



AN EDUCATIONAL RESOURCE FOR YEARS 4-8

MARIA
GILL

FAMOUS PEOPLE OUR COMMUNITY





Overarching Concept: Community

Big Statement: Famous People in our Community

Key Understandings: Some People make significant contributions to New Zealand's Society

Learning Area: Social Studies

L2 Understand how people make significant contribution to New Zealand's Society

L4 Understand how exploration & innovation create opportunities and challenges for people

Learning Area: Language

L2,L3 Identifies oral, written and visual language features used in texts and recognises their effects

L4 Uses a wide range of oral, written and visual language features to create meaning and effect and to sustain interest

Key Competencies/Values

Key Competencies Participating and contributing; Using language, symbols and texts; Recognise the value of written and visual texts to communicate ideas and texts

Values Community and participation

Focus Skills:

Defining, time lines, observations, summarising, researching, designing, questioning, interviewing, presenting

Related Themes:

Leadership

Specific Learning Intentions:

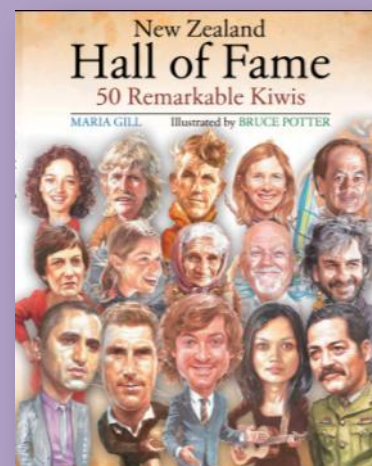
- * Using effective questions to solicit information
- * Researching biographical texts and summarising information
- * Presenting orally and visually

ASSESSMENTS

Pre-Assessment Task: Can define what makes a person famous

Post-Assessment Task: Has completed a double page spread on a famous person

Ongoing Monitoring Opportunities: Contribution to classroom discussion, graphic chart worksheet





FAMOUS PEOPLE IN OUR COMMUNITY

RESEARCH

ACHIEVEMENT OBJECTIVES

Students will be able to:

- Define what makes someone famous
- Research a famous person in their community

LEARNING ACTIVITIES

- Introduce the unit by showing the 'New Zealand Hall of Fame' book to class. Look at the different types of information, language, and graphics in it.
- Think, Pair, Share – what makes someone famous. Write a definition and come up with some examples of famous people.
- Teacher reads a story about one of the famous people in the book. Ask quiz questions afterwards to see what they remembered about that person's life. Show how it relates to the timeline and visual pictures.
- Students in pairs read a biography of a famous person in the book. What type of information has the author included? (Family details if relevant, early interest in what they were famous for, any awards/trophies they began to win, experiences and mentors that helped them on their way.)
- Brainstorm names of famous people in their community – as a class. In pairs, students pick a famous person in their community to study and interview. Students write a statement about why they picked that person and focus questions they would like to know.

- Students design a graphic chart – this will contain the information they will research about on their famous person. It needs their statement, focus questions, references, note taking, and summary.
- Students look on the internet (web, interviews, and fact sheets) as well as books to find answers to their focus questions using their graphic chart to record information. Afterwards, students summarise their information.
- Students record where they have gaps in their information.

CURRICULUM EXTRAS

- ❖ **Visual Language** – Look at the different types of graphics in this book. Redesign a double page spread.
- ❖ **Visual Language** – Redesign the front page. Think how you could incorporate the name *New Zealand Hall of Fame* into the design.

TEACHER RESOURCES

Think, Pair, Share Strategy - <http://goo.gl/UF55e>

Graphic Charts - <http://goo.gl/7yFGx>

New Zealand Hall of Fame: 50 Remarkable Kiwis book by Maria Gill, illustrated by Bruce Potter

Draw a Caricature lesson plan for students from www.mariagill.co.nz



FAMOUS PEOPLE IN OUR COMMUNITY

INTERVIEWS

ACHIEVEMENT OBJECTIVES

Students will be able to:

- Identify different styles of questions
- Formulate a set of questions to ask their famous person
- Interview a famous person and take notes

- Choose method of oral presentation to class: role play, Power Point, video presentation and prepare.
- Present to class.

LEARNING ACTIVITIES

- Class discusses the difference between **closed questions** (questions that are answered with a yes/no or a definite answer - for example, What is your name?) and **open questions** that ask for your opinion, evaluation, prediction etc (for example, How would you explain ...? What do you think about ...?). Write examples of both types of questions on the whiteboard.
- In pairs, students look closely at the questions the author would have asked in New Zealand Hall of Fame on one double page spread. Share those with the class. For example, to find out about their childhood, she would have asked: 'Tell me about your childhood. What type of student were you? Did you come across any obstacles in your childhood? Share them with the class.
- Students formulate their own questions.
- In pairs, students practice interviewing:
 1. Check the spelling of the person's name.
 2. Ask if it is okay to record the interview with a tape recorder (or video).
 3. Ask questions.
 4. Check spelling of any names or place names.
 5. Ask if there is anything else they would like to add.
 6. Thank the famous person for their time.

