



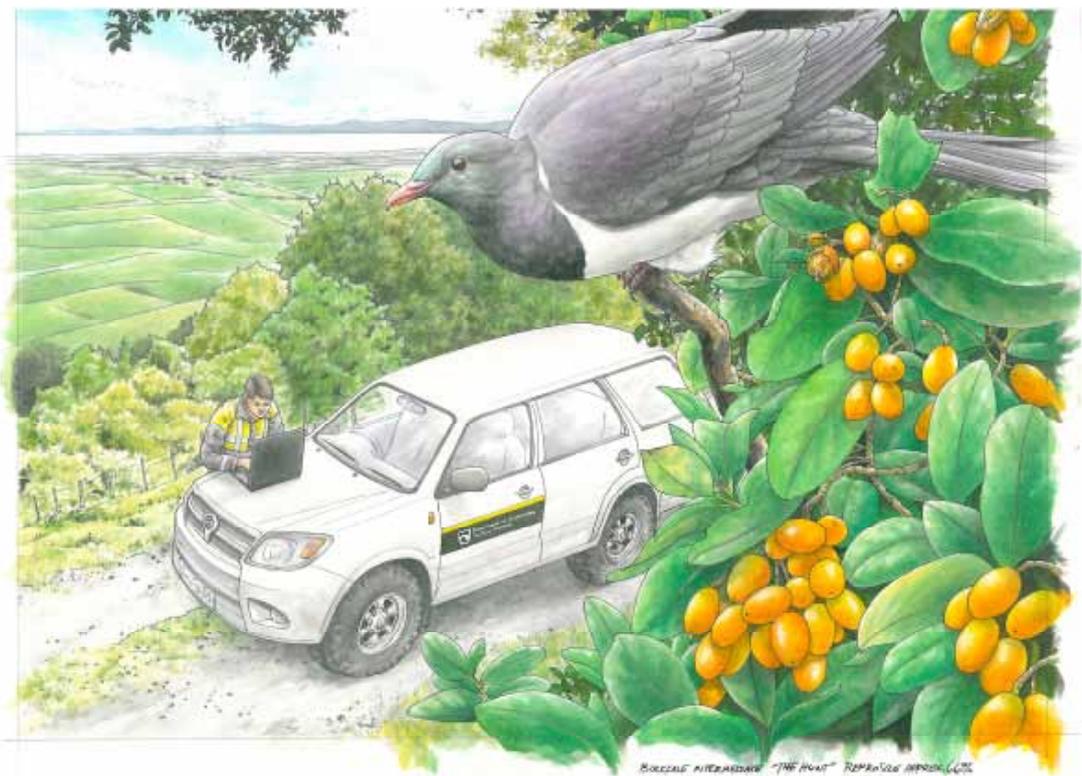
# The Hunt

Major Quest

**Forming a Well-Founded Judgement**

Scenario

Most of us are familiar with the kereru, our native wood pigeon, and some know the godwit, a native shore bird. These birds are now protected but have traditionally been a source of food for Maori. In New Zealand and other countries, such as Australia and America, arguments have developed over the rights of indigenous people to resume harvesting protected animals. Some iwi have recently asked to have the right to resume harvesting. Make a well-founded judgement. Should iwi be given the right to resume harvesting these birds?



## INTRODUCTION

'The Hunt' asks our students to decide if indigenous people should be allowed to resume harvesting a protected species. This is an open question in that it allows for more than one right answer. In making a 'well-founded judgement' it is essential that students explore many possibilities. If they decide yes, then under what conditions, if no, then what justifies a continued ban and what alternatives exist. The new insights and understandings we wish to develop will be around how science knowledge can be crucial when making good decisions around culture and heritage.

There is also a minor emphasis on 'Determining Parts-Whole Relationships.' To make a well-founded judgement in any area of conservation you need to start with an in-depth understanding of the species involved. The parts-whole activity is designed to begin the development of this understanding.

The Quest focuses on the kereru but has additional resources on the godwit. At a Teaching Team meeting choose to study either:

- The kereru
- The godwit
- Both birds
- The kereru with high ability groups the godwit

In making your choice remember the kereru is a relatively simple conservation issue. It is our bird in our forest and either we look after it and it survives or we don't and it goes extinct. The godwit however is a little more complicated as it also needs International cooperation if it is to survive and flourish.

