Ireland in Schools - KS3 Research Unit (Y7)

1. Author research
2. Ireland research

About the unit:

This double unit was developed by Bernie Carroll of Staffordshire LEA as part of the Ireland in Schools Project. It is in two sections. The first unit, Author Research, explores the relevance of understanding the background of writers from different cultures, engaging pupils in research and the presentation of their findings. The second unit, **Ireland Research**, explores the relevance of understanding the background of literature from different cultures.

Author research

Prior learning

In order to complete this unit successfully, pupils should be able to draw on their knowledge and experience of:

- making presentations;
- work in a range of groups;
- planning;
- knowledge of locating resources;
- reading strategies used in researching information;
- evaluation of the relevance of information;
- note-making;
- the organisation of information in texts;
- knowledge of complex sentences.

Expectations

Most pupils will: use a variety of sources to research information independently about Irish authors using a variety of reading strategies and note-making techniques, evaluate these resources, then organise and present their findings in an appropriate style. They will also consider what information it is relevant to know about an author whose books they are reading. They will be introduced to new authors and encouraged to read widely.

Some pupils will not have progressed so far and will: use some sources (tailored to ability of pupil) to research straightforward information about Irish authors with support using simple reading strategies and note-making techniques and present their findings. They will be introduced to new children's authors and supported in reading one of their books.

Some pupils will have progressed further and will: independently seek a wide range of sources of information about Irish authors, choosing effective reading strategies and note-making techniques, evaluate objectively the value of the resources for particular purposes, then organise and present their findings effectively in a convincing style. They will also explore the issue of what information it is relevant to know about authors whose books they are reading. They will be introduced to new authors and encouraged to read widely, including appropriate books written for older readers/adults.

Starters

- complex sentences;
- reading strategies;
- speaking skills.

Stages

1. Researching an author
Shared research about Siobhan Parkinson. Evaluation of the relevance of this information to an appreciation of an author's writing.

2. Research other authors independently
Make use of the Internet to locate information, record findings logically.

3. Present findings about the authors
Balloon debate or book award panel. Evaluation of speaking and listening skills.

Year 7 Research Unit – Ireland in Schools

Resources
Variety of books by Irish writers; companion to children's literature/modern authors; biographical dictionary.
Websites: www.obrien.ie (O'Brien publisher site, includes interviews); www.bookshop.co.uk (WHSmith online bookshop, with reviews).

Objectives: Author research

Word	Sentence	Reading	Writing	Speaking and listening
	Subordinate clauses Boundary punctuation	Locate information Extract information Note-making Evaluate sources	Planning formats	Shape a presentation Put a point of view Recall main points

Objectives: Ireland research

Word	Sentence	Reading	Writing	Speaking and listening
	Sentence variety Non-fiction style	Locate information Compare presentation Evaluate sources Media audiences	Planning formats Present information	

Stage 1   Author research – Siobhan Parkinson: Lesson 1

Objectives

- 7S1: extend their use and control of complex sentences by: a) recognising and using subordinate clauses; b) deploying subordinate clauses in a variety of positions within the sentence;
- 7R2: use appropriate reading strategies to extract particular information, eg. *highlighting, scanning;*
- 7R4: make brief, clearly-organised notes of key points for later use.

Starter

- Organise clauses into complex sentences. By way of explanation, demonstrate the activity, pointing out the choices writers can make about the position of clauses in sentences and the function of commas to separate the information. (They are like handles that can be used to lift the additional information out of the sentence). Then give pupils large cut-up clauses from a long sentence about Siobhan Parkinson and some spare commas! They reconstruct the sentence, arranging the clauses to make sense and adding in commas where necessary. Differentiate by giving simpler or more complex series of clauses to different groups. More able pupils could be given the basic facts and asked to include these in a sentence that they construct themselves. Compare results and clarify effect on the conciseness of expression achieved by combining information in this way.

Introduction

- Discuss what we need to know about an author (and why) – think about authors they have met/know about and what difference that makes when reading their books. Create list of headings for later use – and show pupils that their ideas are being organised.
- Pupils evaluate potential usefulness/reliability of a list of sources of information. Pupils brainstorm this list or work from a list provided.
- From one of the sources of information (focus on the O'Brien Author Profile, paragraphs 3 and 4 – see OHT, p10), model how to search for information and how to make notes under the headings created above (focusing on just one area for this demonstration, eg. awards and reviews: consider the likely information in the text; skim text for the gist, focus on a key area/question; scan for particular information; techniques like highlighters, notes in margin, lists of points, abbreviations.

Development

- Jigsaw activity (over two lessons):
  Pupils have a part-completed grid on which to gather more information about Parkinson under the headings created at the beginning of the introduction, using other sources. Pupils will have a particular resource to work from – differentiated – and each pupil will be expected to give some feedback.
- Re-group so each resource is represented in each group, as far as possible. Take turns to feed back findings to others in the group, who record points on own grids to create a fuller picture. Unlikely to complete this part of the task this lesson.

Plenary

- Review of reading strategies and note-making techniques – including where pupils might use these skills elsewhere in the curriculum and individual consideration of own strengths and weaknesses.

Homework (if applicable)

Wider reading – allocate pupils a book (suited to their interest and ability) by an Irish author.