CURRICULUM EXTRAS

- ❖ **Language oral** – Practice different styles of questioning.
- ❖ **Language oral** – Students role play interviewing the author of the book they are reading. Students need to take into account what person is saying so they don't ask a question that has already been answered.
- ❖ **Language oral** – Students do a mock terrible interview; identifying all the things you shouldn't do in an interview.

TEACHER RESOURCES

Different styles of questioning:

<http://goo.gl/punmc>

Question matrix grid: <http://goo.gl/ITqF3>

Interview games including 'The Awful Interviewer': <http://goo.gl/c6pvx>



FAMOUS PEOPLE IN OUR COMMUNITY

PRESENTATION

ACHIEVEMENT OBJECTIVES

Students will be able to:

- Use different design techniques to create effect
- Prepare a timeline for their famous person's life
- Design illustrations
- Plan and present a double page spread

- Type up text, headers and complete presentation of double page spread on your famous person.
- Compile class book from all the double page presentations and take turns reading in SSR time. Share with other classes.

LEARNING ACTIVITIES

- Students look at all the different elements in a double page spread: biography, timeline, trophy board, film strip, passbook, quote, caricature, text boxes. Discuss how they contribute to the book.
- In pairs, students prepare a timeline for their famous person. Identify significant moments in their history.
- In pairs, prepare a trophy board. Use books and the web for ideas and construct on computer.
- In pairs, draw a cartoon strip of significant moments of that person's life. Write a caption for the illustrations afterwards.
- Design a passport and fill in facts about the famous person.
- Lay out all the different design elements. Check you have room for text boxes and where you would fit in a quote (from interview).

CURRICULUM EXTRAS

- ❖ **Visual Language** – Look at how the illustrator has portrayed some caricatures. For example, Helen Clark – why has he drawn her stern-looking? Discuss why the media tend to portray strong female leaders this way.
- ❖ **Art** – Students learn how to draw a caricature – see student instructions.

TEACHER RESOURCES

Timeline tool: <http://goo.gl/bnkzE>

Cartoon creator: <http://goo.gl/eK98i>

Photoshop or some other art design software

Passport template: <http://goo.gl/H2m54>

Caricature lesson plan: www.mariagill.co.nz

New Zealand Hall of Fame

Many New Zealanders are WORLD famous! From pioneers to musicians, inventors to sports stars – what is it about this small island nation that can produce so many people who lead the world in their chosen fields?

In this inspiring collection of challenges and triumphs, Maria Gill introduces you to 50 remarkable Kiwis, past and present, to help you discover just what enabled them to succeed. Maria's tireless research builds a picture of their lives through personal journal entries, photographs and impressive trophy boards. And their compelling stories are brought to life by Bruce Potter's striking caricatures and illustrations.



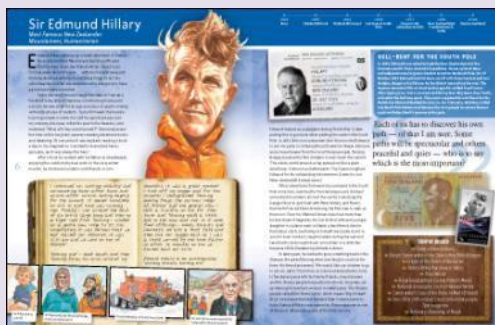
ABOUT THE AUTHOR

MARIA GILL lives in Matakana writing full-time, with an eclectic mix of animals (including her husband and two children). She has written over 20 children's books for retail and educational markets. She was as chuffed as heck when her *Rangitoto* book was a finalist for the New Zealand Post Children's Book awards in 2010 and *Bird's-eye View* was shortlisted for the LIANZA awards in 2008. Her other claim to fame was as an ice skater. Many, many years ago she competed in the New Zealand figure skating championships (she's got some medals to show for it). Go to www.mariagill.co.nz to find out more about Maria Gill's books.



ABOUT THE ILLUSTRATOR

BRUCE POTTER draws his illustrations from a two-acre lifestyle property in Tuakau. If you poke your nose around a library you'll find over 100 children's books illustrated by Bruce. You'll even find a French version of *The Whale Rider* in European countries. His illustrations for *Papa's Donuts* gained him a second place in The World's Best Illustration at the 2007 Gourmand World Cookbook awards. Bruce treads the boards on the stage in musicals singing baritone in lead roles. He also likes to pump iron — he holds a two-man dead lift world record and has a bronze medal in the World Masters Bench Press Champs.



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