Some terms used in this Quest may awaken bias (a preconceived opinion about something) or be unknown to our students. The class needs a shared understanding of the terms - animal, hunt, harvest, mana whenua, kaitiakitanga, rahui, iwi, indigenous, protected, endangered, declining, before beginning their Quest. Please develop this when introducing the scenario.

### **In the context of this Quest:**

**'Animal'** means 'any member of the kingdom Animalia, comprising multicellular organisms that have a well-defined shape and usually limited growth, can move voluntarily, actively acquire food and digest it internally, and have sensory and nervous systems that allow them to respond rapidly to stimuli.' Make it clear that this meaning includes birds, birds are animals.

**'Hunt'** means 'to chase or search for wild animals for the purpose of killing.'

**'Harvest'** means 'to catch, take, or remove for use.' 'To take or kill for food.' 'for use' is the important point. This term, rather than 'hunt,' more accurately describes the request made by the iwi and is used in an attempt to overcome any bias towards, 'hunting - for sport.'

This extract from a UK country sports magazine 'The Field' points to the possibility that our students may bring preconceived ideas to this Quest that may need discussing.

'Which is more acceptable to you: keeping an Alsatian in a tiny, high-rise flat or a day's sport in the Highlands and taking a stag? I would guess that nearly every 'Field' reader would choose the latter, but a vast majority of the general public believes the opposite. I know this because the Countryside Alliance has completed the most searching investigation into public attitudes towards shooting and wildlife management ever undertaken. The point of it is to understand what makes people consider shooting to be "acceptable" and the reasons why they will support or oppose restrictions on it. To most people cruelty is not a measurement of suffering but a judgement of motive. The Alsatian may suffer, but its owner "loves" the dog and doesn't mean to harm it. The sportsman is killing a deer: however well he does it or however much it needs to be done, his perceived purpose is enjoyment and therefore, to the majority he is cruel.'

**'Mana whenua'** means 'territorial rights, power from the land - power associated with possession and occupation of tribal land. The tribe's history and legends are based in the lands they have occupied over generations and the land provides the sustenance for the people and to provide hospitality for guests.' The right is 'Mana whenua' the responsibility is "Kaitiakitanga.'

**'Kaitiakitanga'** means 'guardianship.' 'care; responsibility.' Guardian, 'One that guards, watches over, or protects.'

**'Rahui'** means 'to put in place a temporary ritual prohibition, closed season, ban, reserve - traditionally a 'rahui' was placed on an area, resource (kereru) or stretch of water as a conservation measure.'

**'Indigenous'** means, 'native, original inhabitant.'

**'Protected'** means 'to keep safe or defended from danger or injury or loss.' It is not only the animal, but any part of the animal (dead or alive) that is protected.

**'Endangered'** means 'threatened with extinction.'

**'iwi'** means tribe.

The class needs to have wide ranging discussions and investigations around questions such as: What makes the kereru and godwit special? Why does a species need to be protected? How much protection is justified? How do we protect a species? What is sustainable harvesting/hunting?

These are all great topics for Learning Conversations in class and on your Moodle page.

During these discussions and the research it is important that the teacher models the thinking map for 'Forming a Well-Founded Judgement,' in particular 'Suspend Judgement.' Please do not let your students detect your judgement on this question.

## **1 Authenticating the Learning**

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill. Talk together about what they already know about kereru and other protected species.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

Complete the 'Parts Whole' activity for the Kereru.

## **2 Constructing Relevant Questions**

As you discuss the scenario begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation. As much as possible these should be co-constructed:

What is special about these birds?

How were these birds traditionally used by Maori?

Why are they protected?

What do these birds need to survive?

Are there any circumstances where the harvesting of these birds could be sustained?

How do we make a well-founded judgement?

## **3 Planning the Research**

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the reflection task sheet.

## **4 Discovering Relevant Information**

Introduce skilfully forming a well-founded judgement.

Construct with your class the thinking steps for forming a well-founded judgement.

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser. Enlarging the graphic organiser to A3 has proved useful.

Use the Quest's iPad app. to locate information on the kereru. Most of the resources are primary source material from interviews and articles.

