champion Street</i>. • Language: It is a very multicultural book. It includes New Zealand Māori, Tokelauan, Cook Island Māori and Samoan. Find some common words from these languages that we can put on the website for others to use (see inside back cover of story). • Visual Arts: We need some student artwork for the website. Design and create some relevant art that can be scanned and uploaded. • All students have to write 2 lines about themselves as the people involved. 	<ul style="list-style-type: none"> •

2.

- Computer roster suspended for the duration of the project
- If the students need anything they have to present it to me in writing – create resource request sheet.
- Resource packs for each group – e.g. Photographers need access to a camera, a sheet listing all the possible things they could take photos of – someone to accompany them when they go to take photos.
- Each group member has a role – a motivator, a time keeper, a secretary, a coordinator and a resource manager.

Conclusion

As a class, students should make group rules – these will be typed up and each group will receive a copy. We also need to decide on consequences for breaking these rules.

Groups meet and get together. They have time to go through their resource pack. They must

- Fill out their timetable of what they think they should do when.
- Hand in any resource request forms
- Hand in any travel forms.
- Daily self-assessment
- Work together to fill in a Y chart (what we should hear from our group, what we should see in our group and how we should feel).

Teacher needs to check:

- Our Work Plan
- Take in any resource or travel forms
- Y chart
- Daily self-assessment.

Key Resources

Group resource packs.

Need to inform future teaching