

HTAA Primary Bulletin

April 2014



A Literacy Lens on Historical Inquiry

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This paper will outline the literacy demands involved when undertaking historical inquiry. It will bring together the essential links that bind the Australian Curriculum: History and the Australian Curriculum: English for primary teachers who are planning and teaching both subjects. As a primary teacher for many years, I understand that many of my primary colleagues are finding the curriculum's historical inquiry demands quite challenging. Generally speaking, most primary teachers are untrained in history method. The rigor by which the discipline needs to be taught, through the process of historical inquiry, presents a pedagogical shift from teaching the content of history in an integrated 'Social Studies' unit of the past. No longer do we present dates, facts and figures from a text book or encyclopaedia for our students to read and memorise. 'Doing' history is now taught as an engaging, active process, presented in a variety of forms so that every learner has the opportunity to be curious about the past by speculating, questioning and drawing conclusions.

The Australian Curriculum (AC) states:

strong connections exist between English and History, and literacy is essential to historical understanding. Through the study of history, students learn how to read texts with critical discernment and how to create their own texts that present the results of historical understanding clearly and logically. (ACARA, 2013, AC: History)

The term 'texts' in the AC: Literacy continuum will be explored here and like other subjects, history has its own types of texts particular to its discipline; for example, oral histories, diaries and journals, historic maps and charts, reports, narratives, photographs and representational expression such as art and media of the past. Each of these text types covers a range of different language features and grammatical items, some of which will be exemplified in this paper using content and cross-curricula links from the Australian Curriculum.



From the very early primary years, students can examine sources such as photographs and toys from the past and present or listen to grandparents' stories. They become aware that language varies according to context and they may develop the ability to use language flexibly when retelling or recreating their own stories.

Historical texts typically include those that recount a sequence of events, present past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines ... This includes understanding and using the language features of historical texts including topic vocabulary, past tense verbs for recounting events, complex sentences to establish sequential or cause-and-effect relationships, the wide use of adverbs to describe places, people and events, and extended noun groups employing descriptive adjectives. (ACARA, AC: History, Literacy in History, 2013)

Figure 1 (see appendix) shows the organising elements of the AC: Literacy continuum, incorporating two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating.

The AC: English, through the language, literacy and literature strands present very obvious links to these two overarching processes. However, they can also be used to outline and organise the key concepts and skills referred to in the AC: History which follows closely a widely accepted model of historical inquiry.

The literacy demands of comprehending and composing a range of texts and the need for critical analysis requires teachers to carefully plan and choose appropriate texts to (in the first instance) model the inquiry process for students. A more detailed analysis of choosing texts can be found in [PETAA Paper #185](#) written by Kerry Gehling, entitled *Choosing Texts for Teaching and Learning*. Kerry refers to the variety of texts mentioned in the AC: English and poses two questions that are also relevant in our discussion about subject-specific types of texts:

- What makes literature that is best for use in our classroom?
- How do teachers make that judgement as they choose texts?

Needless to say, purpose and audience are central to any considerations when choosing relevant and appropriate texts for our students. Added to this, the Australian Curriculum acknowledges the diversity in our classrooms and states clearly the flexibility of such decision making:

schools will be able to implement the curriculum in ways that value teachers' professional knowledge, reflect local context and take into account individual students' family, cultural and community backgrounds. Schools and teachers determine pedagogical and other delivery considerations. (ACARA Shape Paper v4, 2012, p11)

Choosing texts with particular considerations such as personal, cultural, social and aesthetic value is also covered in Kerry Gehling's paper. This closely links with the concepts, or historical understandings, of *significance and perspective* which is introduced as early as Foundation level in the AC: History.

