

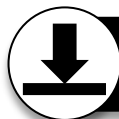


The Whale Rider

A Scheme of Work for KS3

K Thomas

Update v1.3, May 2024



Download support files
from zzed.uk/productsupport

zigzageducation.co.uk

POD
2744

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Follow us on X (Twitter) [@ZigZagEng](https://twitter.com/ZigZagEng)

Contents

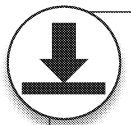
Product Support from ZigZag Education	ii
Terms and Conditions of Use	iii
Teacher’s Introduction	1
<i>Using pre-September 2014 National Curriculum AFs with this resource</i>	<i>2</i>
Lesson Plan 1 – Myths, Legends and Folktales	3
<i>Worksheet 1A – Myths, Legends and Folk Tales</i>	<i>4</i>
<i>Resource Sheet 1A – Myths, Legends and Folk Tales</i>	<i>6</i>
<i>Worksheet 1B – The Whale Rider: One</i>	<i>8</i>
<i>Worksheet 1Ba – The Whale Rider: One</i>	<i>9</i>
Lesson Plan 2 – ‘The Gift Long Waited For: Tangata Man’	10
<i>Worksheet 2A – “The Gift Long Waited For: Tangata, Man”</i>	<i>11</i>
<i>Worksheet 2B – Understanding Tone</i>	<i>12</i>
<i>Worksheet 2Ba – Understanding Tone</i>	<i>14</i>
Lesson Plan 3 – What Makes a Good Leader?	16
<i>Worksheet 3A – What Makes A Good Leader?</i>	<i>17</i>
<i>Worksheet 3B – What Makes A Good Leader?</i>	<i>18</i>
<i>Resource Sheet 3B1 – What Makes A Good Leader?</i>	<i>19</i>
<i>Worksheet 3C – Report to the Council</i>	<i>20</i>
<i>Worksheet 3Ca – Report to the Council</i>	<i>21</i>
Lesson Plan 4 – Prejudice and Cultural Identity	22
<i>Worksheet 4A – Types of Sentence</i>	<i>23</i>
<i>Worksheet 4B – Showing your Understanding.....</i>	<i>24</i>
Lesson Plan 5 - Rawiri’s Speech.....	25
<i>Resource Sheet 5A – Immigration Vital For Prosperous Future.....</i>	<i>26</i>
<i>Resource Sheet 5B – “I Have a Dream”.....</i>	<i>27</i>
<i>Worksheet 5A – Martin Luther King’s Speech</i>	<i>28</i>
<i>Worksheet 5B – David Cunliffe’s Speech</i>	<i>29</i>
<i>Worksheet 5C – Rawiri’s Speech</i>	<i>30</i>
Lesson Plan 6 – The Conventions of Newspaper Reports	31
<i>Worksheet 6A – Direct and Reported Speech.....</i>	<i>32</i>
<i>Worksheet 6B – Present to Past Tense.....</i>	<i>33</i>
<i>Resource Sheet 6A – Writing Newspaper Reports</i>	<i>34</i>
<i>Worksheet 6C – Analysing Newspaper Reports</i>	<i>35</i>
<i>Resource Sheet 6B – Scientists Study North Sea Strandings</i>	<i>36</i>
Lesson Plan 7 – Writing a Newspaper Report	37
<i>Worksheet 7A – Report for The Gisbourne Herald</i>	<i>38</i>
Lesson Plan 8 – Assessment Pieces	39
<i>Worksheet 8A – The Real and the Unreal</i>	<i>40</i>
<i>Worksheet 8B – The Real People.....</i>	<i>42</i>
<i>Resource Sheet 8A – Factsheet</i>	<i>43</i>
<i>Worksheet 8C – Climate Change.....</i>	<i>44</i>
PowerPoint Handout.....	1 page

Teacher's Introduction

This scheme of work provides lesson plans which draw on the themes, structure, style, characters, plot and setting of Witi Ihimaera's *The Whale Rider* as published by Heinemann (ISBN 0-435-13108-7). It assumes that reading, preferably whole-class, will pre-empt the completion of the student tasks and that the teaching guidance given in the lesson plans will serve to enhance pupils' success in the tasks. Page numbers are given for each section of reading that needs to be completed before the tasks are attempted. Each lesson plan gives the lesson objectives, a starter, the teacher exposition, a range of pupil activities suitable for streamed or mixed-ability groups, a plenary and homework, where appropriate. Alternative worksheets are provided for those working at or below level 3 and there are extension activities for those working at level 6 and above.

This scheme is designed to cover the course of one term. Lesson plans are based on periods of 1 hour but may take longer. Additional lessons will be needed between those given here to be allocated for pupils to complete tasks and for reading the book. Page numbers are given at the beginning of each lesson plan to indicate what must have been read prior to the commencement of the Activities. Progression is embedded. The Tasks in Lesson Plans 1 and 2 are shorter and standalone. The Tasks in Lesson Plans 3 to 7 prepare pupils for more sustained pieces of work and Task 8 provides an opportunity for pupils to draw on knowledge and skill acquired throughout the scheme of work in the completion of an assignment under 'controlled conditions'. This could be used for summative assessment and moderation. Assignments completed at a range of different levels might be retained as exemplar material.

The following Worksheets could be printed back to back: 9/10; 16/17; 18/19; 44/45. Where indicated, Resource Sheets could be shown on a data projector / whiteboard as an alternative to providing individual copies. There are opportunities within the Scheme for Speaking and Listening, ICT, Independent Reading and Research.



A PowerPoint presentation on sentence types, intended to help with revision of this topic at the beginning of Worksheet 4A in Lesson Plan 4, is provided on the ZigZag Education Support Files system, which can be accessed via zzed.uk/productsupport

Some of the themes explored are:

Myth and Legend	Immigration and Cultural Identity	Maori Culture
Whaling	Man's Effect on the Environment	Climate Change
Leadership Qualities	Tradition versus Change	Racial Prejudice

I would warn against showing the film, either as an alternative or as a supplement to the book, until the Scheme of Work has been completed. The issues and themes are raised in a different way in the film and, as with any adaptation, the storyline is not strictly adhered to. If shown at the end of the scheme, however, it is an excellent film that offers a wealth of Media Studies opportunities.

Update v1.1, October 2010

Formatting changes made.

Update v1.2, July 2014

Minor updates made throughout to ensure compliance with September 2014 KS3 English National Curriculum. This included removing the references to old curriculum content throughout and inserting an Assessment Foci cross-reference table at the beginning for guidance only.



Update v1.3, May 2024

References to CD removed

Using pre-September 2014 National Curriculum AFs

I recognise that many English teachers will continue to value the Assessment Focuses from the pre-September 2014 KS3 English National Curriculum. As such, the table below cross-references this resource to these elements. This means you can continue to use them as guides to help you choose appropriate resources for your lessons.

Each AF is explained after the table.

Worksheet	Reading	Writing
 1Ba	4	7
2A	2	
2B	2	
2Ba	3, 4, 5, 6	1, 5, 6, 7, 8
3A	3, 4, 5, 6	1, 5, 6, 7, 8
3B		2, 4
3C	2	
3Ca		2, 4
4A		5
4B	3, 4, 5, 6	2, 3, 4
5A	2	
5B	2	
5C	7	2, 3, 5,
6A		5, 6
6B		5
6C	4, 6	
 7A		2, 3, 4, 5, 6, 7, 8
	2, 3, 4, 5, 6,	
	5, 6, 7	
8C	2, 3, 4, 5, 6	1

Reading AFs:

AF2 - Understand, describe, select or retrieve information, events or ideas from texts and use quotations | AF3 - Deduce, infer or interpret information, events or ideas from the text | AF4 - Identify and comment on features including grammatical and presentation features at text level | AF5 - Comment on writers' use of language features at word and sentence level | AF6 - Identify and comment on writers' purposes and viewpoints | AF7 - Relate texts to their social, cultural and historical traditions

Writing AFs:

AF1 - Write interesting, imaginative and thoughtful texts | AF2 - Produce texts appropriate to task, purpose and audience | AF3 - Organise ideas and whole texts effectively | AF4 - Construct paragraphs and link paragraphs together using appropriate sentence structures for clarity, purpose and effect | AF5 - Write using a range of correct punctuation | AF6 - Write using a range of correct punctuation | AF7 - Write using a range of correct punctuation | AF8 - Use correct spelling

Speaking and Listening AFs:

AF1 - Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying style to purpose, listeners and context | AF2 - Listen and respond to others, including in pairs and groups, showing understanding and making comments and questions | AF3 - Create and sustain different roles and scenarios, adapting techniques to explore texts, issues and topics | AF4 - Understand the range and uses of spoken language, commenting on this when talking to others

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 1 – Myths, Legends and Folk Tales

Pages: Pre-Reading – p.5

Objectives:

To be able to recognise the characteristics of 'myths', 'legends' and 'folk tales' and to use this understanding to Chapter One of *The Whale Rider*. Extend vocabulary.