## **5 Constructing Knowledge**

Have your students reflect on the Thinking Steps and their notes, including their graphic organisers.

## **6 New Insights and Understandings**

Have your students write up their new insights and understandings and make a concluding performance.

# PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL SCIENCE/SCIENCE



**Title: The Hunt**

**Weeks: 6**

**Achievement Objective Focus** - Main Focus - Social Science - Understand how people sustain culture and that this has consequences for people. Minor Focus - Science - Explain how living things respond to environmental changes that are human-induced.

**Thinking Skills Focus** - Forming a Well-Founded Judgement.

**Scenario** - Most of us are familiar with the kereru, our native wood pigeon, and some know the godwit, a native shore bird. These birds are now protected but have traditionally been a source of food for Maori. In New Zealand and other countries, such as Australia and America, arguments have developed over the rights of indigenous people to resume harvesting protected animals. Some iwi have recently asked to have the right to resume harvesting. Make a well-founded judgement. Should iwi be given the right to resume harvesting these birds?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes																						
<p><b>1 Authenticating the Learning</b> Introduce the scenario and its problem-making links to the focus achievement objective.</p> <p><b>Awakening Prior Knowledge</b> What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming      <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p><b>Strengthening Prior Knowledge</b></p> <p><input checked="" type="checkbox"/> Front loading activities - 'Determining Parts Whole Relationships' activity - focus on the Kereru's beak.</p>	<ul style="list-style-type: none"> <li>• Explain the scenario.</li> <li>• Explain why it is important to solve the problem.</li> <li>• Relate their present understanding of the scenario and its problem.</li> <li>• Define and explain the terms hunt, harvest, mana whenua, kaitiakitanga, rahui, indigenous, protected, endangered.</li> <li>• Explain the steps in determining parts whole relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your data projector.</li> <li>• Book a computer or iPad pod.</li> <li>• Read all the text and view all videos in the Quest resources.</li> <li>• The Quest focuses on the kereru but has additional resources on the godwit.</li> </ul> <p>At a team meeting choose to study either:</p> <ul style="list-style-type: none"> <li>- The kereru.</li> <li>- The godwit.</li> <li>- The kereru with high ability groups looking at the godwit.</li> <li>- Both birds.</li> </ul>																						
<p><b>2 Constructing Relevant Questions</b> Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> <li>• List the key questions they need to answer.</li> <li>• Explain the steps in forming a well founded judgement.</li> </ul>	<p><b>Remember</b></p>																						
<p><b>3 Planning the Research</b> Developing a plan of action.</p>	<ul style="list-style-type: none"> <li>• Explain the plan of action.</li> </ul>																							
<p><b>4 Discovering Relevant Information</b> Locating and selecting.</p> <table border="0"> <tr> <td><input type="checkbox"/> teleconference</td> <td><input type="checkbox"/> fax exchange</td> </tr> <tr> <td><input type="checkbox"/> e-mail exchange</td> <td><input checked="" type="checkbox"/> bookmarked www sites</td> </tr> <tr> <td><input type="checkbox"/> intranet site</td> <td><input checked="" type="checkbox"/> school library books</td> </tr> <tr> <td><input type="checkbox"/> National Library books</td> <td><input type="checkbox"/> magazines</td> </tr> <tr> <td><input checked="" type="checkbox"/> DVDs, videos</td> <td><input type="checkbox"/> Internet search</td> </tr> <tr> <td><input type="checkbox"/> articles, magazines</td> <td><input checked="" type="checkbox"/> school journals</td> </tr> <tr> <td><input type="checkbox"/> visitor</td> <td><input type="checkbox"/> EOTC experience</td> </tr> <tr> <td><input type="checkbox"/> pictures, posters</td> <td><input type="checkbox"/> interviews, surveys</td> </tr> <tr> <td><input type="checkbox"/> found objects</td> <td><input type="checkbox"/> software, CD ROMs</td> </tr> <tr> <td><input checked="" type="checkbox"/> thinking tools</td> <td><input type="checkbox"/> demonstration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quest iPad app.</td> <td></td> </tr> </table> <p><input checked="" type="checkbox"/> Teacher directed activities – use attached graphic organiser 'Forming a Well-Founded Judgement.'</p>	<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange	<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites	<input type="checkbox"/> intranet site	<input checked="" type="checkbox"/> school library books	<input type="checkbox"/> National Library books	<input type="checkbox"/> magazines	<input checked="" type="checkbox"/> DVDs, videos	<input type="checkbox"/> Internet search	<input type="checkbox"/> articles, magazines	<input checked="" type="checkbox"/> school journals	<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience	<input type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys	<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs	<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration	<input checked="" type="checkbox"/> Quest iPad app.		<ul style="list-style-type: none"> <li>• Explain the things that make the kereru special.</li> <li>• Identify how kereru have been used historically by the Maori.</li> <li>• Explain why the kereru is presently a protected animal.</li> <li>• Identify the conditions the kereru needs to survive.</li> <li>• Identify the circumstances where the harvesting of kereru could be sustained.</li> </ul>	<p>In making your choice the kereru is a relatively simple conservation issue. It is our bird in our forest and either we look after it and it survives or we don't and it goes extinct. The godwit however is a little more complicated as it also needs International cooperation if it is to survive and flourish.</p> <p>This unit plan is written with the kereru as its focus. If you make another choice simply add the godwit where it says kereru.</p>
<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange																							
<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites																							
<input type="checkbox"/> intranet site	<input checked="" type="checkbox"/> school library books																							
<input type="checkbox"/> National Library books	<input type="checkbox"/> magazines																							
<input checked="" type="checkbox"/> DVDs, videos	<input type="checkbox"/> Internet search																							
<input type="checkbox"/> articles, magazines	<input checked="" type="checkbox"/> school journals																							
<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience																							
<input type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys																							
<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs																							
<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration																							
<input checked="" type="checkbox"/> Quest iPad app.																								
<p><b>5 Constructing the Knowledge</b> Forming and applying.</p> <p><input checked="" type="checkbox"/> Teacher directed activities - 'Forming a Well-Founded Judgement into an Argument.'</p>	<ul style="list-style-type: none"> <li>• Decide whether indigenous people should be given the right to harvest protected animals.</li> <li>• Justify their judgement.</li> </ul>	<p><b>Assessment Task/s</b></p>																						
<p><b>6 New Insights and Understandings</b> Presenting and evaluating.</p>	<ul style="list-style-type: none"> <li>• Present the solution to scenario.</li> <li>• Explain how their solution supports their new insights, understandings and how it relates to the scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess quality of the research using the assessment rubric.</li> </ul>																						

