

Using creative writing to explore the connection between water and NZ identity.

INVESTIGATING THE ROLE THAT WATER AND RIVERS PLAY IN THE IDENTITY OF NEW ZEALANDERS.

ESSENTIAL QUESTION

We have a fiction that we live by: it is the river.

WHAT ARE WE LEARNING?

- Understand and interpret how text conventions work together to create meaning.
- Constructing texts that demonstrate an understanding of purpose through content choice.
- Using New Zealand poetry and prose to articulate and explore our own river identity.

TRY THIS WITH

- Years 5 - 11
- Students who are confident with words.
- Students who articulate their thoughts well.

FIND

- Relate
- Recognise
- Give examples
- Locate
- Quote
- Match

Listen to Hollie Smith's 'Bathe in the River'.
Deconstruct lyrics with students as you would a poem.
Read Vincent O'Sullivan's Waikato Taniwha rau. Think about pepeha and mihi and the place of awa in identity.
Collect relevant New Zealand produced and written film, images or articles about water.
Source works that stretch across a variety of genre (at least 3).
Reorganise the content discovered into themes.
Extend the theme of NZ rivers – create lists of longest, deepest, regional lists etc.
Include information about rivers and streams that stretch under our cities.
Investigate how rivers are discussed in political circles.
Create a digital pepeha that demonstrates a connection to an awa, maunga.



APPLY

- Experiment
- Choose
- Employ
- Distinguish
- Represent
- Select

Adapt Emma Neale's A Colourful Line exercise to suit a river and water theme.
Explain that the first exercise will be to write a group poem.
Ask each student to write one line of poetry that mentions the word river in it.
Assign every student a number and use random.org to generate a random sequence.
Write each student created line in the sequence provided.
Reflect on the poem and draw attention that one stricture can help to order randomness.
Experiment with different titles and discuss what different titles "do" to the poem.
Use the non fiction articles.



PRODUCE

- Modify
- Integrate
- Prioritise
- Formulate
- Organise
- Revise

Utilise the principles of Vincent O'Sullivan's Stone/River Writing Exercise
Refresh students' knowledge of what a metaphor is.
Give each student two pieces of paper – one coloured, one white.
On the white slip write a metaphor that begins with the word River.
On the coloured slip write a metaphor that begins with the word Stone.
Return each slip, folded in half, to either the coloured or the white paper pile.
Invite every student to take two slips of paper – one from each pile and stand in a circle.
In turn students each slowly read the two pieces as if they really believe what is written.
After each set of metaphors has been read the student should say "Stone/River".
Glue each pair to a larger piece of paper so everyone can reflect on the poem.

SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Creating a comprehensive digital pepeha that shows a connection.
- Contributing a line of poetry to the Colourful Line activity.
- Contributing at least two lines of poetry to the final work.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	KEY CONCEPTS
Cultural Diversity Coherence	Respect Community and Participation	Managing Self Participating and Contributing Relating to others	English Social Science	Commodity Stricture Sequence Pepeha	Metaphor Poetry Writing Process Genre