Resources:

Worksheet 1A. Worksheet 1B (or Worksheet 1Ba available for less able)

Resource Sheet 1A

Web site: <http://www.bigmyth.com/journeys.org/bigmyth/>

Starter

Pupils to work in pairs or groups of 3.

Distribute Worksheet 1A together with Resource Sheet 1A and clarify task.

Check outcomes orally. Reward recognition of the following:

Writer chooses words that demonstrate respect for subject matter.

Repetition is used for the purpose of emphasis and drama.

Categorical statements are used giving the impression that what is written is true and unquestioned.

The writing is highly structured / ordered.

Symbolism is used.

We are warned about Evil or the misjudgements of Man.

Main Exposition

Discuss what kind of story *The Whale Rider* might be using the title and the author. Warn that vocabulary is difficult but provides an opportunity to learn new words.

Read Chapter One. Distribute Worksheet 1B (or 1Ba for less able). Set questions for written or oral activity.

Pupil Activities

Read, discuss, record, match as appropriate to complete Starter Tasks 1 & 2. Learn spellings.

Listen to reading of Chapter One.

Complete questions 1 – 6 on Worksheet 1B (or illustrate map on Worksheet 1Ba).

Plenary

Select pupils to read their answers to Worksheet 1B to the class.



Homework

Introduce web site named in 'Resources' above by doing a Google search for 'Big Myth' – a study of world creation myths in Flash animation. Watch the video on New Zealand and then on Creation. Preferably using an OHP, show the video to demonstrate (good ones to choose are Old Testament, Chinese and African). For less able who might listen to a few of the Creation Stories and identify common themes. More able and talented pupils could explore the differences. Use some of the exercises on 'Culture' and 'Pantheon' as an extension. Discuss throughout the scheme of work. (Note – use the left symbol at the end of the video on).

INSPECTION COPY

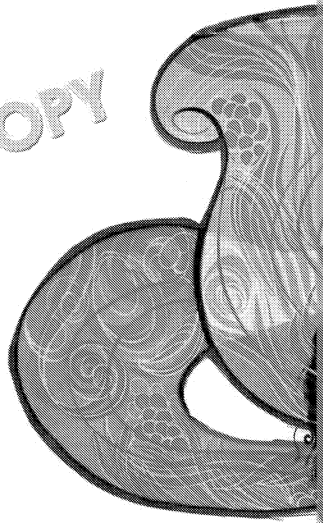
COPYRIGHT
PROTECTED



Worksheet 1A – Myths, Legends and Folk Tales

Myths

A myth is a sacred story believed to originate before recorded history. It may explain the origin of the universe and of life, or it may express the moral values of its culture in human terms. Myths connect themselves with the powers that control the human world and the relationship between those powers and human beings. The style of writing is highly structured.




Folk Tales

A folktale is a story that, in its plot, is pure fiction. It has no particular time or space. Despite its elements of fantasy, however, a folktale is a way of presenting the different means by which human beings cope with the world in which they live. Folktales concern people – either common people who speak and act like people.

Legends

A legend is a story from the past about something that is believed to be true within human history. Legends are concerned with people, places, or events. The subject is a saint, a king, a hero, a famous person, or a war. A legend is usually set in a particular place and a particular time in history.




Task 1

- In pairs or groups of three, you have been given a story. Identify the myth, which is a folktale.
- What do you notice about the story?

**COPYRIGHT
PROTECTED**



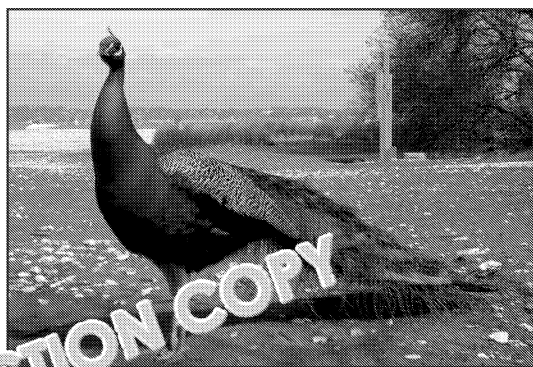


Task 2

Witi Ihimaera uses some u
words. Use this as an oppo
own vocabulary. Match th
you will find in Chapter Or

yearning
lush
iridescent
prisms
vivacity
sentinel
foraged
succulent
filigree
serene
muted
ecstasy
implanted

look-out
fine orn
juicy, thi
to search
filled wi
calm or
luxurian
silent or
lively or
overwhe
inserted
showing
surfaces



COPYRIGHT
PROTECTED



Resource Sheet 1A – Myths, Legends and F

Extract 1

The people of Atlantis were wise in the arts of peace and war, and were the most powerful of the peoples of the Mediterranean. All of the island's kings added to its riches. The outer wall of the city of Atlantis was coated with gold and silver, and the inner wall was coated with tin. The palace at the centre, with Poseidon's temple, was the most magnificent. The buildings were built of white, black and red stones: sometimes in intricate patterns. A great harbour was opened up, and bridges were built between the belts of land.

Thus was Atlantis, in the days of its greatness.

For many years, the ten kings ruled wisely and well, each passing his power to his heir. But as generation succeeded generation, the kings' blood became more and more under the sway of mortal passions and weaknesses. They had valued precious things simply for their beauty, they had squabbled over power and glory. Great Zeus, seeing his favourite day into the pit of human ambitions and passions, rebuked Poseidon for what was to happen. And Poseidon, in sorrow and anger, stirred up the sea, and a great wave engulfed Atlantis and the island sank forever beneath the waves.

(Archaeologists believe Atlantis may have been the island of Santorini in the eastern Mediterranean. Around 1500 BC a volcanic eruption destroyed the island).

Extract 2

One day, Core was picking flowers in a meadow when the ground began to shake. Out of the gaping earth drove fierce Hades, King of the Underworld, in his chariot drawn by four jet-black stallions. Hades had loved Core, and he had brooded in his dark kingdom over her bright beauty. In a fit of rage, he pulled her into his chariot, and dragged her down with him.

Her screams still echoed in the air above the chasm, but Core was gone.

Demeter, the goddess of the harvest, heard her cries. Dressing herself in mourning, she took a torch and went to fiery Mount Etna and, with one in each hand, she searched for nine days and nights, neither eating nor drinking, calling for her daughter. No answer came.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



At last Demeter came to Helios, the sun, who had seen everything calling," he said. "Your daughter Core is now the bride of Hades; her new name is Persephone."

Demeter had been the gentlest of all gods and goddesses, but her terrible cry. She turned her anger on the world and forbade the crops to grow. Soon the earth became a wasteland. The gods were so relent, but she was not. At last Zeus ordered Hades to give her back her daughter and the food of the dead. Persephone had eaten no pomegranate seeds given to her by the gardener Ascalaphus, so they agreed.

Extract 3

Now the king's golden mallard had a lovely daughter, who was as beautiful as a peacock. She asked him to allow her to choose her own husband, and he agreed. He called all the birds to a plateau of bare rock high in the mountains, and she could make her choice. Every single bird came.

As the king's daughter inspected the vast flock of birds, her eyes were drawn to the shimmering, many-hued beauty of the peacock. "This one shall I marry," she said.

When the peacock heard this, he was overcome with pride and he preened; he spread his wings and fanned out his beautiful tail feathers for all to see.

The king mallard declared, "This bird has no modesty in his bearing. My daughter shall never marry such a vain wretch."

So instead the king gave his daughter to a young mallard, his rival. The peacock flew away in shame. Human vanity often causes people to be nearly within their grasp.

**COPYRIGHT
PROTECTED**



Worksheet 1B – The Whale Rider: One

Read Chapter One

1. How do the land, the sea and all the creatures in them feel about the death of the whale?
2. What kind of picture does Witi Ihimaera give us of this part of the world?
3. What does the Whale Rider do as he approaches the land? How does this symbolise Man's nature?
4. What prayer did the Whale Rider have to utter over his last hand?
5. Is this opening chapter most like a myth, a folktale or a legend?
6. What do you notice about the style of Witi Ihimaera's writing?