**Unit Evaluation** Implications for next unit

**ASSESSMENT TASK – SOCIAL SCIENCE/SCIENCE  
YEAR 7 AND YEAR 8  
THE HUNT**



**Achievement Objective Focus** - Social Science - Understand how people sustain their culture and that this has consequences for people. Science - Explain how living things respond to environmental changes that are human-induced.

**The scenario is:** Most of us are familiar with the kereru, our native wood pigeon, and some know the godwit, a native shore bird. These birds are now protected but have traditionally been a source of food for Maori. In New Zealand and other countries, such as Australia and America, arguments have developed over the rights of indigenous people to resume harvesting protected animals. Some iwi have recently asked to have the right to resume harvesting. Make a well-founded judgement. Should iwi be given the right to resume harvesting these birds?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	<p>Provided only <b>1 or no</b> reasons for or against.</p> <p>Reasons for or against are not clearly explained.</p> <p>Gave no sources for the information.</p>	<p>Provided <b>2 – 3</b> relevant reasons for or against.</p> <p>Reasons for or against are generally clearly explained.</p> <p>Gave some sources for the information.</p>	<p>Provided <b>4 or more</b> relevant reasons for or against.</p> <p>Reasons for or against are very clearly explained.</p> <p>Gave multiple sources for the information.</p>	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	<p>You only explained what kind of thinking you did but not how you did it.</p> <p>You wrote about your new information but did not explain how this Quest extended your thinking around:</p> <p>How people sustain culture and how this has consequences.</p> <p>How living things respond to environmental changes that are human-induced.</p>	<p>You explained what kind of thinking you did and how you did it.</p> <p>You explained how this Quest extended your thinking, how your thinking went in new directions around:</p> <p>How people sustain culture and how this has consequences.</p> <p>How living things respond to environmental changes that are human-induced.</p>	<p>You extended this by saying why this way of thinking helped you, including how you would do it next time.</p> <p>You also explained how this quest challenged your thinking, the questions you still have about:</p> <p>How people sustain culture and how this has consequences.</p> <p>How living things respond to environmental changes that are human-induced.</p>	
Student Evaluation				
Teacher Evaluation				

