

## LESSON PLAN 11: RESEARCH AND RECORD SOCIETY AND EVENTS

**Objective:** Compile a digital story of one specific year

**Age range:** 13-16

Lindisfarne College's Rod Dowling shared with us details of a Year 10 research project he ran (whose criteria matched those for Level 1 NCEA Achievement Standard 90060 'Research, Organise and Present Information'.) Students research a particular year using a variety of resources – including talking to family relatives – and record and present the results.

### YOU WILL NEED

- ▶ Computer and Internet connection
- ▶ Recording devices (cameras, audio recorders, etc.)
- ▶ Access to a variety of research resources – reference books, CD-ROMs, maps, magazines, photos, diaries, and people

### DEVELOPING SKILLS

Planning and processing information, collating, researching, interviewing, writing and presenting.

### METHOD

#### Step 1: Planning

1. Students decide on which year they will research by finding out the year an elderly family member (perhaps their eldest living relative) was their age. For example, if they're 14 and a grandma was born in 1931, she was 14 in 1945, so that's the research year.
2. Ask them to brainstorm their year to find out how much they can about it. Also, get them to identify three keywords from a list to explore further, such as: education, fashion, entertainment, sport, world events/politics, agriculture/industry, society/family/birthdays/Christmas/marriage, transport/communication, and leisure/hobbies.
3. Get students to come up with a question based on each keyword. For example, if the keyword was 'entertainment', it could be: "What did young New Zealanders do in their free time?"
4. For each keyword, ask the class to brainstorm further keywords based on these. So, for entertainment, they could be: movies, reading, radio, family games, TV, dances, and kids games.

#### Step 2: Recording

1. Get students to think about possible sources they can use to find information about their year – get them to use at least six sources, of which one must be a primary source (information from someone who has direct experience, like a diary or an interview with a relative); secondary sources include information from books, websites, maps, old newspapers, etc.
2. Once they have located resources, list their details so they can use them in the bibliography.
3. Conduct research using identified resources. During this, ask students to keep a detailed work log – include things like books read, websites visited, people met, pages written, etc.

*"The kids make full use of the Internet but also many borrowed the school's video cameras and set them up (often at the old person's home) to record their elderly relative's responses to their prepared questions, and added that to their project," explained Rod.*

*"We have found that the older folk often seem keener to open up on quite personal things more to their grandchildren, than their children! The video thus becomes a taonga for the family."*

4. Once research material has been gathered, ask the class to read through their information and select information relevant to their key questions to write up into chapters. Get them to do a rough draft before writing the final copy when they should add in graphics (photos, maps, photocopies of pages of old family diaries, etc.)
5. Presenting information – students should use their word-processing, layout and desktop publishing skills to produce a clear and concise research report (about 20-30 pages) that includes: title page, contents, chapter headings, captions, and bibliography. The last chapter should be headed up 'Drawing Conclusions' in which students should write about 400-600 words giving their overall conclusions about life in the year, compared to nowadays. Ask them to form judgements linked directly to their key questions, and organise and present conclusions in a clear structured way.

Rod Dowling is Head of English at Lindisfarne College and was an e-fellow in 2005 ([www.efellows.org.nz/?q=blog/06](http://www.efellows.org.nz/?q=blog/06)).



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