Lesson 1: Teacher sheet

<u>Starter Activity</u>: sample complex sentences to divide up for pupils to reconstruct.

- *Demonstrate with this example, cut up and printed on OHT (see pupil sheet for resource).*

Siobhan Parkinson, educated in Co. Galway and Co. Donegal, now lives in Dublin with her son, Matthew, and woodturner husband, Roger Bennett.

- *Provide pupils with one of these examples. The second is the simplest structure, but the other two could be simplified if necessary.*

Having studied English Literature, Siobhan Parkinson, one of Ireland's leading writers for children, worked as an editor in the publishing industry.

Parkinson's main interests are reading and writing, and she also sings in a choir.

After writing her first book for her own son, Siobhan Parkinson, now an award-winning author, wrote a range of other books for young children before branching out to write for the 10-14 age group.

Lesson 1: pupil resources

Starter Activity: sample complex sentences to divide up for pupils to reconstruct.

Siobhan Parkinson
educated in Co. Galway and Co. Donegal
now lives in Dublin with her son, Matthew
and woodturner husband, Roger Bennett

Having studied English Literature
Siobhan Parkinson
one of Ireland's leading writers for children
worked as an editor in the publishing industry

Parkinson's main interests are reading and writing
and she also sings in a choir

After writing her first book for her own son
Siobhan Parkinson
now an award-winning author
wrote a range of other books for young children
before branching out to write for the 10-14 age group

Lesson 1: pupil resources

Starter Activity: commas to put between clauses.

,	,	,
,	,	,
,	,	,
,	,	,

www.standards.dfes.gov.uk/keystage3

Lesson 1: teacher sheet

Introduction

Information we might usefully want to know about authors:

- Facts about their life

- What they have written and for whom

- The way they go about their writing and why they write

- Interests, what they do in their spare time

- Personality

- Their views on their work

- What they like reading

- Achievements as a writer

- What critics say in reviews of their work

NB

Record information about the author from the source

demonstrated on the OHT grid representing these areas.

Lesson 1: Teacher sheet - Introduction
List of sources of information about authors:

Source	Strengths	Weaknesses
Entry in a biographical dictionary		
Internet		
Publicity material – included inside covers of books		
Interviews or author visits		
Books about them: reference books; life history		
Autobiography		

Siobhan Parkinson: Author Profile

With her fourth book *AMELIA,* (Oct 93) Siobhan wrote for the older age group, 10+. *AMELIA* was an immediate Bestseller and was shortlisted for the 1994 BISTO Book of the Year Award. The sequel, *NO PEACE FOR AMELIA*, (Oct 1994) also became a bestseller.

Siobhan's next book was *ALL SHINING IN THE SPRING*, the story of a baby who died. Written from personal experience, it is intended for children, families and carers involved with the situation of the death of a small child.

SISTERS ... NO WAY! (Oct 96) is a modern story of very reluctant step-sisters, written for the young teen market. A bestseller, it has been translated into French and Italian.

SISTERS ... NO WAY! WAS THE OVERALL WINNER OF THE BISTO BOOK OF THE YEAR AWARD 1997

Praise for Siobhan Parkinson's books:

THE LEPRECHAUN WHO WISHED HE WASN'T. 'A great read, causing one reader to agree with the poet who wrote: The Lord's in his heaven, all's right with the world!' Sligo Weekender.
AMELIA 'A story that is memorable, a tremendous read' Gay Byrne Show
NO PEACE FOR AMELIA 'Thrilling story of conflict, hope and courage' Irish Independent'
SISTERS ... NO WAY! 'The utmost skill. Irish teenage fiction at its most sophisticated.' Children's Books in Ireland Magazine.

Lesson 1: OHT - Introduction

Life facts	What written	Awards and reviews

Way write/why	Interests	Reading	Personality

Lesson 1: Pupil sheet - Development

Life facts	What written	Awards and reviews
Lives in Dublin		1994 Bisto Book of the Year for <u>Amelia</u>
Married to Roger. Son, Matthew		1997 BISTO book of the Year for <u>Sisters … No Way!</u>
Educated Co. Galway and Co. Donegal		'A great read' and 'A tremendous read' – <u>Amelia</u>
Studied English Literature		'The utmost skill. Irish teenage fiction at its most sophisticated'.
Worked as an editor		

Way write/why	Interests	Reading	Personality

Stage 1   Author research – Siobhan Parkinson: Lesson 2

Objectives

7S1: extend their use and control of complex sentences by: a) recognising and using subordinate clauses; b) deploying subordinate clauses in a variety of positions within the sentence;

7R4: make brief, clearly-organised notes of key points for later use;

7Wr2: collect, select and assemble ideas in a suitable planning format, eg. *flow chart, list, star chart.*

Starter

- Pupils make up their own complex sentences – excuses why they haven't done their homework. Demonstrate different ways of structuring the same information in a sentence, depending on the ability of the pupils. eg. Starting with a non-finite verb: *Having finished the work, which took several hours, I put it in my pocket ready to bring to school today, not knowing that mum intended washing my uniform.* To support pupils unable to work independently, the series of events to be included in each of the sentences could be provided (eg*. finished the work, put in pocket, didn't know mum wanted to wash my uniform).*