Significance is the importance that is assigned to particular aspects of the past, for example an event, object, issue or the contribution of an individual or group. Deciding on significance is a complex process because it involves making judgements that depend on perspective and purpose. Significance may vary over time and from group to group. What was seen as significant in the past may not be considered important today, and what was significant for one group in the past may not have been significant for other groups. (ACARA AC: History, glossary, 2013)

For example, Year 1 students may bring from home an object, such as a photograph, or describe an event that is important to them and, in a short talk, explain to the class why it is important to them. In this way students can learn to assign significance by asking questions about an object or event and drawing conclusions.

In Year 2, the focus topic in AC: History is 'The Past in the Present,' in which students explore a significant local site. In the key inquiry questions provided, the concept of significance is implied by the choice of words used:

- What aspects of the past can we see today? What do they tell us?
- What remains of the past are important to the local community? Why?

So what types of text will Year 2 students need to respond to these questions and others that will be generated during this historical inquiry? Suggested texts are included in both the AC: History and AC: English and it is important to note that a wide variety of texts (literary and visual) are required, as students will respond in a variety of ways. Kerry Gehling states: 'it's not only the choice of texts that are "literary," but also the ways in which these texts are examined.

engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed literary ways. (ACARA, 2013, AC: English)

Using the depth and breadth of the AC: Literacy continuum as a starting point, literacy has been mapped

to specific AC: History content descriptors, providing assistance to teachers when planning tasks for their students; the 'how' and 'what' to teach.

Returning to our Year 2 focus of exploring a significant local site, the above information is what has been provided in the AC if you follow the online 'mapping' tool and the 'show examples' hyperlink: [AC General Capability-Literacy continuum](#) *Navigate, read and view learning area texts* (show examples). Select AC History, then click on the Literacy icon , then to AC English, Year 2 example (Fig. 2 and Fig. 3).

A Year 2 learning sequence, including step-by-step lessons using the [Harvard-Visible Thinking-Core routines](#) can be found on the [HTAA AC History resources site](#). A variety of types of texts are used in this example for 'reading' an historic site and/or graphic representations.

The literacy and critical thinking skills students might use when engaging with different stages of the historical inquiry process, are outlined alongside the AC: History historical skills, scope and sequence listed in the table (Fig. 4).

Research indicates that there are several widely accepted 'Inquiry Models.' A model which is closely aligned with the two overarching literacy processes of comprehending and composing texts and the AC Historical Skills progression, is an inquiry model presented as a recursive cycle (Fig. 5). Of particular relevance to primary students, this model is presented in stages and indicates students may move back and forth between stages as their inquiry focus and/or skills are refined or they access new information.

If we examine this model (Fig. 5) as a teaching and learning sequence, the inquiry process begins with students exploring, investigating and evaluating the topic, their questions and relevant source material: the dominant focus is therefore *consuming*. This mirrors the first stage of the AC: Literacy continuum where students are *comprehending texts through listening, reading and viewing* by navigating, responding, interpreting and analysing learning area texts. As the teaching and learning sequence continues, the focus is on *producing*, as the students become actively engaged in reflection, presentation and reviewing. Once again we can apply AC terminology to match aspects of these *producing* stages to *composing texts through speaking, writing and creating*. As the AC Literacy continuum states, students compose spoken, written, visual and multimodal learning area texts by using language to interact with others and deliver presentations.

The recursive cycle (Fig. 5) also sits well to include skills examined earlier (in Fig. 4), where links to the AC: History, historical skills and AC: General capability, critical and creative thinking were outlined and examples provided.

