Factual Recount Example - Year 8 / Age 14

Gallipoli Landing

Who?, What?, When?, Where? April 25th, FIS. That was the day we landed on the beach in Gallpot. We had no idea as to what was about to happen Arriving in complete darkness just offshore and having to swim to the beach, we lost some men then. As light began to disclose our location the Turks on the hill above rained down bullets forcing us into natural trenches at the Foothills.



Use of speech adds drama

We fought hard and managed to establish two beachheads on either side of the coast. The conditions were horrible, people getting hit or falling ill around us whilst we were trying to push up. There was never any peace it was near impossible to sleep with grenades going off so often, the constant cracking of nearby rifles and even nearby enemy mortars going off. I had never killed a person before, and I found it very difficult to do so the first time. I was running up the hill with my battalon and we were meet by some Turkish troops who had no idea we were there Our sergeant ordered us to surprise them, but I simply could not

First person / past tense

This provides an insight into the emotions surrounding the facts. After many attempts at gaining control of the Nill and thousands of casualties I was emotionally scarred forever. My job was to maintain the troops in the trench, I was a corporal After many attempts at regaining the Nill we decided to call in more troops from our alies, France and Britain. They brought in a combined 95,000 troops which was a huge boost to our campaign confidence and so we pushed up one more time unfortunately losing more troops than ever. With this blow we just waited in our camp for our next orders. It was quite boring, but we tried to create games and have some fun. We also received some biscuits from Australia that could last a long time so that was a nice and tasty treat. Both Turkey and our troops were stuck in a stalemate between trenches.

Great use of verbs

Attention to details and facts Eventually the commanding officers decided there was not much value left in Galpot and from the 5th of December 30,000 throops were evacuated for five straight nights. During the first two nights we stopped shooting, thicking the Turks into believing we were preparing for a winter defensive campaign. During this time we kept supplies coming in regularly so as to not raise suspicion. After the two days we had an ingenious idea and devised a rifle that would fire simply from water and weights. This system would fire rifles randomly as to imitate that we were still there. After 5 long nights on the 10th of December the Galipoli Campaign was officially over. We had escaped with very little suspicion.

Conclusion reinforces the writer's sense of war being pointless.

The estimated casualties is somewhere around 9,000 with a further 15,000 being injured or falling it. With all this said it is believed that the Galipoli Campaign had no effect on the course of the war.

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Middle School Recount Examples

George Wimberly

Middle School Recount Examples:

Engaging Students in Academic Literacies María Estela Brisk, 2022-12-12 The second edition of this important and practical text provides specific information to guide teachers in planning and carrying out genre writing instruction in English for K 8 students within the content areas Informed by systemic functional linguistics SFL a framework conducive to instruction that views language as a meaning making resource this book guides teachers by presenting concrete ways to teach writing in the language arts science and social science curricula Introducing theory of language that is effective in addressing the writing development of all students especially multilingual multicultural groups the book provides essential scaffolding for teachers to design and implement effective inclusive curricula while building their own knowledge Fully up to date the second edition features new genres appropriate for middle school examples of student writing an expanded focus on genre pedagogy a new chapter on bilingual learners guidance for teaching in the middle grades as well as clear steps to prepare genre units based two decades of experience working with whole schools The chapter units cover distinct genres including memoirs historical genres fictional narratives arguments and more With ready to use tools the new edition prepares elementary and middle school teachers to meet and adapt to the variable demands of their own educational contexts Easy to navigate this teacher friendly text is an essential resource for courses in academic writing English education and multilingual education and for pre service and practicing English Language Arts ELA teachers who want to expand their teaching abilities and knowledge bases Critical Theory, Methods, and Design in Educational Research Lois Weis, Michelle Fine, Two of the foremost educational researchers chronicle their 30 year collaboration across tumultuous shifts in educational studies bearing witness to cumulative inequities in schools and urban communities Weis and Fine examine critical research designs with young people from elite working class and impoverished class fractions as well as across racial and ethnic groups including those experiencing structural dispossession and those enjoying privilege Curated to be useful to today s students and future generations of scholars the volume chronicles the sustained impacts of unjust state systems and dives into vibrant fissures in which the imagination flourishes and possibilities grow Chapters explore rich linkages of theory and methods knotty questions of collaboration partnership and ethics and designs that trace social relations over time and space A newly developed introduction and conclusion bookend six previously published chapters many coauthored with a range of colleagues animating research studies with a broad range of young people and young adults navigating the uneven landscapes of education in urban America Book Features Details linked to research methodologies including multi site longitudinal ethnography and longitudinal ethnographic interviews as well as participatory action research that the authors among others have advanced in critical educational studies Provides examples of educational research that interrogate inequities and document radical possibilities by race class gender immigration status and sexuality Examines projects that have been designed alongside and by vibrant research teams from across schools prisons youth movements and public and