Introduction	Development
- Finish combining information about Parkinson onto grid. - Remind pupils of the previous lesson's starter activity which combined facts about Parkinson in complex sentences. - Using the information about Parkinson's life, show pupils how to combine some of the facts logically into a complex sentence, eg. Siobhan Parkinson, <u>who studied English Literature</u>, was educated in Co. Galway and Co. Donegal. - Then model the next sentence, eg. Now living in Dublin, she is married to Roger, a woodturner by trade, and has one son, Matthew.) - Pupils suggest final sentence, eg. Although she once worked as an editor in the publishing industry, Parkinson is now an award-winning author. - Display a complete example of a paragraph. - Set groups the task of writing a paragraph each about one aspect of Parkinson, making their writing effective by using a series of complex sentences. Remind them about making careful and logical choices about which pieces of information are linked to which.	- Pupils work in groups on one section of the information to produce a paragraph about Parkinson including several complex sentences. The weakest groups could be given a writing frame, with parts of sentences started for them. More able groups should discuss alternative ways of combining the information and decide on the one with the greatest clarity and effectiveness. - If time allows, this could be drafted onto OHT to share with class in plenary.

Plenary

Groups read their paragraphs or display on OHP, explaining their use of complex sentences to produce a concise account.

Homework

Continue wider reading.

Siobhan Parkinson: facts about her life

Married to Roger Bennett – a woodturner	Lives in Dublin now
Son, Matthew	Educated in Co. Galway and Co. Donegal.
Editor in publishing industry	Studied English Literature

Siobhan Parkinson, who studied English Literature, was educated in Co. Galway and Co. Donegal.

Stage 2   Author research – other authors: Lesson 3

Objectives

7S1: extend their use and control of complex sentences by: a) recognising and using subordinate clauses; b) deploying subordinate clauses in a variety of positions within the sentence;

7S3: use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;

7R1: know how to locate resources for a given task, and find relevant information in them, eg. *skimming, use of index, glossary, key words, hotlinks;*

7R2: use appropriate reading strategies to extract particular information, eg. *highlighting, scanning;*

7R4: make brief, clearly-organised notes of key points for later use;

7R5: apprais e the value and relevance of information found and acknowledge sources.

Starter

- To allow more time for computer work, it may be decided not to have a starter activity this lesson. However, the suggestion below develops from the previous starters and keeps complex sentence structures in pupils' minds.
- Complex sentences: demonstrate need for clarity when writing complex sentences and the significance of punctuation by giving examples (humorous, where possible) for pupils to improve, eg. '*8:00 Home Front. Tonight, Laurence Llewelyn-Bowen and Diarmuid Gavin visit a London couple who are expecting a baby to solve some design problems in their home'*. Add commas around "*who are expecting a baby*" or reorganise the sentence: '*LLB and DG solve some design problems for a London couple who are expecting a baby*'. Other examples could have too many clauses or have clauses organised in a way that is not logical, eg. sitting down at the table to eat a friend interrupted us.

Introduction (brief)

- Remind pupils of Ireland's reputation as a country with a rich literary history; and plenty of good modern writers too.
- Remind them, too, of the various skills they have used in researching Siobhan Parkinson: reading, note-making, combining information from various sources, presenting findings coherently, etc. If ICT used for research, briefly demonstrate/discuss how to search the internet.
- Pupils are going to create a chart of information (or perhaps complete a close passage or scaffolded biographical entry) about another Irish author, but this time working more independently. The first lesson could be spent on the Internet, if time. There may be some paper-based resources that can be provided for pupils. Alternatively, all the relevant information could be provided, with pupils focusing on the reading and note-making skills. It would also be possible to prepare a database of information about different Irish authors, perhaps on the school website, that pupils could search.

Development

- Allocate authors to pupils: modern Irish children's writers include – Eoin Colfer; Marita Conlon-McKenna; June Considine; Roddy Doyle; Aubrey Flegg; Maeve Friel; Bernard MacLaverty; Jane Mitchell; Frank Murphy; Elizabeth O'Hara; John Quinn; Gerard Whelan.
- Pupils locate and read research material about their author and compile a chart of information. Different pupils within a group could have a different focus (eg. facts about their life; their books; interests; way they approach writing a book, etc).
- Record information in an organised way, perhaps using a grid like that used when researching Parkinson, lesson 1 and 2.
- If necessary, this task could extend over two lessons to allow pupils time to locate information on the Internet in addition to using paper sources given. Pupils could make use of search engines to locate resources but it is useful to have a list of good sites to which pupils can refer.

Plenary

- Discuss information found, comparing these authors to Parkinson and how this information contributes to our appreciation of their work. Also, evaluation of the research skills used.

Homework

Wider reading or complete chart of information.

Stage 3   Presentation of author research – other Irish authors: Lesson 4

Objectives

- 7Sp&L3: tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;
- 7Sp&L5: promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument.
- 7Sp&L6: listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.

Starter

- Brainstorm skills needed when speaking to an audience. Prioritise the list. Select a personal target for improvement.