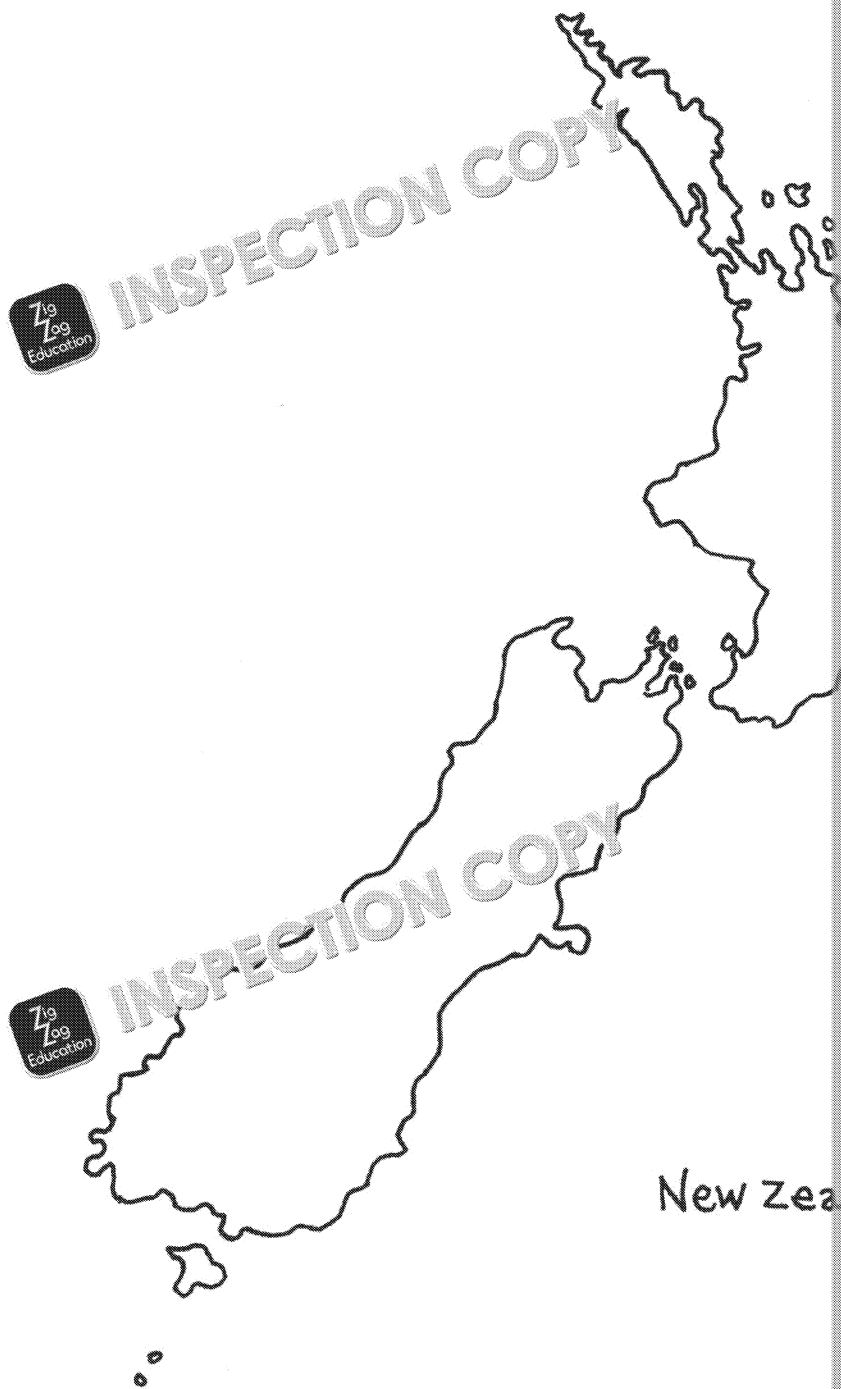


INSPECTION COPY

**COPYRIGHT
PROTECTED**

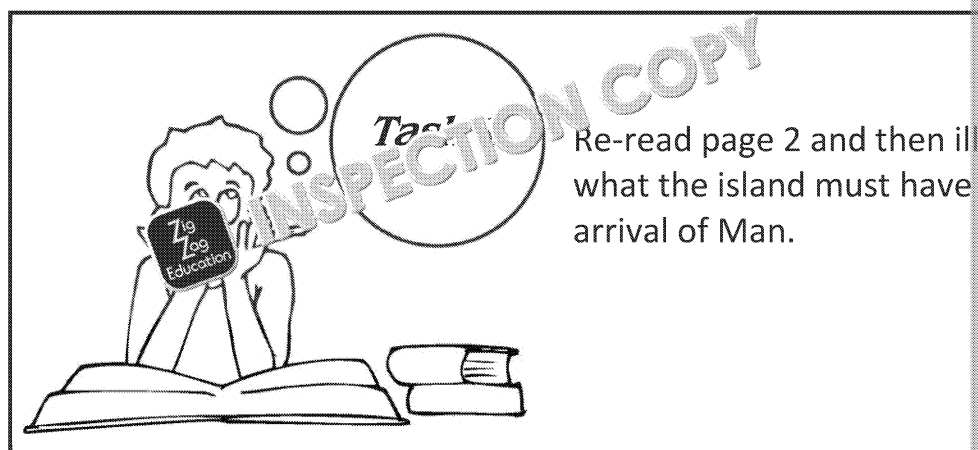


Worksheet 1Ba – The Whale Rider: One



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 2 – ‘The Gift Long Waited For:’

Pages: 8 – 13

Objectives:

To appreciate how the writer’s technique, structure, form and style vary; to use examples of this from Chapters Two and Three; to initiate thinking about the relationship between Man and Nature.

Resources:

Worksheet 2A



Worksheet 2B (Worksheet 2Ba available for less able).

Starter

Look at the illustration on Worksheet 2A. Give time limit, i.e. 5 mins. for group brainstorm/discussion. Oral feedback. Using **THE WHALE RIDER** as a model sentence, based on your brainstorm, for each letter.

Main Exposition

Read Chapter Two using a nostalgic / ‘religious’ tone of voice.
Distribute Worksheet 2B (or 2Ba).

Set Task 1a for pairs with oral feedback and Task 1b as an individual write to revise types of sentence if necessary).

Read Chapter Three using a ‘chatty’ tone of voice.

Set Task 2a for pairs with oral feedback and Task 2b as an individual write to revise types of sentence if necessary).

Pupil Activities

Listen to reading. Discuss answers to Task 1 a) on Worksheet 2B (or 2Ba). Complete Task 1 b).

Listen to reading. Discuss answers to Task 2 a) on Worksheet 2B (or 2Ba). Complete Task 2 b).

Discuss answers to Task 3 with partner.

Plenary

Select pupils to give answers to Task 3. Emphasise learning points in relation to the reader of the two styles of writing.



Homework

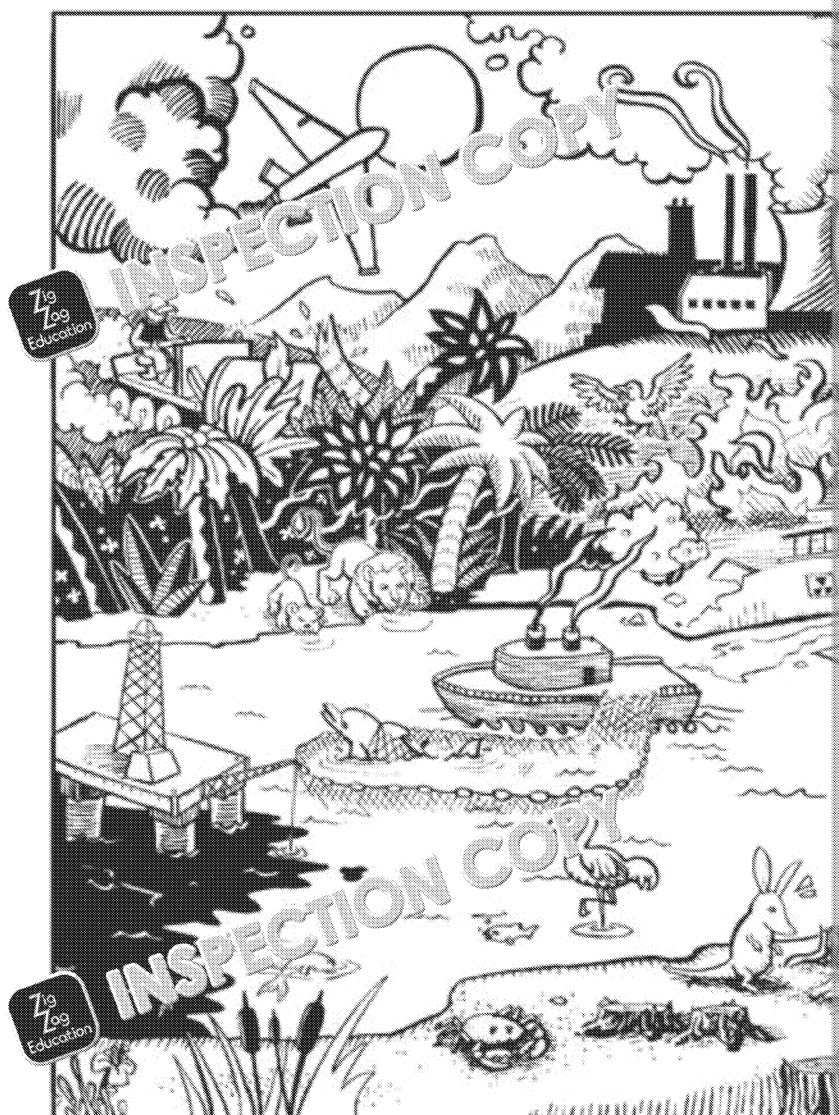
Continuation of work started in Lesson 1.