private educational P 16 plus settings Interrogates how the authors evolved innovative research methods and ethics attentive to studying up mapping national youth led surveys participatory inquiry behind bars and with middle school students Offers educational designs that address inequities in STEM education and outcomes and the impact of state violence on young people as well as methods for understanding structural arrangements youth identities and on the ground research for justice

LGBTO Issues in Education George Wimberly, 2015-04-19 LGBTO Issues in Education Advancing a Research Agenda examines the current state of the knowledge on LGBTQ issues in education and addresses future research directions The editor and authors draw on existing literature theories and data as they synthesize key areas of research Readers studying LGBTQ issues or working on adjacent topics will find the book to be an invaluable tool as it sets forth major findings and recommendations for additional research Equally important the book brings to light the importance of investing in research and data on a topic of critical educational and social significance Multiliteracies in World Language Education Yuri Kumagai, Ana López-Sánchez, Sujane Wu, 2015-10-05 Putting a multiliteracies framework at the center of the world language curriculum this volume brings together college level curricular innovations and classroom projects that address differences in meaning and worldviews expressed in learners primary and target languages Offering a rich understanding of languages genres and modalities as socioculturally situated semiotic systems it advocates an effective pedagogy for developing learners abilities to operate between languages Chapters showcase curricula that draw on a multiliteracies framework and present various classroom projects that develop aspects of multiliteracies for language learners A discussion of the theoretical background and historical development of the pedagogy of multiliteracies and its relevance to the field of world language education positions this book within the broader literature on foreign language education As developments in globalization accountability and austerity challenge contemporary academia and the current structure of world language programs this book shows how the implementation of a multiliteracies based approach brings coherence to language programs and how the framework can help to accomplish the goals of higher education in general and of language education in particular The Space between Us Ryan D. Enos, 2017-10-02 The Space between Us brings the connection between geography psychology and politics to life By going into the neighborhoods of real cities Enos shows how our perceptions of racial ethnic and religious groups are intuitively shaped by where these groups live and interact daily Through the lens of numerous examples across the globe and drawing on a compelling combination of research techniques including field and laboratory experiments big data analysis and small scale interactions this timely book provides a new understanding of how geography shapes politics and how members of groups think about each other Enos analysis is punctuated with personal accounts from the field His rigorous research unfolds in accessible writing that will appeal to specialists and non specialists alike illuminating the profound effects of social geography on how we relate to think about and politically interact across groups in the fabric of our daily lives Education and Social Mobility Phillip Brown, Diane Reay, Carol Vincent, 2017-10-02 The study of education and