Introduction	Development
• Pupils prepare presentations based on their recent research, including outline of the author's life, achievements, personality, review of some of their books, for one of the following activities: ➢ Balloon debate – the authors have to justify their position in the balloon by relating their achievements, strengths as writers, what readers enjoy about their books, etc. ➢ Book award pane: Put the case forward for that author winning the prize as top Irish author for children. Some pupils could be judges on the panel who would give their reasons for the winning choice, others would propose the authors, others could be the authors – and have a winning acceptance speech prepared! Some pupils might benefit from a planning frame.	• Pupils give their presentations and agree a winning author.

Plenary

- Pupils reflect on their abilities as speakers.

Homework

Encourage continued wider reading of Irish literature.

Ireland in Schools - KS3 Research Unit (Y7)

3.   Author research

4.   Ireland research

Researching Irish culture, places and events

About the unit

This unit explores the relevance of understanding the background of literature from different cultures, engaging pupils in research and the presentation of their findings.

Prior learning

In order to complete this unit successfully, pupils should be able to draw on their knowledge and experience of:

- working in a range of groups;
- planning;
- knowledge of locating resources;
- reading strategies used in researching information;
- evaluation of the relevance of information;
- note-making;
- the organisation of information in texts;
- knowledge of complex sentences.

Expectations

Most pupils will: use a variety of sources to research information independently about the distinctive features of Ireland and its culture. Using a variety of reading strategies and note-making techniques, they will evaluate these resources, then organise and present their findings in an appropriate style. They will also consider what information it is relevant to know about the cultural context in which books are set.

Some pupils will not have progressed so far and will: use some sources (tailored to ability of pupil) to research straightforward information about Ireland and its culture with support, using simple reading strategies and note-making techniques. They will present their findings.

Some pupils will have progressed further and will: independently seek a wide range of sources of information to develop an appreciation of Ireland and its culture, comparing and contrasting it with British culture. They will choose effective reading strategies and note-making techniques, evaluate objectively the value of the resources for particular purposes, then organise and present their findings effectively in a convincing style. They will also explore the issue of what information it is relevant to know about the cultural context in which books are set.

Starters

- Reading images
- Locating resources
- Extracting information

Stages

1. Researching cultural background of texts (lessons 1 and 2)
Exploration of Irish culture through images;
Evaluate Internet resources.

2. Research an aspect of Irish culture (lessons 3 and 4)

3. Presentation (lesson 5)
Written or oral presentation of findings.

Resources

Encyclopaedias (CD-ROM and book-based); history/geography books
Websites: www.local.ie   Features interactive map – click for information about marked towns.
 www.ireland.com/dublin Information site about Dublin. Includes live views from webcam;
 www.castlebar.ie/ Community site in style of online news pages. Gives insight into life in that community – includes 'what's on' feature. Includes a webcam.

Stage 1 Ireland research: Lesson 1

Objectives

7R1: know how to locate resources for a given task, and find relevant information in them, eg. *skimming, use of index, glossary, key words, hotlinks;*
7R3: compare and contrast the ways information is presented in different forms, eg. *web page, diagrams, prose;*
7R5: appraise the value and relevance of information found and acknowledge sources;
7R10: identify how media texts are tailored to suit their audience, and recognise that audience responses vary, eg. *popular websites.*

Starter

- Present pupils with a series of about 10 images depicting scenes from Irish life, culture, history, geography, etc. These could be taken from travel guides, holiday brochures, websites, newspapers, etc. and presented as projected images or pictures/photographs presented as hard copies. Pupils guess which are Ireland and which are not (NB they all will be Ireland but if the collection is diverse enough, pupils may be tricked into thinking some are not). Pupils could suggest other pictures that could have been included (marches, bombs, IRA, poverty…). This will activate prior knowledge about Ireland and the ensuing discussion of the images will serve to introduce further brief information and explore any existing stereotypes about Irish people. Raise issues of reading images: how representative are these pictures? What impression do they give of Ireland? How do you interpret them? What assumptions do you make based on them? Make link with information given in written texts – way we select and interpret is important.

Introduction	**Development**

- Log on to www.local.ie website, which has a map of Ireland. Refer pupils briefly to way Ireland is divided up into counties and Eire/Southern Ireland separate from Northern Ireland. Discuss what information we might want to know about the geography of Ireland that this map does not tell us: population, landscape/terrain, weather, industries. Note the 'author' of the site – and therefore what bias might exist. Don't believe that every site is the same and 'neutral'. Each is there for a particular purpose.
- Use an Irish site (eg. town of the week feature, or Liscannor – cliffs of Moher – in Co. Clare, or a site with webcam found from www.local.ie site or www.cork-kerry.travel.ie) to:
  a. remind pupils of the reading skills to use: skim to get the gist (rather than diving into first likely link); scanning – seeking likely headings, hotlinks, keywords;
  b. demonstrate how to complete the 'Guide to Ireland for the Internet traveller'. Model evaluating the site/information: URL; owner of site; features: how it is <u>organised/structured</u>; (hyperlinks, navigation buttons - ensure pupils are familiar with website conventions: back button, hotlinks, headings, independent sections of pages), how it is <u>presented</u> (layout style, font style, short paragraphs, lists. NB. will look at language style next lesson) and the content. Clarify what makes a good website.
	- Pupils have a site about Co. Kerry to evaluate. Use an evaluation form to report findings.
	- Aim to explore the site to get an overview and record information about the main features of the site this lesson and what the information is about.
	- Site address: www.cork-kerry.travel.ie/kerry

Plenary

- Pupils report back findings on the <u>features</u> of the site – and the impressions of Ireland that they have gained from the pictures.

