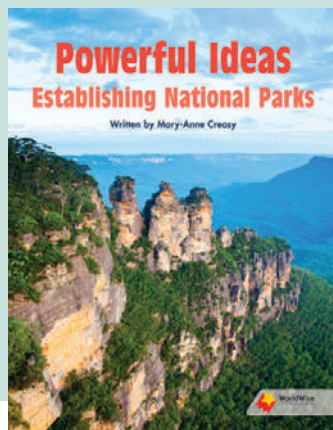


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level U**



Powerful Ideas outlines the history and facts about some of the world's most famous national parks, and how they were established. It recounts the stories of passionate environmentalists John Muir, and Myles and Milo Dunphy, who spent their lives campaigning to protect natural wilderness areas. It also explains how they shared their passion for nature and convinced others of the importance of creating national parks and protecting wilderness areas.

Informative text types:

Description/Report/Factual recount

Science Curriculum links

Australia

- **GS (ACHASSK113)** The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- **SS01.4** World views recognise the dependence of living things on healthy ecosystems, and value diversity and social justice

New Zealand

- **LW:** The importance of variations within a changing environment
- **LW:** The impact of natural events and human actions on an ecosystem
- **NS:** Scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Influential people have campaigned to establish national parks all around the world, so that wilderness areas are protected
- John Muir and the Dunphys spent their lives fighting to protect wilderness areas, and sharing their passion and knowledge about nature
- The ideas of environmentalists and activists have inspired people and governments to establish national parks, and to change laws to protect the environment

Content vocabulary

activist, botany, campaign, ecosystem, environmentalists, fossil fuels, geology, glaciers, preserve, rangers, shell middens, sacred, tundra, vegetation, World Heritage Site

Text features

- Text boxes, quotes, map, time line, glossary

Reading strategy

- Using written text and visual information to order events chronologically

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Powerful Ideas: Establishing National Parks*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about national parks. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about fighting to protect wilderness areas and creating national parks?* Have students work with a partner and record a list of words on sticky notes. Say: *When you are finished, read out your list and we will create a group list.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *The book you are reading is a factual recount. What does this mean?* Discuss that a factual recount recalls real events that happened, in the order that they happened.

Say: *Powerful Ideas: Establishing National Parks includes written text and visual information. Today, you are going to use all of this information to help you to understand the events that happened, in the order they happened.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about the events and the order in which they happened.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to understand the sequence in which certain events happened?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 3 and 4 independently. Say: *As you read, use the same process we used for the introduction and chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the main events and the order in which they happened.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about national parks and John Muir? How are they connected? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about national parks and John Muir?* Invite the students to talk about their understandings. Have the students read chapter 4 and the conclusion to themselves. Say: *Now add your thinking about what the main events are to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did putting the main events in order help you to understand the ideas and concepts in the book? Did it help you to see and appreciate what people like John Muir and the Dunphys achieved?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What things are similar about all national parks? In what ways can they be different? Why did John Muir have such a passion for protecting wilderness areas? What common skills do people who campaign to have wilderness areas protected have? (Inferential)

What legacy have the Dunphys left? Has reading this book changed your thinking about wilderness areas? If so, how? What can you learn from the Dunphys in relation to causes you are passionate about? Who else could a book with the title Powerful Ideas be written about? (Synthesising)

What do you think is the author's opinion of national parks? What do you think is her point of view on the issue of conservation? What other information would you like to know about national parks? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have small groups of students take turns to read aloud the quotes in the book and talk about what each one means and the message it sends.

Speaking and listening

In small groups have students allocate one national park featured in the book to each of the group members. Each student then becomes an “expert” on their national park, and gives a two minute talk that convinces the rest of the group why that park is so precious.

Visual literacy

Have students use digital technology to create a poster that promotes the importance of protecting wilderness areas. Have them choose emotive images and strong text that urges others to join their cause.

Writing

Have the students write a report about a national park. Provide the students with a template detailing how to plan and write a report. Remind them to begin with general information about the park, followed by its history.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *You will need to research to help you choose a national park to write about and to find facts such as when and why it became a national park, and who may have fought for it to be protected.* Encourage the students to talk about their ideas with a partner, then write the report.

Alternatively, the students could choose to write a report about a plant or animal that lives in a national park featured in the book.

Graphic Organiser: That's the order!

Name/s: _____

Summarise the history of national parks and the lives of John Muir and the Dunphys by listing main events in the order that they occurred.

National parks

John Muir

The Dunphys

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