

# People Have Their Say



## Before Reading

### Motivation / Purpose

The purpose of this text is to provide information about the democratic system of government. This text links with the *Social Studies* theme *Government and Democracy*.

### Text Type

Draw students' attention to the:

- title
- photographs
- fact box
- glossary.

Ask, 'What type of book is this?' (Factual). How do you know? What type of factual book is this? (Report).

### Visual Literacy

What is the boy on the front cover doing? What are the people on the back cover doing? What do you think this book will be about?

### Background Knowledge

Ask questions to determine students' understanding of democracy. Talk about election issues and local political parties, and why people living in the same communities can have very different ideas and opinions about certain topics.

### Phonological Awareness

Make sure students know the following phonological patterns:

- /ear/: years (p.6), ideas (p.9), scrutineering (p.16)
- long oo sounds: views (p.5), rule (p.6), who (p.8), booth (p.10), issue (p.15), rural (p.18)

Ask students to think of a sentence using words which have different letters making the same sounds. Ask them to identify the words and say which letters make the common sound in each word (e.g. The idea of using a scrutineer came about many years ago).

Talk about words which drop the 'e' to add *-tion*, changing the root word from a verb to a noun. Locate example in the text (e.g. pollute - pollution; populate - population).

### Vocabulary

booth, candidates, compulsory, councillor, democracy, democratic, eligible, executed, express, governed, mature, opposition, overthrown, parliament, participate, policies, political, protest, representative, scrutineering, voluntary

### High Frequency Words

common, countries, democracy, form, government, members, party, people, public, vote

Make multiple copies of these and other known high frequency words on cards. Distribute five cards to each player and play 'Fish', using the left over cards as the central pool. The student with the greatest number of pairs when the pool is used up is the winner.

### During Reading

#### Vocabulary in Context

Locate the word 'party' in the text. Discuss various meanings of this word and decide what the author's intended meaning is in this context. Discuss the two pronunciations and different meanings of 'present'.

#### Checking for Meaning

##### Literal:

What are some ways people get to have a say about the way they are governed? (They can vote, write a letter to a newspaper, attend meetings and protests, talk on radio or join a political party.)

Who is thought to have formed the first democratic society? (The ancient Greeks)

What are three methods by which people can cast a vote? (Put a tick on a piece of paper, pull a lever, or punch a hole in a piece of cardboard)

##### Inferential:

What type of issues may have caused people to 'rise up' against their leaders?

When voting is voluntary, why would some people choose not to vote?

How would the public protests have helped to end the Vietnam War?

Make sure students understand the difference between literal and inferential information.

#### Response:

Should voting ever be compulsory, or does this just make people vote without really considering the issue?

When a person speaks about an issue on talkback radio, what is the most likely text type their comments would be? Why?

### Grammatical Patterns

Make sure students understand the following components of a report:

- Opening general statement defining the topic: *There are many ways in which people have their say about how they are governed.* (p.4)
- Passages of information relating to the history of democracy, and the ways people can express their views in a community: (pp.5-23)
- Use of general nouns: *activities* (p.4), *population* (p.8), *ideas* (p.9), *candidate* (p.11), *election* (p.13)
- Use of relating verbs to describe features: *Democracy is a system of government* (p.6)
- Use of action verbs to describe behaviour: *join* (p.14), *follow* (p.15), *counting* (p.17), *present* (p.22)
- Use of timeless present tense: *There are many ways* (p.10), *if a person disagrees with* (p.15)
- Use of technical terms: *democracy* (p.6), *polling booth* (p.10), *candidate* (p.11), *scrutineering* (p.16), *protest* (p.19)
- Use of paragraphs with topic sentences to organise information: *Democracy is a system of government* (p.6), *In some democratic countries,* (p.13)
- Use of the repeated naming of the topic as the beginning focus of the clause: *There are many ways in which people have their say* (p.4), *In some democratic countries* (p.12), *Some people have their say* (p.20)

### Fluency / Punctuation Patterns

Commas are used to separate phrases and clauses into meaningful parts of a complete sentence. Assist students to use the commas to understand the text and to read it fluently. *They range from common activities that most people do, like voting, to less common activities, like joining a political party.* (p.4)

These punctuation patterns occur in the text:

- Capital letters are used for countries, places names, special events, nationalities, and people: *England* (p.9), *Port Vale* (p.21), *Vietnam War* (p.19), *Greek* (p.7), *King Charles I* (p.9)

- A dash is used to indicate a pause in the text, or to add extra information to the sentence: *each way has the same purpose - to enable members* (p.5)
- Single quotation marks are used for words that are being explained, and for words that explain another word: *The word 'democracy' comes from the Greek words 'demos', which means 'the people', and 'kratein', which means 'rule by the people'.* (p.6)
- A colon is used at the end of the clause that introduces a list: *this help includes:* (p.16)
- Bullet or dot points are used to create a list of items in the text: (p.16)

### Critical Literacy

What does the author assume the reader knows before reading this particular text? What does the author want us to know about the world and the people in it?

### Linking Visual and Written

Look at the captions on pages 6 and 7. How does their design reflect the subject matter of the book?

How is the design of page 21 different from the main text in this book?

## After Reading

Select a topic (e.g. school should commence an hour earlier and finish an hour earlier). Ask for representatives from each side of the argument to put forward their opinions. Then, conduct a class vote to determine the general opinion of the group.

### Activities

Students will:

- match sentences with similar meanings and locate page references
- use knowledge of spelling generalisations to complete new words
- write vocabulary words using a bank of letters
- identify structural and grammatical elements in a report.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