Homework

NB: when using the Internet, time to access the sites needs to be allowed. If possible, have paper copies available in case of technical problems.

Guide to Ireland for the <u>Internet</u> traveller

In 2010, people don't need to leave their homes to experience other countries. We have been asked to produce an information guide about travelling to Ireland on the Internet. To help us, the publisher has given the main headings that they want information on.

Site address: www.cork-kerry.travel.ie/kerry
The owner of the site (if known): Irish Tourist Board

What the Internet traveller will experience:

- **The main <u>features</u> and layout of the site: say what these are and comment briefly on them**

- **What the <u>information</u> on the site is about:**

- **The <u>way</u> the information is written: base this on a close look at one page**

- **How <u>useful</u> the information is:**

- **What <u>impressions</u> of Ireland do you think the traveller will get from visiting this site?**

- **What doesn't this site tell you about Ireland?**

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Site address: www.cork-kerry.travel.ie/kerry
The owner of the site (if known): Irish Tourist Board

What the Internet traveller will experience:

- **The main features and layout of the site: say what these are and comment briefly on them**
pictures – buildings, scenery, people – rarely raining! Can click on the pictures(?);
colours – inc green to represent Ireland, plain background;
text – clear font, short paragraphs with headings;
hyperlinks – further information;
navigation buttons to other sections of the site – so information is organised – these are like chapter headings. You can get to these from any page on the site;
send a postcard, personal brochure, booking form – special features – facilities.

- **What the information on the site is about:**
Exploring, Top Attractions, Top Activities, Dining and Nightlife, Events and entertainment, Ireland West. Places to stay, see the region?

- **The way the information is written: base this on a close look at one page**
Quite easy to read, clear, brief with more detail on other pages, interesting – tells you things you might not know, factual, words to describe its beauty and popularity (glorious, lovely, beautifully situated, etc).

- **How useful the information is:**
Enough detail – separated out onto different pages so you can choose how much you find out about each place. Biased – points out all the good features. Pictures usually show good weather.
Easy to get from one piece of information to another.

- **What impressions of Ireland do you think the traveller will get from visiting this site?**

- **What doesn't this site tell you about Ireland?**

Stage 1   Ireland research: Lesson 2

Objectives

7R1: know how to locate resources for a given task, and find relevant information in them, eg. *skimming, use of index, glossary, key words, hotlinks;*

7R3: compare and contrast the ways information is presented in different forms, eg. *web page, diagrams, pros;*

7R5: appraise the value and relevance of information found and acknowledge sources;

7R10: identify how media texts are tailored to suit their audience, and recognise that audience responses vary, eg. *popular websites.*

Starter

- Pupils log onto site: www.cork-kerry.travel.ie/kerry. Remind pupils of the <u>content</u> of the site. Pupils practise locating resources and finding information, using navigation buttons, hyperlinks and reading strategies in response to questions asked. (Eg. what animals can be found at Inch? what is the Kerry Bog Museum about? How long is the railway track at Killarney model railway?). Check understanding after each question and ask pupils to explain how they found the answer. (Alternatively, ask pupils to search the site for activities they would be interested in – aim to fill a day.)

Introduction	**Development**
- Remind pupils of the owner of the site and its purpose: Tourist Board – promote travel to Ireland. - Focus on one section of information (eg. Kerry home page – particularly with able pupils; see typed extracts from the site). Reduce it to its bare facts. Then look at how it was written originally. Establish the features at word, sentence and text level. <u>Word level</u> - words to describe its beauty and popularity (glorious, lovely, beautifully situated, etc) to persuade. Mostly not literary language with similes, etc. Factual information – to inform. Mostly third person, but some second/first person. Mostly formal and serious, but some more light-hearted statements. <u>Sentence level</u> – Often simple sentences but some complex sentences used – to combine information and add emphasis to points. <u>Text level</u> – Topic sentences establish the place as an attraction, then why you might want to visit and finally, more detailed information. - Conclude by commenting on how useful the information is.	- Pupils explore a page/part of a page on the www.cork-kerry.travel.ie/kerry site. - Start by reducing it to the bare facts (see worksheet). - Then discuss what the writer added and why. Record ideas on the pupil sheet from Lesson 1. - Evaluate how useful the information is.

Plenary

- Pupils report back findings – summarising the <u>impression</u> a traveller would get from visiting this site. Evaluate the Internet as a source of information: varied, can move easily from one focus to another; accessible, up-to-date. BUT not vetted, complicated, can be difficult to read, not always what you are expecting, unlikely to be 'critical' – tend to be there to promote. Suggest information that has not been included in the site. Discuss where else the armchair traveller might look for information: Encyclopaedias, newspapers, books, TV – news, documentaries, dramas etc, memoirs of people who live there, interviews, tourist brochures – and discuss level of bias in each.