**TEACHER FEEDBACK - MEDALS AND MISSIONS**

---



---



---



---

## ADDITIONAL SCAFFOLDING SUGGESTIONS

- Use a data projector to introduce the exploratory environment of 'The Hunt.'
- If the discussion on key concepts using the achievement objective and scenario is difficult, and the brainstorming and mindmapping produced show little knowledge of protected and endangered species read some of the available School Journal articles, see below.
- This Quest suits research by co-operative groups of two with access to their own computer.
- Science knowledge is crucial to this Quest so if during a checkpoint the work seems to lack detail, point them to the interviews with scientists like Dr John Walsby.
- Do not allow any e-mail, fax or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.
- If using the web sites listed remember to check the FAQs before sending e-mails.
- Create a vocabulary list: animals (birds), harvesting, sustainable, manawhenua, kaitiakitanga, rahui, iwi, temporary, management, exotic, indigenous, ecosystem, species, conservation, customary, native, iwi, vulnerability, competition, survival, abundant, seasonal, habitats, foliage, breeding, predation, foraging, endemic, iridescence, juveniles, fledging, habitat, tawa, miro, matai, kahikatea, forest canopy, stoats, podocarps, migration, reclamation, shorebird, Flyway, stopover, staging areas, ornithologist, breeding plumage, lagoons, tundra, breeding grounds, estuaries, satellite transmitters, wetland reserve, kuaka, kaumatua, reclamation, plumage, poaching, Australasian, vulnerable, biodiversity, Ramsar Convention, roost, arctic, antarctic.

Make sure your students know that using the scientific definition of the word 'animal' that birds are animals. Some children wrongly think of animals as only mammals.

- Use Google Earth to find Alaska, Yellow Sea, China, North Korea, South Korea, Saemangeum - Korea, Miranda - New Zealand.
- Some students will have studied the kereru and godwit at primary school as part of work on birds or studies like this one around conservation issues. How you react to this is very important. Please take the line of, "Great, you will have a good understanding of the bird. This will help you get a deeper understanding of the problem."
- Be aware of any possible bias you may hold on this subject so you do not inadvertently transfer this to your students. Like all our Quests they are designed with no one 'right' answer, rather, they have several different and competing possible answers. In a 'culture of thinking' it is important that our students develop the confidence to voice their own opinions firmly based on quality research and skilful thinking.
- Discuss the assessment rubric with the class at the start of the Quest.

- Videos

These movies are not about the godwit but is a great introduction to the interesting topic of bird migration.

#### Travelling Birds - An Adventure in Flight

It is a wonderful introduction to the great bird migrations that happen around the world of which the godwit migration is one of the longest. The most engaging section, and the one we suggest you show, is the section titled, 'the making of' (50 mins).

#### Fly Away Home

The film stars Anna Paquin, Jeff Daniels and Dana Delany. The story follows a young girl from New Zealand who survives a car crash that results in the death of her mother. The young girl is sent to live with her father on an Ontario farm, where she adopts a brood of baby Canada geese. When the birds are imprinted with her as their Mother Goose, she realizes that unless she and her father can teach the birds a migration route from Ontario to North Carolina, the birds will not be able to survive the winter. The solution comes in the form of ultralight aircraft that is used to guide the birds to sanctuary.

- Use Journal Surf to locate School Journal articles on endangered birds.

#### The moa by FALLA, Sir Robert - Article

Because nobody today has seen a live moa, the things we know about them come from the studies of scientists.

Guided Reading Level 10-12 years, Pt 02 No. 3 1982 Pgs 27 - 30.

#### The way of the huia by BRYANT, Enid - Article

Because the huia was a bird unique to New Zealand, naturalists, collectors, and traders were particularly interested in it. With money to be made from its sale, the law of tapu, which had protected the bird and its feathers, broke down and gradually the huia became extinct.

