

UNIT PLAN	Short, Sharp Research: Women's Rights in New Zealand History		
Year Level	Year 10	Curriculum Level	Level 5

Achievement Objectives:
<p>Students will gain knowledge, skills and experience to:</p> <ul style="list-style-type: none"> Understand how the ideas and actions of people in the past have had a significant impact on people's lives. Understand how people define and seek human rights.

The NZC	The LPHS Curriculum	
<p>Values: <i>Along with the generic values of encouraging excellence and integrity, this task focuses on the following to encourage:</i></p>		Both curriculum material and pedagogical approach address national and local values objectives.
<p>innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively</p> <p>diversity, as found in our different cultures, languages, and heritages</p> <p>equity, through fairness and social justice</p> <p>community and participation for the common good</p>	<p>Creativity: a clear intellectual and ethical framework to allow active, confident, creative, rational, evaluative, analytical, enquiring and innovative learners, thinkers and achievers.</p> <p>Community: a community of learning where the common good is a prerequisite for individual and group achievement.</p> <p>Heritage: Members learn, know and value their own intellectual and cultural heritage, and show respect for others' history and legacy.</p> <p>The curriculum is</p> <ul style="list-style-type: none"> Based on New Zealand's Pakeha and Maori bicultural heritage Reflects the multicultural nature of our community and society. <p>Equity: learning programmes identify and address individuals' learning needs</p>	<p>Teacher will:</p> <ul style="list-style-type: none"> Introduce the unit as a component of the Year 10 theme <i>A Search for a Fairer Society</i> and the recent study of <i>Human Rights</i>. Introduce the resource material; the timeline. Question whole class, groups and individual students to help them notice the course of events, and infer relationships and themes depicted in the timeline. Lead class to identify possible aspects for study e.g. marriage, politics, employment. Assign one of these to each group. <p>In groups, students will:</p> <ul style="list-style-type: none"> <i>Preview</i> the timeline information. <i>Problem-solve</i> unknown vocabulary. Read and discuss given timeline information to select <i>aspect</i> that appears to be relevant and important. <i>Quickwrite</i>. Use the selected material to identify additional areas for assigned research and investigation. Negotiate and discuss decisions about group processes. Identify <i>issues</i> allocate tasks. Form research questions around those issues using the scaffolding provided in the task instructions. These can be altered in discussion with the teacher. Agree on assignment of individual research tasks to group members. <p>As individuals, students will:</p> <ul style="list-style-type: none"> Research their assigned tasks following guidelines Gather materials – notes, statistics, images etc. <i>Produce a written report</i> OR (if assigned by the group) a poster meeting criteria established by the set task and group decisions. Work to agreed deadlines.

Past, Present, Future:		
Past	Present	Future
<ul style="list-style-type: none"> By interacting with the timeline and discussing the tasks students will develop knowledge and insight into issues involving NZs gendered history 	<ul style="list-style-type: none"> Group discussion and research and class discussion provide opportunities to examine current conditions and issues. It is also a formal requirement of the report. 	<ul style="list-style-type: none"> Discussion and debrief at conclusion of formal task will consider <ul style="list-style-type: none"> What still needs to be done? Where to from here?

Addressing the Key Competencies:	
<i>Thinking</i>	<ul style="list-style-type: none"> using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.
<i>Using language, symbols and text</i>	<ul style="list-style-type: none"> working with and making meaning of the codes in which knowledge is expressed using language and symbols to produce texts: <ul style="list-style-type: none"> written oral/aural and visual informative and imaginative informal and formal;
<i>Managing self</i>	<ul style="list-style-type: none"> self-motivation problem-solving working to agreed deadlines meeting agreed outcomes
<i>Relating to Others</i>	<ul style="list-style-type: none"> listen actively recognise different points of view negotiate share ideas.
<i>Participating and Contributing</i>	<ul style="list-style-type: none"> contribute appropriately as a group member to make connections with others to create opportunities for others in the group. Identify and work to common goals

Evidence of Learning and Progression:
Formal:
<ul style="list-style-type: none"> Individual components to the group presentation (report and poster) formally assessed against Level 5 of the NZC Student review sheets – seeking their evaluation of the process and their performance.
Informal
<ul style="list-style-type: none"> Teacher observation and annotation of group and individual performance

Guiding students to identify aspects and issues for study

Teaching students to become independent in their research work should be a gradual process that builds through the year 9 and 10 classes. In this unit, the students must develop a good deal of independence as they work in groups to read, select, organise and present information. To make that part of the research a valuable learning experience it is important to focus on inference and accessing information from a timeline. And it is also important to teach students how to select aspects and issues for study that will make their research manageable and productive in terms of their social studies learning.