Homework

An extension task for able pupils could be to write up the notes on the site they evaluated in the style of a travel brochure 'Don't travel to Ireland on the Internet without visiting www.local.ie. With a live webcam and 360° panoramic pictures, you will get stunning views of local sights which show how varied Ireland is. The bustling streets are contrasted by the idyllic, peaceful hills. There is plenty to do, too. Why not find out about the local sporting events and cultural festivals? There is plenty of detailed information, including prices, contacts and opening times. This site can take time to load, but it is well worth the wait.

NB. This lesson could use paper copies of sections of the site, particularly for the introduction, or be accessed via the Internet.

Kerry – The Kingdom	Kerry – The Kingdom: facts
No matter from which direction the county of Kerry is approached, the great central spine of the mountains draws the eye of the traveller like a great symphony draws an audience to a fitting climax. The relatively high mountains and narrow peninsulas conjure weather patterns which change the face of the mountains, the surface of the water and the texture of the landscape by the minute. The fretted coastline and deep bays created by the mighty Atlantic play tricks with the light and produce a magical quality which intoxicates the senses.	There are mountains down the middle of the county of Kerry. The mountains are high and the peninsulas are narrow. This creates weather systems which constantly changes the look of the landscape. The Atlantic has worn deep bays and many smaller inlets into the coastline. These also create different effects of light.
Kerry Bog Village Museum	Kerry Bog Village Museum: facts
The Kerry Bog Village Museum and Village at Glenbeigh on the magnificent Ring of Kerry is a unique rural attraction to delight young and old who are interested in finding out more on the domestic lifestyles of the Irish in the early 1800s. It aims to create a period setting where you can visit and experience the past and understand the way of life in Ireland during this era.	The Kerry Bog Village Museum and Village is at Glenbeigh on the Ring of Kerry. It shows what Irish domestic lifestyles were like in the early 1800s by creating a period setting. People can visit.

Kerry – The Kingdom	Kerry – The Kingdom: facts
No matter from which direction the county of Kerry is approached, the great central spine of the mountains draws the eye of the traveller like a great symphony draws an audience to a fitting climax. The relatively high mountains and narrow peninsulas conjure weather patterns which change the face of the mountains, the surface of the water and the texture of the landscape by the minute. The fretted coastline and deep bays created by the mighty Atlantic play tricks with the light and produce a magical quality which intoxicates the senses.	
Kerry Bog Village Museum	Kerry Bog Village Museum: facts
The Kerry Bog Village Museum and Village at Glenbeigh on the magnificent Ring of Kerry is a unique rural attraction to delight young and old who are interested in finding out more on the domestic lifestyles of the Irish in the early 1800s. It aims to create a period setting where you can visit and experience the past and understand the way of life in Ireland during this era.	

Killarney Model Railway	Killarney Model Railway: facts
Killarney Model Railway will give enjoyment to all the family. Some fascinating detail, scores of trains running on over a mile of track, transport you through the landmarks of Europe. There are thousands of tiny people depicting all walks of life and a day and night scene that will take your breath away.	
Accommodation	Accommodation: facts
For a holiday with a difference, you can take the family on a Farmhouse Holiday. Most of Ireland's farms are in beautiful settings and what better way of seeing the country than staying on a working farm. You'll find the farm you want by asking in a tourist office.	

Lesson 2: Pupil Sheet (suggested answers) - Development

Killarney Model Railway	Killarney Model Railway: facts
Killarney Model Railway will give enjoyment to all the family. Some fascinating detail, scores of trains running on over a mile of track, transport you through the landmarks of Europe. There are thousands of tiny people depicting all walks of life and a day and night scene that will take your breath away.	Killarney Model Railway has over a mile of track featuring European landmarks and many trains. It contains detail. It has models of different kinds of people and a day and night scene.
Accommodation	Accommodation: facts
For a holiday with a difference, you can take the family on a Farmhouse Holiday. Most of Ireland's farms are in beautiful settings and what better way of seeing the country than staying on a working farm. You'll find the farm you want by asking in a tourist office.	Farmhouse holidays are suitable for families. They are working farms set in the countryside. Tourist offices have details of the farms.

Stage 2   Ireland research: Lesson 3

Objectives

7S11: vary the structure of sentences within paragraphs to lend pace, variety and emphasis;
7R2: use appropriate reading strategies to extract particular information, eg. *highlighting, scanning;*
7R3: compare and contrast the ways information is presented in different forms, eg. *web page, diagrams, prose.*

Starter

Scanning: give pupils a (differentiated) piece of prose from a text book about Co. Kerry. Ask them to skim read the text and give feedback on its content. Then ask them to scan the text for particular information, in response to questions. Each time, guide pupils or recap on how to do this so they know what they are looking for. Include some questions that need the text to be interpreted.

Introduction	**Development**
• Using the same piece of text, discuss how prose information is presented. Purpose – information. Text level: paragraphs – with topic sentence; headings, pictures (?) – but not specifically linked to the text, no links to other pages in the book or other information; no key words – have to read it quite closely to get the details from the information. Sentence level - third person; full sentences; little use of connectives. Word level - mentions lots of places, but not many numbers. Mostly factual information, with relatively little description or praise or emotive language. • Establish the sort of text this is (geography book).	• Pupils suggest how this page of information would have to be changed if it were presented as a website. • Provide the prose text in the centre of a page of A3 paper so pupils can annotate around it and highlight or delete within the text. They could also consider any additional information they feel they need. • Consider – which words to have as hyperlinks; where up-to-date facts/info could be added; special features like webcams, video clips, sound; where pictures and text would be distributed on the page; what info would be left out; places could just be listed, perhaps with a picture beside them, with links to other pages with the information on.