**COPYRIGHT
PROTECTED**



Worksheet 2A – “The Gift Long Waited For: T



INSPECTION COPY



Task 1

Use the illustration above to identify ways in which human beings are destroying and exploiting the environment. What effect is this having on the environment? Give examples.

**COPYRIGHT
PROTECTED**



Worksheet 2B – Understanding Tone

Read Chapter Two

The whales migrate from the Antarctic to two calm bays off the coast where they mate, give birth and rear their young.

While he is keeping watch over the young whales during this period, the Whale remembers his own time in the 'nursery'. Sharks had saved him months after his birth. A human being had heard his cries of distress and played the bay player a sad tune on his flute to show the young whale his pain.

When the time came for the whales to move on, the young whale leapt from his human master. When his master played on his flute he was doing, leap out of the water and speed towards him.

Now the female whales are anxious because they don't want to be drawn towards the islands to the southwest where the human has fond memories of his relationship with 'the golden human' and to that happy time, but they fear that doing so would be dangerous.



What can you say about the style and tone of the writing in this chapter?

- The type of words he or she uses
- The type of sentences (simple, compound or complex)
- His tone of voice (i.e. his attitude)
- Any phrases which he or she uses
- Any other aspect of his or her writing

b. Write a passage, similar to the one above, which tells of a special relationship between an animal, bird or sea creature and a human being. Try to use the same style or tone as Witi Ihamaera in Chapter Two. This means you

- Use an extended vocabulary (a thesaurus will help you)
- Add detail to your writing (the use of sub-clauses (and therefore complex sentences))
- Recount in an authoritative manner, i.e. making your story seem of great significance
- Build on statements and repeat phrases in order to increase their impact
- Have a clear order of events

**COPYRIGHT
PROTECTED**



Read Chapter Three

The story is being told by Rawiri. (Don't worry if the names are difficult to pronounce – you will get used to them).

It begins as a flashback to eight years previously when Porourangi phones to tell them that his wife, Rehua, has had a baby girl. They are delighted but their father, Koro Apirana, is devastated. He wants to take over the leadership of his tribe and now he can only hope that Rehua will have a boy next time.

Nani Flov is angry with her husband for wanting a boy. Rehua is angry and she is glad that both she and her grand-daughter are fine. She says she will divorce 'old Paka', as she calls Koro Apirana, but it appears that on another day and he does not take her seriously.

Task 2

a. What can you say about Witi Ihimaera's style and tone of writing in this chapter? Comment on:

- The way in which Rawiri tells the story
- The type of words used
- The dialogue
- The sequence of events
- Any other aspect of the writing

b. Write a passage in which you tell what happened some time ago when you received some news which pleased her but which disappointed one of her brothers (step-dad, or grandfather). Try to write in the style of Witi Ihimaera in Chapter Three. This means you will need to:

- Use colloquialism (i.e. write as you would speak – “really”, “oh”, “uh”, etc.)
- Include your own thoughts and feelings, possibly written in a diary style (i.e. “I thought to myself, *Uh, oh, I better get out of here.*”)
- Include dialogue which records the words actually spoken by the characters, using slang. (The use of mild swear words may make an account more authentic but swearing usually detracts from the quality of writing.)
- Try to include humour
- Use flashback

Task 3

How do we feel about the whakaaro (thoughts) of Witi Ihimaera's style and tone of writing in Chapter Three?

How do we feel about the character of Rawiri in Chapter Three as a result of Witi Ihimaera's tone of writing?

**COPYRIGHT
PROTECTED**



Worksheet 2Ba – Understanding Tone

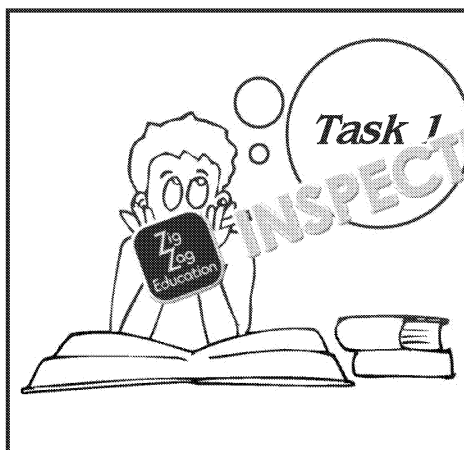
Read Chapter Two

The whales migrate from the Antarctic to two calm bays off the coast where they mate, give birth and rear their young.

While he is keeping watch over the young whales during this period, the young whale remembers his own time in the 'nursery'. Sharks had saved him months after his birth. A human being had heard his cries of distress and the bay prince had tuned on his flute to show the young whale his pain.

When the time came for the whales to move on, the young whale was freed from his human master. When his master played on his flute he would be doing, leap out of the water and speed towards him.

Now the female whales are anxious because they don't want to be drawn towards the islands to the southwest where the human has fond memories of his relationship with 'the golden human' and to that happy time, but they fear that doing so would be dangerous.



Write a passage similar to the one above, but create a special bond created between an animal and a human being. Try to write in the Inamaera. This means you will need to:

- Use describing words to paint a picture of the creature
- Use a variety of sentence types
- Convince your reader that this is a special bond
- Make it seem as though your story is true
- Have a clear order of events

Read Chapter Three

The story is being told by Rawiri. (Don't worry if the names are difficult to pronounce – you will get used to them).


It begins as a flashback to eight years previously when Porourangi phones to tell them that his wife, Rehua, has had a baby girl. They are delighted but their father, Koro Apirana, is devastated. He was the leader of his tribe and now he can only hope that Rehua will have a boy next time.

Nani Flow is angry with her husband for wanting a boy. Rehua is sad and she is glad that both she and her grand-daughter are fine. She decides to divorce 'old Paka', as she calls Koro Apirana, but it appears that she is not doing so and he does not take her seriously.

INSPECTION COPY

**COPYRIGHT
PROTECTED**






Task 2

Draw two columns. Label one 'What's a...' and the other 'Chapter...'. Put each of the following words in the column you think it best describes. Write a sentence for that chapter:

magical	light-hearted	modern	realistic
fairy-tale	serious	formal	informal



Task 3

Why do you think Witi Ihimaera writes in a different way when he is writing about the past than when he is writing about the present?

COPYRIGHT
PROTECTED



Lesson Plan 3 – What Makes a Good Leader?

Pages: 14 – 42

Objectives

To reflect on the writer's presentation of the character of Koro Apirana; to consider his leadership qualities; to practice the conventions of discursive writing.

Resources

Worksheets 3A, 3B and 3C (scissors and glue)
(Worksheets 3A and 3Ca available for less able).
Resource Sheet 3B1



Starter

Distribute Worksheet 3A. Complete Task 1 as a Starter. Assess outcomes.

Main Exposition

Distribute Worksheet 3B and Resource Sheet 3B1, scissors and glue. (Resource Sheet 3B1 should be prepared in advance and distributed in envelopes if preferred). Pupils to work in pairs to discuss the leadership qualities of Koro Apirana and paste statements in appropriate column on Worksheet 3B. Discuss those statements with the class. Assess outcomes by requesting pupils to read sheets. Discuss those statements with the class. Discuss the difficulty in placing. In discussing the different interpretations that can be made, use the stylistic conventions of discursive writing, i.e. 'On one hand we see...'

