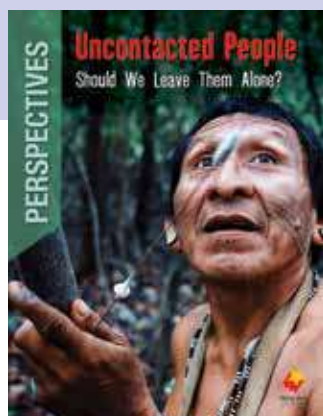


Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



How do we help uncontacted people?

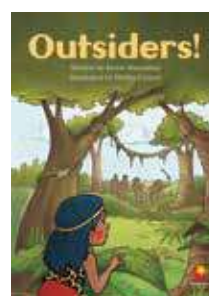
List of articles

- Stay away!
- Lending a hand
- We can see you!
- The last of his tribe
- The Sentinelese: Keep out!

Paired connected texts



Deep in the jungle of Brazil lives a tribe known as the People of the Arrow. Read about the expedition that set out to discover where they live, so that this area can be protected and these people can continue to live their traditional lifestyle.



Maya and Jumi live in a remote jungle and have no contact with the outside world. When they see “outsiders” approaching their village, they are afraid . . . but also a little curious. When the “outsiders” come even closer, the tribe takes action to protect itself, and Jumi and Maya must help.

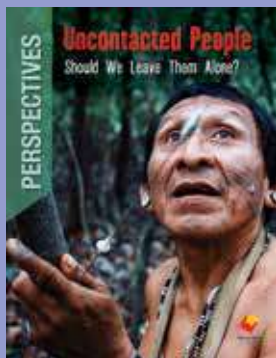
Content vocabulary

anthropologists arrowheads assimilate cultural culture drone images enslaved ethical FUNAI immunities indigenous isolation isolated Jarawa languages Mashco-Piro native population remote Sentinelese society tribes uncontacted

Key concepts

- Uncontacted people live in isolated places and do not have contact with the outside world.
- People have different perspectives about contacting remote people who choose to be isolated from the rest of the world.

PERSPECTIVES Uncontacted People: Should We Leave Them Alone?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Uncontacted People: Should We Leave Them Alone?*

Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: How do we help uncontacted people? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.*

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.

Independent partner work

Introduce the Graphic Organiser: Wonder, Believe, Justify.

Say: *It is important to “wonder” together. Before reading the book, think about the issues surrounding uncontacted people, how they live and how they should be treated by the rest of the world. What do you wonder about this topic? Talk with your partner about what you would like to know.* Students work with their partner to record their thoughts in the “wonder” section on the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. On a chart, summarise what students wonder about uncontacted people. While the group discusses 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 uncontacted people, how they live and how they should be treated. 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 three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about uncontacted people, the way they live and the role of outsiders in their lives.*

Independent partner work

Students read “Stay away!”, “Lending a hand” and “We can see you!” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor 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

Students read the last two articles, “The last of his tribe” and “The Sentinelese: Keep out!”. Say: *As you read, think about the question: How do we help uncontacted people? Share with your partner any new ideas you have after reading these articles.*

Independent partner work

Students revisit their graphic organiser. Say: *With your partner, talk about the issues. Complete your graphic organiser by recording what you believe and why.*

Thinking and talking circle

Students share their completed graphic organisers with the group.

Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their thinking.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say: *As you reread the article, imagine you are leaning in close with a magnifying glass – notice more and think deeply. Think about the author’s point of view. What is their perspective? What is their message? Record examples that show what the author believes.*

Independent partner work

Students reread their chosen article, this time noting the language that reveals the author’s point of view. They then discuss the author’s perspective on the issue and how they know this.

Thinking and talking circle

Bring the group together to share their notes about the author’s point of view. They should come to the meeting prepared to discuss, 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 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.

With the students, discuss the persuasive text devices on the graphic organiser.

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 Uncontacted People: Should We Leave Them Alone?*, 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: Wonder, Believe, Justify

How do we help uncontacted people?	
Wonder What do you wonder about uncontacted people? What would you like to find out about how they live?	
Believe What do you believe now about uncontacted people? Should we leave them alone? If so, why? Should we help them? If so, how? How can we protect them?	
Justify Why do you hold these opinions?	

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Cluster of three Cold, hungry and vulnerable ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
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 ...	
Short sentences/ paragraphs We can stop this.	

Task cards

Choose one of the activities from this menu.

1 Uncontacted People

Create a poster

- Choose an issue surrounding uncontacted people that you feel strongly about.
- Think about how the visual images and language you use will affect the person viewing the poster.
- Create a poster that clearly shows what you believe.

2 Uncontacted People

Conduct a survey

- Write three statements about the issues surrounding uncontacted people.
- Ask 10 classmates to respond to each statement by ranking it on a scale of 1 to 5, with 1 being “strongly disagree” and 5 being “strongly agree”.
- Compile the results and present them as a graph.

3 Uncontacted People

Write a letter

- Imagine you are a child living in an uncontacted tribe. Think about what your life is like.
- Write a letter using the “voice” of this imagined character.
- What message might you want to send to the rest of the world?

4 Uncontacted People

Present a TV interview

- Work with a partner to write and present a mock television interview between a reporter and an anthropologist.
- Write interesting questions for the reporter and detailed answers for the anthropologist that include information and opinions.
- Practise your interview and present it to the group.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Uncontacted People: Should We Leave Them Alone?* © 2021 EC Licensing Pty Ltd.

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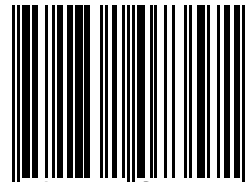
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