The links between historical inquiry, critical thinking and comprehension skills are inseparable. Research outlined in Bull and Anstey states the importance of both teachers and students to understand the relationship between history and literacy: 'the mastery of literacy skills can assist in developing historical knowledge and understanding.' Students need to be taught the skills of critical analysis and how to ask appropriate, probing questions of the text. An excellent example of this can be found within the teaching and learning sequence of the [HTAA Year 4 First Fleet unit](#). Here you will find a range of relevant text types for students to examine and question. Using Activity 1, [What was life in England 250 years ago?](#), and viewing excerpts from the film *Oliver Twist* (dir. Roman Polanski), the foundations of historical understanding include 'setting the scene,' where a 'sense of time' and a 'sense of place' is developed with questions such as, 'What was life like at that time?' and not just for the 'significant' adults in the historical story, but 'who were the children?' and 'what was life like?' Discuss the value of this film as a 'historical source.' Ask students to suggest possible primary sources (drawings, letters, court records etc.) that might provide more useful 'evidence' for further investigation of this topic. Useful frameworks for questioning and critical analysis include a [six hat thinking discussion](#) about the issues surrounding eighteenth century Britain or another activity using visual texts from this program: using [reading historical images](#), students examine images depicting contact between early settlers and local Aboriginal people: William Bradley's paintings – [1](#), [2](#), [3](#). The images could be printed and displayed around the classroom. Groups could use sticky notes to record their findings. Students read notes from other groups and add their own observations and questions.

The full list of historical documents and literature is included in the Resources section of this HTAA [First Fleet program and lesson sequence](#).

In using the First Fleet example, we can see the need to consciously choose a range of texts that our students can relate to and that cater for a range of learning styles; beginning with a visual text, such as an excerpt from *Oliver Twist*, children of the present are learning about children of the past and this is one way that students can begin to build historical understanding.

Kate Smyth is a former primary school teacher and is currently Lecturer in Primary Method at Sydney University. Interviewed as part of the [How to teach History](#)' section of the [AC History Units](#) developed by the History Teachers' Association of Australia (HTAA), Kate talks about historical understanding from her research work with teachers and students. She explains a class activity, using a Year 4 example, where students were given an individual convict to research (comprehending

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and analysing historical sources) and then to create (compose) a convict diary. Kate reads an excerpt from one student's convict diary to exemplify the historical language, gleaned from sources where the context and times depicted (by context-specific vocabulary) are quite different from contemporary meaning and context.

The AC links for this activity, as outlined in Bull and Anstey (p69):

AC History Year 4: First Contacts

Historical knowledge and understanding: Stories of the First Fleet, including reasons for the journey, who travelled to Australia, their experiences following arrival (ACHHK079)

Historical skills: Analysis and use of sources

AC English Year 4: Language

Expressing and developing ideas: Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

Examples of history activities:

- Students may read (or be read) diaries or accounts written by others of the experiences of convicts and early settlers that contain terminology that is no longer used, e.g. terms associated with colonial life, sea voyages and penal settlements.
- Recounts of the journey might include nautical terms and description of the punishments and crimes of convicts that contain specialised or redundant language (i.e. cat o' nine tails).

Critical thinking skills, combined with specific language skills of reading, writing, speaking and listening are the fundamental framework for the development of historical understanding or what's commonly referred to as 'historical literacy.' At the endpoint or conclusion of most classroom historical inquiry, 'presentation' of information or findings often involves explaining and writing about the past. This presentation stage (Fig. 5) should be closely followed by the reviewing stage. By reflecting on the process of an historical inquiry, teachers and students are able to individualise future investigations to meet student literacy/language skills and adapt process and presentation to suit various learning styles.

Taylor and Young described historical literacy as 'a systematic process with particular sets of skills, attitudes and conceptual understandings that mediate and develop historical consciousness.'

So what are the 'historical terms and concepts,' or historical language, students are required to learn when reading, writing and speaking 'historically'?

The language of past peoples and societies is not the language of the present in many contexts and students will discover this when using primary and secondary sources. Taylor and Young explain: 'students need to develop [an understanding of] what constitutes an historical source and how this differs from an historical account or explanation of an event.'

From personal classroom experience, particularly when teaching Year 4, 5 or 6 students, choosing relevant literature can be a powerful 'hook' to engage students in an historical dialogue. [Jackie French](#), our current [Australian Children's Laureate](#) and well-known writer, has always been a favourite with my students. Here are some examples of activities (using a Multiple Intelligences/ Bloom's Grid) to teach historical content through Literature, using Jackie French novels to introduce the First Fleet/Colonisation stories. (See sample activities – Fig. 6 and 7 – at the end of this document.)

