

# Disciplinary Literacy

## Webinar 7

**Pause the webinar for each task**

Task 1 @ 26.36

Task 2 @ 31.00

Task 3 @ 33.51

### Task 1: Text Types

The purpose of this activity is to look beyond the typical text as we know it and look at texts from the standpoint of other disciplines.

Some texts may fall into more than one discipline.

The use of 2 or more texts allows the children to develop a critical stance towards text, where they question who wrote or presented the text and possible bias, consider where and when a text was created and therefore allows them to corroborate all sources of information.

Range of Texts		
<ul style="list-style-type: none"> <li>• Image/Painting</li> <li>• Musical Score</li> <li>• Map</li> <li>• Information Report</li> <li>• Poetry</li> <li>• Graph</li> <li>• News report (TV)</li> <li>• Newspaper article</li> <li>• Nursery Rhymes</li> <li>• Picturebook</li> <li>• Script</li> <li>• Environmental sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Bar chart</li> <li>• Narrative</li> <li>• Pictograph</li> <li>• Interview</li> <li>• Song/Lyrics</li> <li>• Venn Diagram</li> <li>• Painting</li> <li>• Sculpture</li> <li>• Jazz</li> <li>• Advertisement</li> <li>• Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Jig/Reel/Waltz</li> <li>• Chart</li> <li>• Instructions</li> <li>• Musical</li> <li>• Explanation</li> <li>• Podcast</li> <li>• Dance</li> <li>• Timeline</li> <li>• Folklore</li> <li>• (Auto)Biography</li> <li>• Play/ Film</li> <li>• Procedural text</li> </ul>

**Task:**

1. Look at the table above.
2. Select 3 text types that could be used by a practitioner of history, geography, science, music, art or drama.
3. Add them to the table below.
4. Some texts may be suited to more than one discipline.

Text Types					
History	Geography	Science	Music	Art	Drama

## Task 2: Reading, Writing and Thinking across the Disciplines

Skills below have been adapted from the Primary School History Curriculum

	When historians read, they...	When historians write, they...	When historians think, they...
Infants	encounter some simple historical evidence e.g. family photographs, own clothes worn when younger, buildings	<ul style="list-style-type: none"> <li>communicate an awareness of stories from the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>become aware of and discuss the sequence of events in simple stories about the past</li> </ul>
1 <sup>st</sup> -4 <sup>th</sup> class	<ul style="list-style-type: none"> <li>begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past</li> <li>summarise information in, and make simple deductions from, a single source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>communicate an awareness of stories from the past in a variety of ways e.g. writing, drama, other media, information and communication technologies</li> <li>record information about people and events in the past using simple timelines</li> <li>use common words and phrases associated with time</li> </ul>	<ul style="list-style-type: none"> <li>explore instances of change and continuity, especially in personal life, in family and local history e.g. features which have changed or remained unchanged in home, family and immediate local environment</li> <li>discuss the reasons why some events happened and some of their consequences</li> <li>imagine and discuss the feelings and motives of people in the past</li> </ul>
5 <sup>th</sup> -6 <sup>th</sup> class	<p>develop some skills in the location and selection of evidence</p> <ul style="list-style-type: none"> <li>distinguish between primary and secondary sources</li> <li>compare accounts of a person or event from two or more sources</li> <li>make simple deductions from evidence</li> <li>recognise that evidence may be incomplete or biased</li> <li>appreciate that evidence can be interpreted in a number of ways</li> </ul>	<ul style="list-style-type: none"> <li>use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period</li> <li>select and organise historical information</li> <li>use imagination and evidence to reconstruct elements of the past</li> </ul>	<ul style="list-style-type: none"> <li>develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past</li> <li>appreciate that events usually have a number of causes and outcomes</li> <li>discuss how an event in the past may have been perceived by those who participated in it.</li> </ul>

### Examples of Text Types used in History:

Narratives	Artefacts	Photographs	Timelines	Maps
Recounts	Poetry	Interviews	Song Lyrics/Ballads	Video
Podcasts	News Reports	Diary	(Auto)biography	Folklore

**Task:**

1. Choose **one** discipline – either science, geography, art, music or drama.
2. Add literacy skills needed to read, write and think as a practitioner of that discipline.

**Science / Geography / Art / Drama / Music**

**Ways of reading...**

**Ways of writing...**

**Ways of thinking...**

<b>Science / Geography / Art / Drama / Music</b>		
<b>Ways of reading...</b>	<b>Ways of writing...</b>	<b>Ways of thinking...</b>

## Task 3: Reflection / Next Steps

### Exemplar

Subject / Topic	History-The Moon Landings
Skills being developed	Using Sources Testing the reliability of sources Corroborating information using multiple sources Citing sources when writing
Literacy skills being developed	<b>Oral Language</b> LO1 Engagement, listening & attention LO5 Vocabulary LO11 Information giving, explanation & justification <b>Reading</b> LO6 Vocabulary LO7 Purpose, genre & voice LO8 Response & authors intent <b>Writing</b> LO6 Purpose, genre & voice LO7 Response & authors intent
Texts	Moonshot by Brian Floca Flying to the Moon by Michael Collins New York Times front page Social Media posts RTE Archives Speech by John F. Kennedy
Vocabulary	Apollo, Artemis, astronaut, cosmonaut, space race, democracy, communism.  primary source, secondary source, reliable, context, corroborate, cite

### Task 3: Reflection / Next Steps

**Task:**

In pairs or small groups where possible, complete the following table, relevant to your context.

What subject or topic would motivate the children in my context?	
What skills are needed to read, write and think in this subject?	
What literacy skills / learning outcomes could be applied in this area?	
What texts could be used?	
What vocabulary will support the children's learning?	