Introduce Worksheet 3C (Worksheet 3Ca for less able). Explain task and encourage pupils to write for. Model the style and tone, i.e. Koro Apirana is undoubtedly a great fighter but he did not protest at the Springbok tour of New Zealand and, like many of his people.

Whilst writing, monitor pupils. Pupils should be encouraged to draw conclusions from the text.

Pupil Activities

Work in pairs to discuss and complete Worksheet 3A.

Discuss statements about Koro Apirana on Resource Sheet 3B1 with partner and paste into whichever column on Worksheet 3B you consider most appropriate. If you agree, or you are unsure, leave in the middle for discussion with teacher.

Undertake Discursive Writing activity as outlined on Worksheet 3C (Worksheet 3Ca for less able). Use phrases given.

Plenary

Call on some pupils to read extracts of their work. Give feedback.

Give deadline for completion and handing in of written work.



Homework

Complete discursive writing task. Re-draft for Evidence Folder.

Now pupils should consider what kind of leaders they have:

- a. In school
- b. In the government
- c. In other fields (i.e. religious, celebrity, sporting, socially, etc.)

In what ways do they stick with tradition? Is this a good or bad thing?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 3A – What Makes A Good Leader

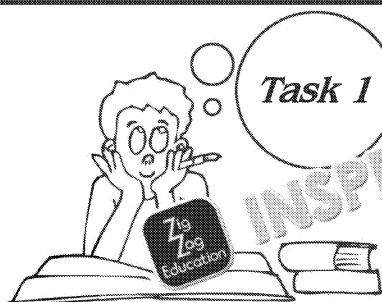
Read Pages 14 – 42

Koro Apirana is descended from Kahutia Te Rangī, also known as the original priests who came to the 'new land' to bless the territory through the sea astride his whale" and brought the life-giving for man might talk with the beasts and creatures of the sea so that a partnership" Paikē and many children and the leadership of his eldest son each generation. Somehow, however, the knowledge of the whales was lost.



INSPECTION COPY

COPYRIGHT
PROTECTED



Imagine that a new head teacher is going to start at a new school. List as many answers to the following questions as you can.

What problems will they face? i.e. shabby school buildings
What kind of people will they be working with? i.e. naughty pupils

What will they get out of doing the job? i.e. helping people learn
What qualities must they have? i.e. a good sense of humour



Worksheet 3B – What Makes A Good Leader

Qualities	We

INSPECTION COPY

COPYRIGHT
PROTECTED



Resource Sheet 3B1 – What Makes A Good

Koro Apirana does not want his granddaughter to be named Kahu as this is a man's name	Koro Apirana believes his granddaughter Kahu is the founder of his tribe
Koro Apirana thinks it is best if Kahu is brought up by her mother's mother	Koro Apirana has 'nests' so that little children can learn Maori
Koro Apirana is in his seventies	Koro Apirana is a Maori people
Koro Apirana is not interested in Kahu because he is too worried about the many serious issues facing the survival of the Maori people and their land	When he was young, he had to pass certain 'tests' to remember the names of his ancestors and did not want to retrieve a canoe
Koro Apirana wants to teach the traditions of the village to his grandson	Koro Apirana did not protest against the British
Koro Apirana is his own boss, right or wrong	Koro Apirana was a strong man of the tribe
Koro Apirana has begun giving lessons about the history of the Maori people to the boys	At meetings, Koro Apirana's reputation of being a tyrannical. Many people feared him
Koro Apirana is teaching the boys about fishing. He says, "There are too many people using snorkelling gear, and too many commercial fishermen with licences. We have to place prohibitions on our fishing beds."	At the age of seven, he went whaling with his father. He found it a great thrill. He told his father, "When we finished we would eat the whale meat and the horses and take the bones home."

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 3C – Report to the Council

You are going to write a report to the Maori Council in Wellington in the leadership of the Whangara people.

It is very important that you present a balanced view.

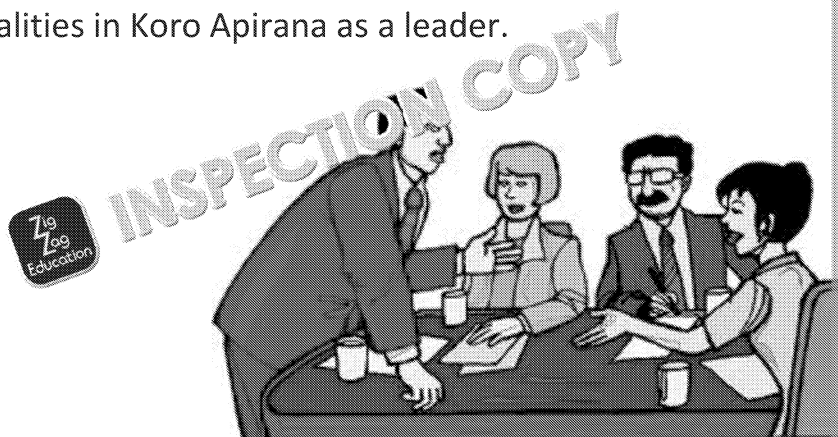
Use your sheet 'What Makes A Good Leader?' to help you to point out good and poor qualities in Koro Apirana as a Chief.

Your report should be written in a formal style and should be no more than 100 words. You should vary the length of your sentences to keep the reader interested.

In your report, you should try to use as many of the following phrases as you can.

- *The most important quality ...*
- *Despite the fact that...*
- *On balance...*
- *Although some people think...*
- *On one hand... On the other hand...*
- *What would happen if...*
- *It must be recognised that...*
- *We need to make sure that...*
- *Imagine what would happen if...*

In your conclusion, try to say whether you think there are more good or poor qualities in Koro Apirana as a leader.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 3Ca – Report to the Council

You are going to write a report to the Maori Council in Wellington in the leadership of the Whangara people.

Begin by listing all the ways in which Koro Apirana is a good leader and the things he has done or is doing.

Now list the ways in which he is a poor leader and give examples.

In conclusion, say whether you think he is mostly good for the tribe and give reasons for your point of view.

Use your sheet **‘What Makes a Good Leader?’** to help you.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 4 – Prejudice and Cultural

Pages: 44 – 60

Objectives:

To appreciate the author's craft in building tension; to build on understanding of a different cultural context; to recognise the significance of the prejudice and cultural differences; to recognise and use rhetorical devices.

Resources:



PowerPoint + computer / data projector.

Worksheets 4A, 4B, 4C, 4D, 4E, 4F and 4G

Starter

Use the PowerPoint presentation to revise different types of sentence. Distribute Worksheet 4A. Check answers orally. Discuss answers to three

Main Exposition

Distribute Worksheet 4B. Expand on what constitutes "a complete sentence" complete answers – approx. 30mins.

Pupil Activities

Revise types of sentence. Complete Worksheet 4A. Feedback answers. Discuss questions on sheet with partner and feedback.

Answer questions on Worksheet 4B independently. Check.

Plenary

Class discussion: 'What are some people leave home and move away and the advantages/disadvantages of each course of action?'



Homework

Continuation of work started in Lesson 1 OR complete questions



**COPYRIGHT
PROTECTED**



Worksheet 4A – Types of Sentence

Revise simple (S), compound (CP) and (CX) sentences.

In the brackets in the following passage, indicate the type of sentence.

The man turned. () His arms came up, as if he was

() The front bumper crunched into his thighs and he

catapulted into the windscreen which smashed into a thousand

() Jeff braked. () The glass was suddenly

() I saw a body being thrown ten metres to smash

() Clara screamed. () Tom said, "Oh,

() In the headlights and steam, the body moved. ()

I went to get out. () Clara screamed again, "Oh, no

() This tribe could be on us any second. ()

payback for us. () It's only a native." ()

What do you notice about the types of sentence Witi Ihimaera

How is his choice effective?

What do you think Clara means when she says

"Payback, it could be payback for us."?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 4B – Showing your Understanding

Answer the following questions in complete sentences.

Chapter Nine

1. “Two weeks earlier the herd had been feeding in the Tuamotus when suddenly a flash of bright light had scaled the sea and giant pressure had exerted so much pressure that internal ear canals had bled.”

What do you think might have been the cause of these sounds and “cracks in the ocean floor” which followed?

2. What decision did the ancient bull whale take as a result of this? How hard for the ancient whale to make this decision?

Chapter Ten

3. What does Rawiri find attractive about Sydney?

Chapter Eleven

4. What are the three things which make it difficult for the Government of Guinea to establish a national identity? (p. 54)
5. Why does Rawiri admire the people for trying to establish a national identity?
6. What do you think Witi Ihimaera means by the use of the metaphor “*to three-piece suit*”?
7. Why is Porourangi worried about the introduction of technology?
8. What were the three things that persuaded Rawiri to go home?