Plenary

• Take feedback in order to summarise the main similarities and differences.

Homework

Stage 2   Ireland research: Lesson 4

Objectives

7R2: use appropriate reading strategies to extract particular information, eg. *highlighting, scanning;*
7R4: make brief, clearly-organised notes of key points for later use.

Starter

- Review different ways of making notes for different purposes: brainstorm note-making strategies. Using cards, pupils match note-making strategies to each given context/purpose, eg. *use abbreviation; annotate a text; highlight within a text; use different colours/codes when 'highlighting' within a text; use diagrammatic note forms; create lists; write the information in their own words; summarise, etc.* Note that there could be more than one answer to each. Discuss the benefits of these. Ask pupils to identify the note-making strategies they would use if they were given various pieces of information about a topic, from which they needed to select information to create their own piece of writing.

- NB. see English across the curriculum training modules on note-making, library skills and reading for information. See Handout 9.3 for some of the strategies. Also see LPU: Reading for Information.

Introduction

- Remind pupils of the content/layout of the Kerry website. Recap what the site has told us about Irish culture/traditions: music, conversation, hospitality, pubs and festivals. Remind pupils of the pictures used in Lesson 1.
- Give pupils a few minutes to revisit this information (either on paper or on the website) and summarise for others what the site tells the reader about one of these – and suggest how this is similar/different to their understanding of their own culture.
- Suggest that the website could contain more information about Irish culture. The interest in islands is particularly relevant for classes studying the novel 4, 3, 2, 1: tales of life on the islands, their history and geography. From the pictures, areas not covered include religious beliefs, hurling and Irish dancing. Other suggestions include story telling, traditional tales/beliefs: witches, fairies, leprechauns, etc.
- Identify the pages on the site where further information on each of these could be linked.
- Explain the task: to produce the text for an additional page(s) on one of these topics, written in a suitable style.

Development

- Pupils annotate/make notes from the range of sources provided and/or seek information independently.
- Guided reading with one group – with a focus on note-making strategies.

Plenary

- Check understanding of this note-making process by sharing pupils' information orally.

Homework

Lesson 4: Teacher sheet (suggested answers) – Starter

Note-making

Purpose or context	Strategy	Additional information: Reason
<u>Notes</u> on what someone is saying.	Abbreviate.	Speed.
<u>Brainstorm</u> ideas about a topic.	Spider diagrams.	Easy to see. Don't have to think about order yet.
<u>Comment</u> on the features of a text.	Annotate the text.	It is quicker than writing it all out. Clear to refer to.
<u>Select</u> the main ideas from a text.	Underline or highlight the text.	Easy to see. Saves writing it all out.
<u>Identify</u> different aspects of an argument.	Colour code/text mark differently.	Clear overview of different points, without writing it out. Also useful when combining different pieces of information from several texts.
Create a <u>concise account</u> that others can understand.	Summarise.	It makes sense because it is in sentences and the main points are included.
<u>See</u> what the text is saying.	Diagram or sketch.	Clearer, see how parts relate, easier than lots of words so might be quicker.
<u>Explain</u> your <u>own understanding</u> of the text without quoting someone directly.	Write the information in your own words.	Means you won't copy without realising it later on. Helps you to understand because you are thinking of how you would say it.
<u>Show</u> main points <u>clearly</u>, perhaps in a logical order.	Lists.	Useful when you don't need all the details. Tend to be brief, so quick.
<u>Record</u> your own views about issues in a text.	Notes in two columns: what the writer says; what I think.	Makes it clear what point you are responding to.

Note-making

Notes on what someone is saying.	Abbreviate.
Brainstorm ideas about a topic.	Spider diagram.
Comment on the features of a text.	Annotate the text.
Select the main ideas from a text.	Underline or highlight the text.
Identify different aspects of an argument.	Colour code/text mark differently.
Create a concise account that others can understand.	Summarise.
See what the text is saying.	Diagram or sketch.
Explain your own understanding of the text without quoting someone directly.	Write the information in your own words.
Record your own views about issues in a text.	Notes in two columns: what the writer says; what I think.
Show main points clearly, perhaps in a logical order.	Lists.

Stage 3   Ireland research: Lesson 5

Objectives

7S13a: revise the stylistic conventions of the main types of non-fiction: *information;*
7Wr2: collect, select and assemble ideas in a suitable planning format, eg. *flow chart, list, star chart;*
7Wr11: select and present information using detail, example, diagram and illustration as appropriate.

Starter

- The starter could be suspended in this lesson to allow more time for the planning and drafting of the writing. Alternatively, use the starter to discuss skills pupils need during the lesson. eg. planning/drafting. This could include a moment for personal target setting by pupils in relation to the work they are about to complete.