Guided Reading Level 11-13 years, Pt 03 No. 2 1983 Pgs 2 - 7.

## DETERMINING PARTS-WHOLE RELATIONSHIPS SKILFULLY

Discuss with your class why determining parts-whole relationships is needed.

'Whole objects or systems are not just collections of their parts. If the parts were combined together in different ways, something different would result.'

'Analyzing parts-whole relationships can have some immediate practical applications. If we know what function each part serves, we are better able to sustain and maintain the whole.'

'Indeed, our knowledge of how parts function can make us much more self-reliant.'

Robert J. Swartz and Sandra Parks

### Common Defaults in our Thinking about Parts-Whole Relationships

1. We define parts based only on their appearances. (Our characterization of parts is **hasty**.)
2. We don't think of subdividing parts into other parts. (Our consideration of parts is **narrow**).
3. We don't connect parts together in relation to the whole that they comprise. (Our thinking about parts is **scattered**.)

**Develop with your class the thinking steps for determining parts-whole relationships skilfully.**

### Determining Parts-Whole Relationships Skilfully

1. What smaller things make up the whole?
2. For each part, what would happen to the whole if it were missing?
3. What is the function of each part?

**For more detail** see Chapter 6 - Determining Parts-Whole Relationships in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6

## **KERERU – NEW ZEALAND'S NATIVE WOOD PIGEON**

### **TEXT FOR A DETERMINING PARTS-WHOLE RELATIONSHIPS ACTIVITY**

The kereru is a large, handsome and beautifully coloured native bird that plays a very important part in maintaining the diversity of New Zealand forests throughout the country.

It is a plump bodied bird about 50cm long and weighing about two thirds of a kilogram. Its red bill and red eyes contrast sharply with the metallic green plumage of its head, neck and upper breast that are worn like a hood above the pure white vest of its lower breast and belly. The back and wings seem to change colour according to how the light catches the feathers, sometimes appearing quite purple with a coppery sheen, and at others, greenish grey with mauve or bronze highlights.

Like wood pigeons in other parts of the world, the kereru (or kukupa, as it is known in the far north) has a diet of fruit, flowers and foliage. Its ability to swallow quite large fruit is vital to the spread of many native trees that have relied on large birds for their seed distribution for millions of years. Trees such as tawa, taraire, tawapou, kohekohe, karaka, puriri, titoki, matai and miro all have large fruit between the sizes of a cherry and a plum. These can only be swallowed whole by big birds like the (emu-sized) moa that gathered windfall fruit from the ground or smaller birds with large throats, like the kereru, that pluck fresh fruit from the branches above.

The nutritious flesh of these fruit is stripped from around the seeds by the muscular grinding of each bird's gizzard and can then be digested. Surrounded by tough cases, the seeds remain undamaged and pass through and out of the gut intact, usually far away from the tree that produced them. By this process seeds are widely dispersed throughout the forest and each one is deposited with a nutritious pat of bird dung that will help the germinating seedlings flourish.

Sadly, following the arrival in New Zealand of people and the various mammals that they brought with them, most of the large native bush birds and ground birds have become extinct over just the last thousand years. The kereru alone survives as a natural distributor of seeds for many trees.

On a short neck, the kereru's smallish head has a fairly large beak that is sharp and pointed for snipping off foliage and picking small berries but it has a very large gape for plucking and swallowing surprisingly large fruit. The legs are short but the reddish feet are large and strong to give a secure grasp to a branch when the bird is stretching out for fruit that is difficult to reach.

To help it negotiate bendy, slender branches, the plump trapeze artist is aided by its stout straight tail that is raised or lowered to adjust its balance as it edges out towards tempting fruit at a branch tip.

In flight the large feathers of the tail are critical to the precise performance required to pass at speed among the obstacle courses of trunks and branches in the forest. The tail feathers can be spread like a fan and raised or lowered to serve as an air brake when coming in to land on a branch and they also help it to affect a steep climb or sudden dive. And when the tail is turned clockwise or anticlockwise it serves as a rudder for a sharp turn to the right or left.

