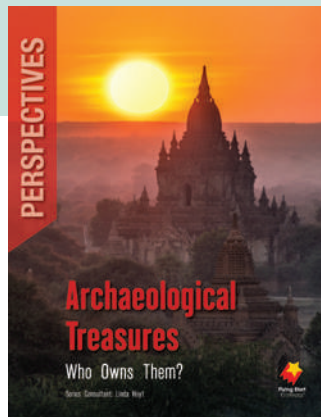


Lesson Plan

Advanced Fluent
Upper Primary
reading stage

Levels T-V

PERSPECTIVES

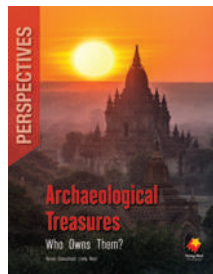


Who owns the past?

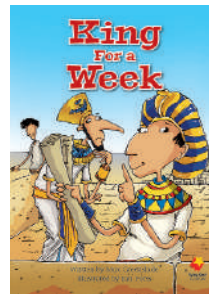
Contents

- No one owns the past
- Should the Elgin Marbles be returned to Greece?
- Who gets the sunken treasure?
- Look what they found!

Paired connected texts



The Mystery of the Pyramids examines different theories surrounding who built the pyramids of Egypt and why and how they were constructed.



The king wants his pyramid finished NOW! But, after accidentally changing places with a worker, he learns how hard the job really is.

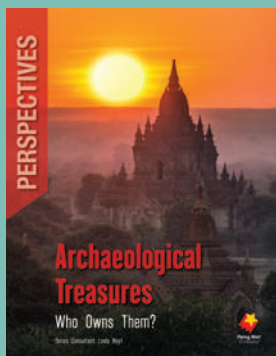
Content vocabulary

ancestor ancient archaeological archaeology artifacts civilizations evolution excavated fossils jurisdiction material culture mausoleum museum prehistoric preserved primitive relics restore restoration salvage subsoil tomb treaty

Key concepts

- Items from the past build a picture of the culture and identity of a society.
- People have different perspectives on the ownership of historical sources.

PERSPECTIVES Archaeological Treasures: Who Owns Them?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Archaeological Treasures: Who Owns Them?*

Turn to pages 4 and 5. Say: *Work with a partner. Read the introduction, look closely at the images, and talk about the questions raised. Discuss your initial response to the question: Who owns the past? Record your thoughts about the questions and images on sticky notes.* Invite students' to share their comments with the whole group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.* Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart. Say: *It is also really important to "wonder" together. Think about the issues surrounding archaeological treasures. What do you wonder about this topic? What further information would you like to have about the topic? Discuss this with your partner.* Invite students to share their thinking and create a class list of wonderings.

Independent partner work

Introduce the Graphic Organiser: Perspectives and opinions. Say: *Reflect on your initial feelings about who should own archaeological treasures.*

Students work with their partner to record their opinions on the graphic organiser.

Thinking and talking circle

Call the group together to share their ideas. Discuss the opinions students recorded on their graphic organisers. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about archaeological treasures. Each article attempts to persuade you to think about the issue in a particular way.* Have students browse through the book.

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about archaeological treasures.*

Independent partner work

Students read "No one owns the past" and "Should the Elgin Marbles be returned to Greece?" independently, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Say: Now read the last two articles, “Who gets the sunken treasure?” and “Look what they found!” As you read, think about the different perspectives surrounding the ownership of archaeological treasures. Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students revisit the graphic organiser. Say: Discuss the reasons behind the different opinions on who owns archaeological treasures. List these on your graphic organiser, along with your opinion.

Thinking and talking circle

Students bring their completed graphic organisers to a group discussion, and share their thinking. Say: Now that you have read all of the articles, reflect on how your opinions may have changed. Discuss students’ ideas.

Reading closely

Setting the task

Have students work with their partner to choose one article to read closely. Say: As you reread the article, imagine you’re leaning in close with a magnifying glass – notice more and think deeply. Think about the structure of the article – for example: Is the introduction engaging? Are the arguments clear? Is there evidence to support them? Is the conclusion strong?

Independent partner work

Students reread their chosen article, this time recording aspects they notice about its structure. Students talk with their partners as they make notes about the article.

Thinking and talking circle

Students bring their articles and notes to support the discussion. They should come to the meeting prepared to discuss, connect to the thoughts of others, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: Authors of persuasive texts use a range of devices in order to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read. Introduce the Graphic Organiser: Persuasive text devices. Discuss the persuasive text devices on the graphic organiser with the group. Say: Revisit the articles in the book and record examples of persuasive text devices that the authors have used. Students share the features of persuasive texts they have identified.

Independent partner work

Say: Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Archaeological Treasures: Who Owns Them?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways. The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: Perspectives and opinions

My initial opinion:

Government (the country of origin):

Treasure hunters (whoever finds it):

Perspectives

Who owns archaeological treasures?

Archaeologists:

Indigenous peoples:

My informed opinion:

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Hyperbole This is the best ice cream in the world.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Archaeological Treasures

Present a mock interview

- Work with a partner to write questions and answers for a mock interview between a reporter and an archaeologist.
- Practise your interview and present it to the group.

2 Archaeological Treasures

Make a presentation

- Make a PowerPoint presentation that summarises the issues surrounding archaeological treasures.
- Include examples of famous artifacts and where they were found.

3 Archaeological Treasures

Write a newspaper article

- Research an archaeological find.
- Write a newspaper article about the find.
- Answer the “what”, “where”, “when”, “who” and “how” questions in your article.

4 Archaeological Treasures

Create a realistic drawing

- Find an image of an archaeological artifact.
- Do a realistic drawing of the artifact.
- Write a paragraph about the artifact.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Archaeological Treasures: Who Owns Them?* © 2018 EC Licensing Pty Ltd.

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