social mobility has been a key area of sociological research since the 1950s The importance of this research derives from the systematic analysis of functionalist theories of industrialism Functionalist theories assume that the complementary demands of efficiency and justice result in more meritocratic societies characterized by high rates of social mobility Much of the sociological evidence has cast doubt on this optimistic if not utopian claim that reform of the education system could eliminate the influence of class gender and ethnicity on academic performance and occupational destinations This book brings together sixteen cutting edge articles on education and social mobility It also includes an introductory essay offering a quide to the main issues and controversies addressed by authors from several countries This comprehensive volume makes an important contribution to our theoretical and empirical understanding of the changing relationship between origins education and destinations. This timely collection is also relevant to policy makers as education and social mobility are firmly back on both national and global political agendas viewed as key to creating fairer societies and more competitive economies This book was originally published as a special issue of the British Journal of Sociology of Education **Excel Essential Skills** English Workbook Kristine Brown, 2004 This book is the third in the series of four books that aims to improve students writing and give practical help with writing tasks in Year 9 and later years The topics and text types covered in the book are des igned to help students in their writing tasks for all school subjects In Excel English Workbook Year 9 you will find a focus on 15 different text types a wide variety of practice exercises important grammar and punctuation information vocabulary lists to memorise a detailed answer section Author Kristine Brown Miracles in Mark David Spell, 2009-03-04 The Gospel of Mark has long been regarded as The Gospel of Action It contains more miracles and supernatural phenomena than Matthew Luke or John In fact a third of Mark's Gospel is centered on the miraculous deeds of Jesus Mark is clearly more concerned with what Jesus did than with what He said From the vision that Jesus experienced at His baptism to the supernatural events surrounding the crucifixion and resurrection Dr Spell will take the reader on a journey of exploration through the pages of Mark's Gospel The miracles of Jesus are as profoundly important for us today as they were for those who experienced them This study will help to guide readers in finding insights for their own lives Handbook of the Ryukyuan Languages Patrick Heinrich, Shinsho Miyara, Michinori Shimoji, 2015-02-17 The UNESCO atlas on endangered languages recognizes the Ryukyuan languages as constituting languages in their own right This represents a dramatic shift in the ontology of Japan's linguistic make up Ryukyuan linguistics needs to be established as an independent field of study with its own research agenda and objects This handbook delineates that the UNESCO classification is now well established and adequate Linguists working on the Ryukyuan languages are well advised to refute the ontological status of the Ryukyuan languages as dialects The Ryukyuan languages constitute a branch of the Japonic language family which consists of five unroofed Abstand language by distance languages The Handbook of Ryukyuan Languages provides for the most appropriate and up to date answers pertaining to Ryukyuan language structures and use and the ways in which these languages relate to

Ryukyuan society and history It comprises 33 chapters written by the leading experts of Ryukyuan languages Each chapter delineates the boundaries and the research history of the field it addresses comprises the most important and representative Student Success Modeling Raymond V. Padilla, 2023-07-03 This book focuses on one of the key questions information in education What determines a student's success Based on twenty years of work on student success Ray Padilla here presents two related models he has developed that both provide a framework for understanding success and indicate how it can be enhanced and replicated The research and theory that inform his models are covered in detail He defines student success simply as progress through a program of study such that the student and others expect him or her to complete it and be promoted to the next level or graduate Rather than focusing on the reasons for failure or drop out his approach focuses on understanding the factors that account for student success and that enable many students some of them under the most challenging circumstances to complete all program requirements and graduate The models provide schools and colleges with an analytical tool to uncover the reasons for student success so that they can develop strategies and practices that will enable more students to emulate their successful peers They address the characteristics of the students such as motivation and engagement the ability to surmount barriers and persistence and similarly surface the characteristics of teachers the educational institution its resources and the contexts in which they interact The process provides administrators with a clear and appropriate strategy for action at the level of each individual unit or subpopulation Recognizing the need to develop general models of student success that also can be applied locally to specific situations and contexts the book presents Padilla's Expertise Model of Student Success EMSS that can be applied to general populations as well as the Local Student Success Model LSSM that can be used to drive local institutional strategies to improve student success The book demonstrates how the models have been applied in settings as diverse as a minority high school a community college and an Hispanic Serving Institution and for such purposes as comparing a high performing and a non high performing elementary school Contributors Kimberly S Barker is an assistant professor at Texas A M University Kingsville System Center San Antonio She is currently working in the College of Education Department of Curriculum and Instruction Mary J Miller is the Instructional Compliance Director for the Edgewood Independent School District in San Antonio Texas Prior to this appointment she served as an elementary school principal for ten years George E Norton is the Assistant Vice President of Student Affairs for Admissions Orientation Transition Services at The University of Texas at San Antonio Ralph Mario Wirth is an administrator and director of educational planning at The San Antonio School for Inquiry and Creativity as well as lead researcher for the Democratic Schools Research Institute Inc

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