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 5 - Rawiri's Speech

Pages: 44 – 60

Objectives

To build on the learning from the previous lesson through more detailed analysis; to practice using rhetorical devices

Resources:

Resource Sheets 5A and 5B

(These could be displayed on a whiteboard)

Worksheets 5A, 5B and 5C

(An alternative activity for less able pupils is suggested as 5Ba)

Starter

Class reading of Resource Sheets 5A and 5B. These could be displayed on whiteboard. Invite comment on content and style, (i.e. “no-brainer”, “lifted” in 5A and rhetorical devices in 5B).

Main Exposition

Distribute Worksheet 5A and 5B. Pupils to complete, working in pairs. Make sure they are given a copy of the Resource Sheets and asked to highlight the rhetorical devices and comment on their effectiveness.

Distribute Worksheet 5C. Discuss the task and upon the first four bullet points the task requires pupils to write **as if they were Rawiri**. Remind pupils to refer back to Worksheets 5A and 5B to remind themselves of the rhetorical devices that they can use to help them with the content and language style of this task.

Less able pupils could be asked to give the talk that Rawiri might have given him whilst he was in Australia and Papua New Guinea and how he felt about it.

Pupil Activities

Listen to or read speeches on Resource Sheets 5A and 5B. Comment on content and style. Working in pairs, complete Worksheets 5A and 5B.

Make sure that you understand the first four bullet points on Worksheet 5C. Complete Worksheet 5C making sure that you write your talk / speech as if you were Rawiri. Work on the task.

Plenary

Responses to question: “What makes a good speech”? Select three or four responses and read them out. Give feedback. Set deadline for next lesson.

Homework

Complete talk and write it up for Evidence Folders. (Talks could be given in class if time allows)



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Resource Sheet 5A – Immigration Vital For Pro



Hon David Cunliffe

Opening Address by the:
Minister for Immigration
Minister for Communications
Minister for Information Technology
Associate Minister for Economic Development
New Zealand Government
National Library, Wellington 15.05.2007

It is an exciting time to be working in immigration and an exciting time to be in the middle of the biggest overhaul of immigration policy and laws for

Immigration is a key lever in our quest to transform the New Zealand economy. Zealanders, young and old, will have a prosperous future.

Why is it a key lever? Because we are short of the workers and skills we need. Immigration also tends to bring with it other resources for transformation: transfer and access to international networks.

We know that we have high levels of skill shortage in difficult parts of the economy, technology to trades people like electricians and builders.

We know our population is aging.

And we know we can't sustain the economy we want without the skills and innovation it brings.

So fostering immigration is a no-brainer.

Of course, one must choose the right people. That implies an immigration policy that is passively choosing whoever turns up and asks to live here to an active policy to recruit the people we want.

However, we are not alone. We are in competition with many other countries. In fact, some of whom are actively recruiting our own best and brightest. So

With that in mind, it will be good to get the perspective from this afternoon's speakers on settlement patterns and labour markets, and later this afternoon, the Immigration

Many of you will have mortgages or be trying to get on the home-owning ladder. So, with the debate over interest rates and monetary policy and the claims that

Well, that may be partly right at this time of very low unemployment and a strong economy, nonetheless the impact of immigration on inflation is likely to be relatively small.

While we have approved allowing between 4,500 and 52,000 new migrants to settle in recent times, many New Zealanders are also leaving, attracted by opportunities overseas that we are competing for.

In the 12 months to March 31st, the net inflow of permanent and long-stay people. Without our immigration programme, we would have an economic drain of people. We are, thankfully, winning on the global "brain exchange".

Despite our need for migrants, my intention is to concentrate on quality setting for our own sake.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Resource Sheet 5B – “I Have a Dream”

The following are excerpts from the famous speech given by Martin Luther King, Jr., on Aug 28th, 1963, at the Lincoln Memorial in Washington, D.C.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, all men are created equal”. I have a dream that one day on the red hills of Georgia, the slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

This is our hope. This is the faith that I go back to the South with, that one day we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith, we will be able to work together, to pray together, to go to jail together, to stand up for freedom together, knowing that we will eventually be free.

And this will be the day. This will be the day when all of God’s children will be able to join hands and sing, with new meaning, “My country ‘tis of thee, sweet land of liberty, of the fathers’ pride, from every mountain top let freedom ring.

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow capped Rockies of Colorado! Let freedom ring from the curvaceous slopes of California! But not only that; let freedom ring from the mountain of Georgia! Let freedom ring from the Lookout Mountain of Georgia! Let freedom ring from every hill and every molehill of Mississippi! From every mountain top let freedom ring.

And when this happens, and when we allow freedom to ring, when every village and every hamlet, from every state and every city, will be able to join in the great chorus that will come that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the great spiritual, “Free at last! Free at last! Thank God Almighty, we are free at last!”

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 5A – Martin Luther King’s Speech

Rhetorical Device	Example
Word Pairs (opposites)	
Groups of Three	
Alliteration / Assonance	
Impressive Sources	
Personal Experience	
Repetition (of words, phrases, themes)	
Emotive Language	
Rhetorical Questions	
Use of Metaphor	

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Worksheet 5B – David Cunliffe’s Speech

Rhetorical Device	Example
Word Pairs (opposites)	
Groups of Three	
Alliteration / Assonance	
Impressive Sources	
Personal Experience	
Repetition (of words, phrases, themes)	
Emotive Language	
Rhetorical Questions	
Use of Metaphor	

INSPECTION COPY

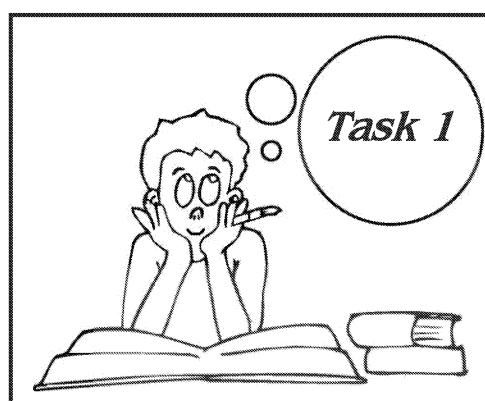
COPYRIGHT
PROTECTED



Worksheet 5C – Rawiri's Speech

By going away, Rawiri has come to understand some of the concepts that he has for the future of his tribe. In particular,

- He has learned that it is important to keep your national identity and what you are
- He has learned that there is no racism and prejudice in the world and that people of different cultures learn one another or believe they are
- He has come to understand that the impact of technology on the world is always for the better
- He knows why young people, in particular, leave New Zealand and how to return to realise that there is more to life than earning good money



Task 1

Prepare the speech which Rawiri will give to the seven boys who Koro Apirana will return to the tribe.

In the talk you should include:

- A welcome to your audience, an introduction of yourself and where you have been
- A description of some of the problems which you now understand
- At least one story from your personal experience while you were away that tells you something
- What kind of person you think the next leader of the tribe must be to safeguard the culture of the tribe and yet move it forward in the future

In your speech you should try to use as many rhetorical devices as you can.

Look back through all the work you have done in this Task before you write your speech.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 6 – The Conventions of Newspapers

Pages: 61 – 86

Objectives:

To learn the conventions of newspaper reports and to analyse and practice direct and indirect speech and converting present to past tense

Resources:

Worksheet 6A

Worksheet 6B

Resource Sheet 6A (This could be displayed on a white board)

Examples of newspaper reports if available

Resource Sheet 6B (This could be displayed on a white board)

Worksheet 6C

Starter

Complete Worksheet 6A

Main Exposition

Distribute Worksheet 6B, remind pupils of the context in the story and all the conventions of a newspaper report.
Using Resource Sheet 6A, explain the conventions of a newspaper report.
Distribute Worksheet 6C. Pupils to complete questions independently.

Pupil Activities:

Complete tasks on direct and indirect speech and present into past tense

Read Resource Sheet 6A and analyse the conventions of a newspaper report.
Answer questions on Worksheet 6C using all the information about newspapers that have studied.

Plenary

Select pupils to give answers to questions from Worksheet 6C. Give oral feedback.