Introduction	Development
- Remind pupils how their information should be presented by modelling and shared writing – using one topic (seals). - Give pupils key information on cards. They sort the information into an appropriate order for the paragraphs on the topic by placing topic sentence points in a row and adding information in columns below each topic sentence card. - Then focus on the introduction/overview (eg. seals) and one specific column/paragraph (eg. hunting) and demonstrate the style of writing for the piece, referring explicitly to word and sentence level features. For part of this, involve pupils in shared writing. (See notes for sample paragraphs).	- Pupils begin planning and drafting their own writing, perhaps with the aid of a scaffold. - Guided writing with one group.

Plenary

Review progress and issues. In particular, pupils should demonstrate how they have organised their writing effectively and used a suitable style for the site.

Homework

A further lesson might be needed on this task, some of which could be done for homework. Pupils could swap work so they have a topic they have not worked on and take the role of editors to give feedback on the style of the piece and the selection and organisation of content.

Lesson 5: Pupil cards – Introduction (Seals)

Hunting	Superstitions	Protection
Common form of recreation	Sailors hear sweet voices singing	Irish Seal Sanctuary in Dublin
Gentry and leisured classes	Sailors mistake seals for mermaids/mermen	Voluntary organisation to conserve and protect seals and the marine environment
Coasts of Co. Mayo and Achill Island	Their faces look human	Need money to tag and trace released seals
Skins are worth little	Lots of stories about mermaids and mermen	

| | Killing a seal brings
bad luck | |

Lesson 5: OHT – <u>Introduction</u> (Seals)

Lesson 5: Teacher sheet – Introduction

Sample page about seals, with suggestions for images:
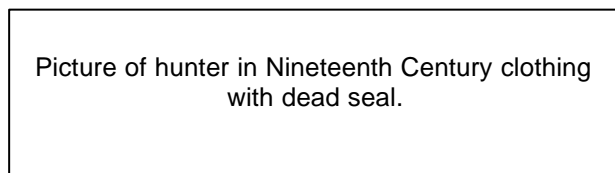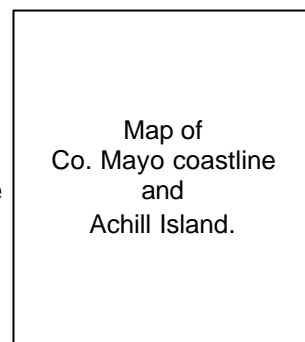
|	
Picture of seal	<u>Seals</u> Seals are an important part of Irish culture. In the past they were <u>hunted</u> *[hyperlink to hunting section]* and there are many <u>superstitious tales</u> *[hyperlink to superstitions section]* about seals. Today, they also need <u>protection</u> *[hyperlink to protection section]* from dangers in the environment. When you visit the coast, look out for the colonies of seals basking on the rocks and enjoy looking into their deep eyes.

Other pages – about each aspect of seals.

<u>Hunting</u>
In Ireland, seals live off the coasts of Co. Mayo and Achill Island *[hyperlinks to information about both places]* and these were popular places for hunting seals. Seal hunting was a common form of recreation for the gentry and leisured classes in the 19th Century. In some parts of the world, seals skins were valuable because they could be sold to make into clothing. However, the Irish seal species were not suitable for this and so they were just killed for sport. *[Hyperlink to page with information about of how seals were killed and eye-witness accounts]* Not everybody was in favour of this sport, even then.

> Map of
> Co. Mayo coastline
> and
> Achill Island.

> Picture of hunter in Nineteenth Century clothing
> with dead seal.

Seal hunting is not something that today's visitor can experience, but you may hear tales of seal hunting and be involved in debates about it when you visit the coastal communities.
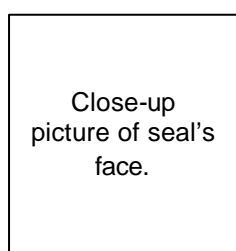
|	
Close-up picture of seal's face.	<u>Superstitions</u> There are many Irish tales about seals and mermaids. Because seals have very human faces, they were often mistakenly thought to be mermaids. In some tales, mermaids would be captured and go to live on land, where they would pine for the sea and usually escape back to their home. *[Hyperlink to tales].* In other tales, sailors would hear sweet voices singing and be lured towards the mermaid, perhaps causing them to crash onto the rocks.

[Hyperlink to tale about this]. It is also said that killing a seal brings bad luck. *[Hyperlink to tales].* When you visit the coast, look out for the colonies of seals and think about the stories told about them. You never know, you might catch a glimpse of a mermaid, too.

<u>Protection</u>
Like many species around the world, seals need protection. The Irish Seal Sanctuary in Dublin *[hyperlink to its site]* is a voluntary organisation set up to conserve and protect seals and the marine environment. Visit the sanctuary and see the rescued seals. Learn about Bran, a male Grey Seal released after six months at the sanctuary. You can also support the sanctuary's work and help them to develop ways of tagging the seals they release so they can trace their progress.

> Pic/Video
> of Bran –
> both when
> rescued
> and when
> ready for
> release.
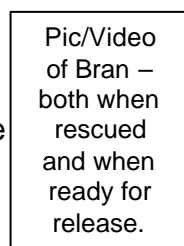
Year 7 Research Unit: Disclaimer

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