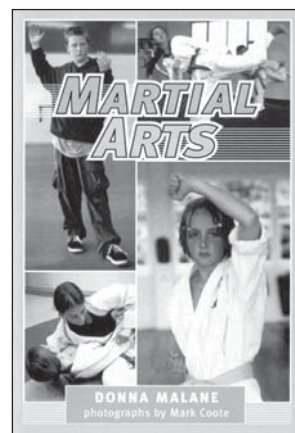


Martial Arts

by Donna Malane

photographs by Mark Coote



Book Summary

This book, in interview format, gives a comprehensive and detailed description of four martial arts. Anjuli, Stevie-Lee, Jack, and Hunter tell the author what it's like to do judo, tae kwon do, tai chi, and karate.

Features of the Book

- The interview format
- Enlarged quotations to draw attention to the text
- The use of photographs to suggest movement
- The use of icons to mark repeated sections in the text
- The contents page, glossary, and index
- Maps with enlargements
- Sections that provide extra information – glossary, “Did You Know?” section, footnote
- Fact files
- Timelines to show the development of martial arts

Purpose

Martial Arts can be used to introduce and reinforce the following skills:

- S** exploring the language and structure of interviews;
- S** comparing and contrasting information;
- S** finding information using the contents page, glossary, and index;
- S** distinguishing between facts and opinions;
- S** using a text as a springboard to further research.

The Guided Reading Lesson

- S** Exploring the language and structure of interviews
- S** Comparing and contrasting information

Introducing the text

- *What do you know about martial arts?*

Ask the students to share their thoughts, opinions, and experiences with each other and then look at the photographs on the cover.

- *What kinds of martial arts do these pictures show?*
- *What do you notice about the way the people are dressed?*

Read the blurb on the back cover together.

- *What extra information does this give you?*

Now read the introduction on page 3 together.

- *What do you notice about the names of the martial arts?*
- *What does this tell you?*

Ask one of the students to locate a key point in the introduction and to read it aloud. Discuss briefly what this book is going to be about and point out the footnote in the introduction.



Reading and discussing the text

Look together at the opening interview on pages 4 and 5. Note the different kinds of typefaces and explain the structure of the interview. This will be common to each chapter.

- *What kinds of questions is the interviewer asking?*

Discuss “open” and “closed” questions and give examples from the text. Ask the students to each locate an example themselves.

The students can now read the first chapter about judo.

- *When you’ve finished reading, we’re going to share any new information that you have found out about judo.*

When they have finished reading, ask the students if there is anything they need clarified, for example, the meaning of specific vocabulary.

Check their understanding of the chapter by asking some questions. Ask the students to give evidence from the text to support their answers.

- *Which country did judo come from?*
- *What is one of the first things taught in judo?*
- *What is a dojo?*

Ask the students to share one thing they have learned from reading the first chapter.

Now let them read the rest of the book.

- *As you read, think about whether there are similarities between any of the martial arts.*

When they have finished reading, introduce the students to the Venn diagram shown on the blackline master on page 71.

The students can now complete the Venn diagram, individually or with a partner, to show the similarities and differences between two of the martial arts. Encourage the students to reread the text to find the information they need. When they have finished, each student or pair could present their diagram and discuss their results.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Finding information using the contents page, glossary, and index

- *Which parts of the book make it easier for you to find information?*
- *If I wanted to find out about martial arts as an Olympic sport, where could I find the information easily and quickly?*

Look at the index together and discuss its structure, then give the students two or three pages of the book and ask them to construct an index of their own to use with these pages. Make sure they locate and mark keywords, sequence the entries alphabetically, and mark correct page references.

S Distinguishing between facts and opinions

Ask the students to identify several facts for each of the martial arts using the prompts who/what/why/when/where?

- *How do you work out if a statement is an opinion rather than a fact?*

Ask the students to offer some opinions of their own. Discuss the language they use and identify any common vocabulary. Examples could be:

- *I think hamburgers taste terrible.*
- *There aren’t many good programs on TV.*
- *Spiders are beautiful creatures.*

Discuss the use of words like “think” and “feel” in the students’ statements. Now ask them to find at least three opinions expressed in the interviews.

- *How does each person feel about their martial art?*
- *Which words or sentences support your ideas?*

S Using a text as a springboard to further research

Ask the students to choose one of the martial arts discussed in the book and use the library or the Internet to find out further information. Before they begin, they could compile a list of things they know and then make a list of questions they want to answer in their research. Suggest that they present their findings in a way that can be shared with the class, for example, a chart or poster.