Homework

Write to Greenpeace at Greenpeace Environmental Trust, Canonbury, London N1 9PF for some of their literature on the current position with regard to the environment.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



INSPECTION COPY



Worksheet 6A – Direct and Reported Speech

Direct Speech

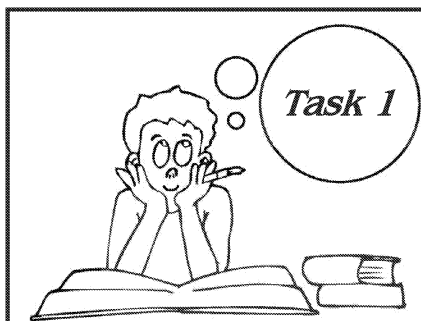
In direct speech we use the actual words of the speaker, putting speech marks, i.e.

"The horizon all of a sudden got very noisy," said a young jogger.

Reported Speech

In reported speech we say what someone said without using the actual words. We do not use speech marks.

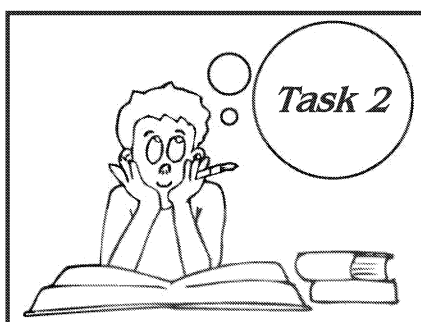
A young jogger said that whales were stranding themselves all over the beach.



Task 1

Change the following direct speech into reported speech:

1. "They kept coming and coming," he told the *Gisbourne Herald*.
2. "This is the beginning of the end of the world," sobbed the pilot.
3. Derek, who was a ranger, said, "Pour water over them, other people will be able to see them."
4. "I can't leave Sophie now," an elderly lady said.



Task 2

Change the following reported speech into direct speech:

1. A young jogger said that the whales were whistling and that it was a haunting sound.
2. An elderly lady who refused to leave a dead whale said that it was so very beautiful.
3. A ranger called Derek told people to get the beach cleared and the whales' blowholes cleared.
4. The ranger advised people to keep whales' blowholes clear so they would not suffocate.

**COPYRIGHT
PROTECTED**



Worksheet 6B – Present to Past Tense

Re-write the following passage from page 80 in the past tense.

A truck has been driven down beside the whale. The whale's blood is streaming from its mouth. The whale is still alive.

Five men are working on the whale. They are splattered with helicopter fuel. Above them, one of the men stops his work and points into the camera. The look is triumphant. He lifts his arms in the air. The camera focuses on the other men, where they stand in the background. The chainsaw has just completed cutting through the whale's jaw. The men are laughing as they wrench the jaw from the butchered whale. A huge spout of blood as the jaw suddenly snaps free. The blood falls into the water, creating a dark gouting stream. Blood, laughing, pain, victory.

INSPECTION COPY

COPYRIGHT
PROTECTED



Resource Sheet 6A – Writing Newspaper Re

Newspaper reports are written for the purpose of grabbing the reader's attention and then maintaining their interest. People usually scan newspaper reports for what interests them and then read only as far as their interest holds them.

It is very important, therefore, to think of a good **Headline**. This should be short, snappy words and no prepositions. The words need to have impact. They might use alliteration or assonance, they might rhyme or they might be puns.

An **Image** may help to grab the reader's attention. Under a picture, the **Caption** should explain what can be seen. Tables, graphics, maps and sketches can also add interest.

It is important to give an overview in the **Topic Sentence** so that readers who drop out after only one or two lines have got the gist of the story. Further detail can be added in each subsequent sentence.

Sub Headlines can help to keep a reader motivated to read further. They are often extracts from the report using emotive language.

Newspaper reports are written in the past tense. The reporter who is narrating but the convention is never to use the word "I". A reporter should address his / her audience directly and never requests contact or comments. The name of the reporter should appear at the top of the article, however, to say who has written it.




INSPECTION COPY

COPYRIGHT
PROTECTED




Worksheet 6C – Analysing Newspaper Report



Task 1

Study the newspaper report on Rescued Whales
“Scientists Study North Sea Stranded Whales”
Answer the questions below.



Analysis of a Newspaper Report

1. What language technique does the reporter use in his headline?
2. What is the reporter's name?
3. Who? What? Where? When? How? Which question is **Not** a topic sentence?
4. Write out the caption to the photo.
5. Why have the words 'Torn', 'Havoc' and 'Doubled' been used?
6. Why did the journalist quote the words of Rob Deaville?
7. What do you find interesting in this report?
8. How could the journalist have made this report more engaging?
9. What would have made this report stand out more?

**COPYRIGHT
PROTECTED**



Resource Sheet 6B – Scientists Study North Sea Strandings

News

Scientists Study North Sea Strandings

No fewer than four sperm whales have been washed up on Britain's beaches in the past fortnight.



Although these giant mammals, made famous by the exploits of Herman Melville's Moby Dick, actually pose little danger to humans, very little is known about them.

In recent weeks, however, a "pod" of juvenile whales entered the North Sea and were unable to find their way out.

This has given marine biologist, Rob Deaville, the opportunity to investigate their behaviour. A range of man-made factors may have led to the strandings.

"It is very unusual for there to be four strandings in only a couple of weeks", said Rob.

Trapped

He believes there may be as many as 25 whales trapped in the North Sea and in danger of stranding themselves.

Last week, a 30ft whale was washed up on a beach in Lincolnshire.



Whale washed up on Beach

The first stranding was on Feb. 4th when a 30ft. whale was washed ashore in the Humber estuary. On Feb. 6th two more were stranded in Lincolnshire.



COPYRIGHT
PROTECTED



Lesson Plan 7 – Writing a Newspaper

Pages: 61 – 86

Objectives:

To put into practice learning from previous lesson by writing a report.

To use ICT to produce a newspaper report.

Resources

Worksheet 7A

Computers



Starter

Explain and expand on the 10 points made in the Guidelines for writing the

Main Exposition

Allow pupils time to plan and draft their reports. They may also prepare layout on the page. Circulate to monitor progress, praise and challenge.

Move to computer suite. Ensure pupils are familiar with software program

Pupil Activities

Plan newspaper report. Complete a first draft. Proof read and check guide ensure all aspects have been covered. Prepare images and layout.

Re-draft reports using an ICT software programme designed for the purpose

Plenary

Select a few extracts to read aloud to the class.

Print reports. Display examples of good work



1. Complete report.



INSPECTION COPY

COPYRIGHT
PROTECTED



Worksheet 7A – Report for The Gisbourne Post

You were the journalist sent to Wainui to get the story about the whales. Write your report.

The following guidelines should help you

1. Create a headline for the story.
2. Summarise what has happened in the topic sentence. (Who? What? Why / How?)
3. Write a short paragraph to explain your topic sentence.
4. Report events in the order they happened.
5. Link them with words such as *first, next, once, soon after, in*
6. Provide eyewitness accounts. Use both direct and indirect speech.
7. Remember to include important background detail as you get to the point.
8. End by saying what is happening now, what may be the cause for the future.
9. Decide what pictures / images will accompany your report.
10. Decide on the layout of your page.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Lesson Plan 8 – Assessment Piece

Pages: 87 – end

Objectives:

To allow for the 'Controlled Testing' of pupils' ability to a) explain and analyse writers' use of language, including grammatical and literary features at sentence level and b) identify and comment on writers' purposes and the overall effect of a text on the reader.



Worksheet 8A – The Real and the Unreal

Worksheet 8B – The Real People

Resource Sheet 8A – Factsheet

Worksheet 8C – Climate Change

(The Worksheets can either be given separately as three shorter tests or as a long assessment piece).

Starter

Ensure understanding of the questions, particularly the language terms in the questions (delete the questions for less able and less able pupils, these could be deleted). Addressing a "How does it work?" question should be unpicked and the term "effective" discussed. Pupils should also be given a quotation if they are not familiar with this.

Main Exposition

Introduce the criteria by which pupils' work will be marked. Give some information on what pupils are expected to write and over what period of time. (Suggest 30 minutes or less under 'controlled' conditions). Distribute sheets as required. 'reading time' at the beginning of each of the first three questions.

Pupil Activities

Reading and responding to questions under 'controlled conditions'.

Plenary

Responses to passages and tasks set.



Homework:

Collect work set in Lesson Plan 1



**COPYRIGHT
PROTECTED**



Worksheet 8A – The Real and the Unreal

Koro Apirana makes a speech to the group of young boys who are the leaders of the tribe (p. 93).