Identifying the aspects

Students can begin to think about the *aspects* for study as the teacher introduces the unit. Their understandings will be developed as:

1. the teacher explains how the unit fits within the thematic study.
2. the teacher introduces the timeline and asks the students to preview it (after their preview, they will have a clearer idea of what the topic is about and the opportunities for research).
3. they are explicitly lead to decide on *aspects* for their group to study. Questions to include could be:
 - What kinds of entries has the author thought were important to include on this timeline? (events like acts of parliament, people's achievements, firsts)
 - What topics/aspects seem to be repeated? (things about property, marriage, education, sports...)
 - Why might the author have included these things? (because they show us about different aspects women's rights or different parts of their lives-at home and in the community).
4. the students complete a quickwrite about the aspects they think are interesting and important.

Identifying the issues

Once the teacher has assigned each group an *aspect* to research (using the suggestions guided by the teacher and identified as a class), the students can work with their groups to develop understandings of the issues. This can happen as:

5. the teacher has them work from the student guidelines sheet.
6. the teacher discusses with the students some ways that they can go about identifying *issues*
7. they identify each of the timeline entries that relate to their aspect of women's rights looking again for:
 - *repetitions* (there seem to be several entries about marriage that deal with property, divorce, children, abuse)
 - *patterns* (in employment it seems there were different jobs for men and women, that pay is an issue, that working conditions might be an issue)
 - what happened *before and after* and event
 - what is happening *now* – Is it still an issue?
 - what the *author seems to emphasise*

What further information do we need?

Once the *aspects* and *issues* are identified, students have access to the 3 versions of the timeline but may also need to decide on any further information they may require and be guided by the teacher in selecting an appropriate source.

Mixed profile groups

The groups should be formed by the teacher because:

- the unit is designed for groups comprising students with different strengths so that those who struggle can be supported by those who demonstrate more developed skills in identifying issues, reading, selecting, organizing and presenting information.
- the groups should include students who will have different perspectives and experiences to emphasise the ways in which issues take on different degrees of importance based on each person's ethnicity, gender, socio-economic status, religion, age etc.
- students in each of the profiles need to be able to do this work if they are to build research skills and if they are to learn the social studies available in this unit.

Social studies: Teaching your students to write research reports

As you provide the students with guidelines for writing their report, it is important to remember that they may require help to structure their findings. They will need instruction that helps them to think about the purpose and organisation (text type) of a report as an explanation. This means that they will need to know how to organise their information into sentences and paragraphs that address each point they wish to make so that the audience finds it clear, useful and interesting.

To begin this work, ask your students what they know about reports, then about paragraphs and chart their ideas. Look at some reports (if available) and some paragraphs and have them analyse these to see if they can add to the charts. Then teach the additional information as appropriate. The lists below show what you should aim as the work progresses.

1. Teaching your students about **reports (explanation) as a text type**. They need to know their structure and purpose:
 - Reports are explanatory texts that give objective information, in this case the findings from research.
 - Their purpose is to inform the audience.
 - They use academic language and subject specific vocabulary.
 - They are organized using paragraphs (Link to *The Literacy Learning Progressions*).
 - The timeline data shows the order of events providing information that should allow cause and effect findings. A report can reflect these using language of because, therefore, so...
 - Reports should be revised for improved organization and proof-read for grammar and spelling errors.
2. Teaching your students about **paragraphs** in a social studies report:
 - An opening paragraph introduces information and a concluding paragraph sums up the entire report.
 - Each of the body paragraphs should address one point or idea - perhaps about a personality, event, development or theme. The opening and concluding paragraphs will show how these fit together to make the main point or thesis.
 - Paragraphs work well with a strong opening sentence to help the reader know what will come next
 - A paragraph can be of any length, it does not matter if the writer has little to say about one point, it should have its own paragraph
 - In some places, transitions are needed to link ideas between the sentences “The following year...” “The next time...” “15 years earlier...” “She was the first...”
 - In some places transitions are needed to link one paragraph to the next. Have students look at what they have just written. Ask “How does the next piece link to that information?”
 - The body paragraphs should be in a logical order that works to help you make the writer’s main point (thesis). Tell students:
 - You could begin with paragraphs that explain what you found, then some paragraphs where you draw conclusions.
 - You could have one paragraph describing what you noticed about the young women who arrived in the 1850s, what their rights to property were, what you noticed happening a few years on. Then have a following paragraph where you have inferred this meant at that time, in the future and then today. Then repeat this pattern.
 - When they have finished their drafts, have them read over the paragraphs with a partner to see how their writing reflects these guidelines. Have them revise as necessary and proof read for spelling and grammar too.

Throughout the 19th century...

When young, single women arrived in New Zealand in 1853, they had few rights to own property...

In the 1980s, there were several firsts for women in politics. Margaret Wilson, Helen Clark and Dame Catherine Tizard...