Such a big bird needs large and powerful wings to keep it airborne but for a bird that spends its life flying in and out of trees, its wing shape cannot be long, but is short and broad. This shape gives the plump wood pigeon sufficient lift while it also performs aerobatic turns and dives.

Powered by the large pectoral muscles that give the kereru its characteristic plump breast, the wings beat with a clearly audible whistling swish. It is a distinctive sound that captures our attention so we are drawn to stop and observe the elegant bird and see how well adapted it is for life in the forest.

# DETERMINING PARTS-WHOLE RELATIONSHIPS

THE WHOLE ANIMAL

PARTS OF THE ANIMAL

--	--	--	--	--	--	--

WHAT WOULD HAPPEN TO THE ANIMAL IF THE PARTS WERE MISSING?

--	--	--	--	--	--	--

WHAT IS THE FUNCTION OF THE PARTS?

--	--	--	--	--	--	--

WHAT IS THE RELATIONSHIP BETWEEN THE PARTS AND THE WHOLE?

## FORMING A WELL-FOUNDED JUDGEMENT

**A.** Discuss with your class why forming a well-founded judgement is needed.

'Many people form hasty opinions without really thinking. This is dangerous, as faulty thinking shared with others can cause problems or stop people looking for a much better answer. The truth about something is not always obvious or easy to find.'

'To be a useful member of our society we need to make sure that when we give our opinion it is well thought out and based on reliable information, in other words its a well-founded judgement.'

**B.** Develop with your class the thinking steps for a well-founded judgement.

### Common Defaults in Forming a Well-Founded Judgement

1. We make hasty judgements.
2. We base it on a small amount of information.
3. Our thoughts are disorganised.
4. We overlook important considerations.

### Forming a Well-Founded Judgement

1. What is my present opinion?  
Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.
2. Where can I find the information I need?
3. Which is the best supported information?
4. What judgement is the best in light of the information available?

# Constructing Knowledge Forming a Well-Founded Judgement

Relevant Information

Source


Which information will I use in my argument?

Rating
+ Best
o Neutral
- Poor

# INTEGRATING 'FORMING A WELL-FOUNDED JUDGEMENT' INTO AN ARGUMENT

Use the template below to guide your students to deciding what to write in their argument. Their argument must make it clear to the reader what they are arguing for i.e. making their position clear, and why, using their researched evidence to back up their position. The template is based on Whiteheads (2003) model in *Writing Frameworks: Book B. Revised edition*.

Forming a Well-Founded Judgement	
1. What is my present opinion?	Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.
2. Where can I find the information I need?	
3. Which is the best supported information?	
4. What judgement is the best in light of the information available?	

Before writing have you gone through the 'Forming a Well-Founded Judgement' steps?

## Title

- Give your argument a title.

## Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument.
- Write a sentence that says what you are arguing for or against. This is where you are stating your position. You could use ideas from the 'Relevant Information' section to write this.
- Sentence starters could include:
  - 'I would...'
  - 'I believe this because...'

Constructing Knowledge Forming a Well-Founded Judgement		
Relevant Information	Source	
		Which information will I use in my argument?

## Body Paragraphs 1,2, 3, & 4\*

- These paragraphs should say why you believe this. You should use the ideas from the 'Constructing Knowledge' organiser. Make sure you explain why you think the evidence supports your position.
- Sentence starters could be
  - 'First I believe this because...'
  - 'Evidence I have to support this came from...'
  - 'The second reason is...'
  - 'Another reason I believe that is...'
  - 'The final reason is...'
- Describe the evidence which backs your position up for each reason.

## (Extension) Counter Argument Paragraph

- Describe an opposing view and say what is interesting or worth considering about this view. But then say why it is a poor argument and then return to your position.
- Sentence starters could be
  - 'Some people might say that...however, the problem with this is...'

## Conclusion

- Here you will write a brief summary of your position and the reasons you have for your hunt or no hunt recommendation.
- Sentence starters could be
  - 'For these reasons I believe that...'

\* To achieve an 'Above Expectations' you will be aiming to write 4 'body' paragraphs.



Flag Design



Omaha -

Donated to our school by Dr John Walsby a scientist who found Omaha at Leigh where it had been killed when it accidentally flew into a power line.

Presented at a school assembly in 2008.