“Once our world was one where the gods talked to our ancestors and our ancestors talked to the gods. Sometimes the gods gave our ancestors special powers. For example, the gods of the sea gave the whales a command to come to the apex of the house – ‘wa’ – and command them. In this way, man, beasts and gods were in communion with one another.” Koro Apirana took a few thoughtful steps forward. *“But then,”* he continued, *“man assumed a cloak of arrogance and put himself up above the gods. He even tried to defeat Death, but failed. As a result, he started to drive a wedge through the original oneness of the world. Over Time he divided the world into that half he could believe in and that half he could not believe in. The real and the unreal. The natural and supernatural. The present and the past. The scientific and the fantastic. He put a barrier between himself and everything on his side was called rational and everything on the other side was called irrational. Belief in our Maori ancestors is the natural, the rational.”* Koro Apirana paused again. He had us in the palms of his hands. I considered about our ignorance, but I was wondering what he would say next. He gestured to the sea.

“You have all seen the whale,” he said. *“You have all seen the same whale. The same head. Is the tattoo there by accident or by design? Why did a whale strand itself here and not at Wainui? Does it belong in the real world or the unreal world?”*

“The real,” someone called.

“Is it natural or supernatural?”

“It is supernatural,” a second voice said. Koro Apirana put up his hand to stop the debate. *“No,”* he said, *“it is a reminder of the oneness which the world once had. It is the birth of the world, the present, reality and fantasy. It is both. It is **both**,”* he thundered, *“and the communion then we have ceased to be Maori.”*

INSPECTION COPY

**COPYRIGHT
PROTECTED**

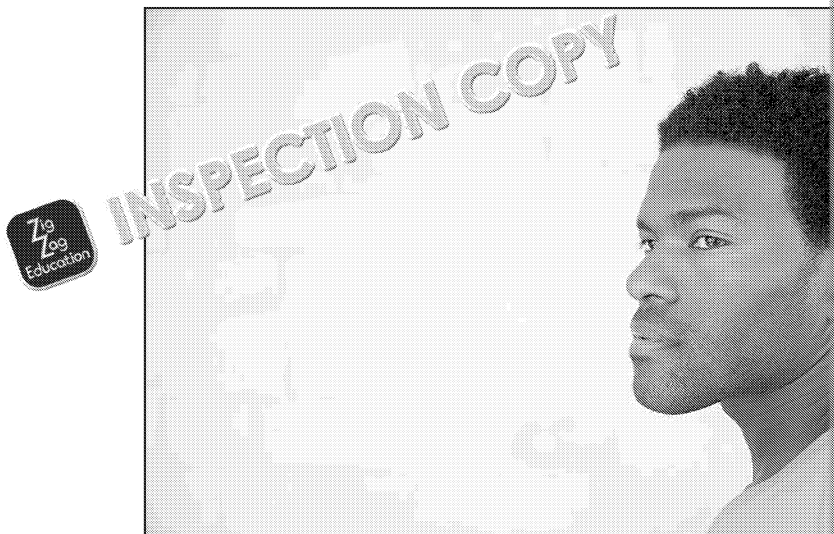


1. Rawiri says that Koro Apirana "... had us in the palms of his hand" in his speech so successful in rallying the support of the boys? Use quotation in your answer.

You should try to write about:

- the tone of the speech
- the use of metaphor
- the use of alliteration and assonance
- the use of contrast and opposites
- the use of simple, compound and complex sentences
- the use of rhetorical questions
- the use of repetition
- the use of powerful adjectives and images
- the use of a dramatic ending

Your work will be marked on your ability to a) recognise where language has been made for effect and b) explain how these language choices have made Rawiri and the other boys pay attention and get fired up.



**COPYRIGHT
PROTECTED**



Worksheet 8B – The Real People

In his book “Mutant Message Downunder”, Marlo Morgan tells of an American woman who allows herself to be taken into the outback to give a talk to a tribe of Aborigines, and receive an award for her efforts. Instead she finds herself on a walkabout during which she discovers how ‘The Real People’, as they are finding it increasingly difficult to live in harmony with the planet, they depend upon because of the effects of climate change on the desert. The elder of the tribe tells her:

We, the tribe of Divine Oneness Real People, are leaving planet Earth. At the time we have elected to live the highest level of spiritual life; celestial beings demonstrate physical discipline. We are having no more children. When a member is gone, that will be the last of the pure human race.

We are eternal human beings. There are many places in the universe to follow us can take on body forms. We are the direct descendants of those who have passed the test of surviving since the beginning of time, holding onto our original values and laws. It is our group consciousness that has helped us survive. Now we have received permission to leave. The people of the world have been given a part of the soul of the land away from us to join it in the spirit world.

You have been chosen as our messenger to tell your kind that we are leaving Mother Earth. We pray you will see what your way of life is doing to the water, the land, the air and to each other. We pray you will find solutions to the problems without destroying this world. There are Mutants on the planet who are losing their individual spirit of true beingness. With enough focus, there is time to prevent destruction on the planet, but we can no longer help you. Our time on Earth pattern has been changed, the heat is increased, and we have seen animal reproduction lessened. We can no longer provide human food. We inhabit because there will soon be no water or food left here in the world.

1. In what ways is Marlo Morgan’s purpose in writing about ‘The Real People’ as Witi Ihimaera’s in writing *The Whale Rider*, and in what ways are they different?

In your answer you should explain what you think each writer set out to say about:

- how we have lived in the past
- how we live now
- what will happen in the future
- tradition versus change

Your work will be marked on your ability to a) identify the writer’s viewpoints and b) comment on their similarities and differences.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Resource Sheet 8A – Factsheet

Kyoto Protocol Fact File

Background

The Kyoto Protocol is a global agreement on the reduction of the main greenhouse gas emissions, which are linked to climate change and global warming.

The original signing took place in Kyoto, Japan, in 1997, when 110 governments agreed that industrialised countries should cut their greenhouse gas emissions by an average of 5.2% from the 1990 level by the year 2008 – 2012.

The Kyoto Agreement will only become legally binding when the industrialised nations accounting for 55% of the carbon dioxide emissions ratify (authorise) it.

The Protocol has been ratified by 118 countries to date, including 32 industrialised countries, representing 44.2% of 1990 emissions.

Of the major countries left:

Romania was the first country to ratify in March 2001.

E.U. ratified in May 2002

Japan ratified in May 2002



Who is involved?

The U.S. and the U.K. are against the development of the Kyoto Protocol.

Australia is out in the industrialised countries.

Both of these countries are not part of the Kyoto Protocol.

The Main Countries

The U.S. and the U.K. take part in the Kyoto Protocol.

The E.U. and Japan are part of the Kyoto Protocol.

Russia and China are not part of the Kyoto Protocol.

Japan and the U.S. are not part of the Kyoto Protocol.

Canada and Australia are not part of the Kyoto Protocol.

INSPECTION COPY

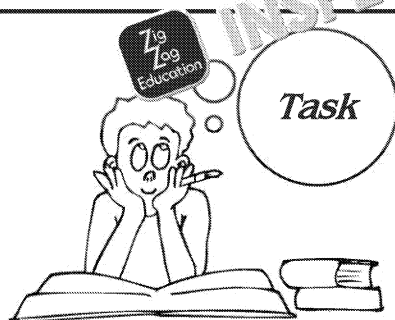
COPYRIGHT
PROTECTED



Worksheet 8C – Climate Change

Did You Know?

- Germany and Great Britain are the only countries that have targets set out at the 1992 Earth Summit in Rio de Janeiro to reduce greenhouse gas emissions by 1995.
- In September 1992 the hole in the ozone layer (caused by CFC pollutants) above the Antarctic was nearly the size of North America. The hole was three times larger than North America.
- On March 28th 2001 the U.S. abandoned the treaty on global climate change because it was against U.S. economic interests.
- The International Panel on Climate Change (IPCC) claims that the hottest decade in recorded history and that the global average temperature will rise by 1.4 to 5.8 degrees Celsius by the year 2100. They also claim that sea levels will rise by 0.09 to 0.88 metres in the same time span, flooding islands and coastal areas, and severe weather incidents will increase.



Task

Read the summary of the Factsheet by the Young Peoples' Trust for the Environment.

1. Identify and comment on the writer's viewpoint, and the overall effect of the Factsheet.

You should write about:

- what the Factsheet sets out to do
 - how it achieves its aim, i.e. through the use of statistics, the use of visual images for the purpose of comparison, etc.
 - how the reader is influenced by the way in which the information is presented
 - whether or not this Factsheet is successful in achieving its aim
2. Which of the three texts you have read do you feel would be most effective in persuading a) the female b) the male members of your household to change the way they live, i.e. walk instead of taking the car, recycle the rubbish, use less water, buy a smaller car? Give reasons for your choice/s.

INSPECTION COPY

**COPYRIGHT
PROTECTED**