Other Australian writers of historical fiction, such as [Nadia Wheatley \(My Place\)](#), [Mark Greenwood \(workshops\)](#), [Kirsty Murray \(Curriculum resources\)](#) and [Dianne Wolfer \(Teacher's notes\)](#) often describe themselves as historians who write fiction. From personal experience, each of these writers model the historical inquiry process and are driven by their curiosity from finding an object or hearing a story from the past. Nadia Wheatley writes about historical events in her fiction because 'history is a great story.' In this short clip from the [National Film and Sound Archive \(Historical Fiction\)](#) she talks about 'the grand narrative of Australian History' and how the study of history has changed to include the 'voices' or 'perspectives' of 'the ordinary people.' Like other subject areas, history has its own terminology. A vocabulary list, word bank or word wall is recommended in the classroom, as the chronology, terms and concepts are introduced. As exemplified in AC: History, sequencing activities using timelines, for example, could include 'historical terms' denoting time, such as 'before,' 'after,' 'next,' 'meanwhile,' 'then,' 'now,' 'period,' 'era' or 'century.' The language associated with causes and effects over time, asking questions and reasoning (thinking skills) required when analysing sources and motives for actions/events of the past; words like 'because' or 'perhaps' when retelling, recounting or justifying an historical argument or differing viewpoints. In literacy terms, many of these 'historical terms' are indeed commonly used connectives and again pointing out the need for teachers to consult both AC: English and AC: History when planning tasks.

The Year 6 topic of Federation can sometimes be consumed with 'dry' historical facts and 'crusty old men' with long, white beards. 'Federation' is an essential chapter of our national story, but how can teachers inspire their students to comprehend and compose texts in an engaging way?

[Australia as a Nation: Federation](#) provides a range of text types, English and History activities in a teaching and learning sequence which allows students to create their own historical inquiry, with purpose and audience.

Using stories or 'historical narratives,' as the examples above have demonstrated, is a very widely accepted strategy to introduce historical terminology and an understanding of the past.

The research indicates that learners grapple with the past in much the same way as historians, making sense of it by analysing, ordering and linking events in storied form. It seems that children and adolescents more readily understand narrative over expository styles of writing and that narrative humanises content and promotes empathetic thinking. In addition, stories connect students with the views of others and develop their capacity to grasp the differing perspectives and motives of historical players. (Taylor & Young, p72)

[Global Words units](#) provide an excellent resource from Year 3 for several of the AC: English and AC: History content descriptors. They allow students to explore literacy and literature using picture books. For example, their Year 3 and 4 *Stories to unite us* unit explores aspects of Australian Aboriginal and Torres Strait Islander cultures, using picture books *You and Me: Our Place* by Leonie Norrington and Dee Huxley and *Yorlha Yorlha* stories retold in *Stories from the Billabong*.

In conclusion, to refer back to the AC,

Strong connections exist between English and history, and literacy is essential to historical understanding. Through the study of history, students learn:

- how to read texts with critical discernment
- how to create their own texts that present the results of historical understanding clearly and logically.

They encounter representations of the past that demonstrate the power of language and symbol, and they learn to extend the range of their own expression. These skills are developed across a range of textual genres and formats, including art, photography, film, music, fiction and multimedia. (ACARA AC: History v5, 2013)

By providing a range of primary and secondary sources, including some hands-on experiences, in and out of the classroom, students develop literacy capability as they learn how to build historical knowledge and understanding to explore, analyse, question, discuss and communicate historical information, concepts and ideas.

References

ACARA, *Australian Curriculum*, 2013.

Bull, Geoff & Anstey, Michèle, *Uncovering History Using Multimodal Literacies: An Inquiry Process* (Education Services Australia, 2013).

Cooper, Hillary, *History in the Early Years* (Routledge, 2002).

Gehling, Kerry, *Choosing Texts for Teaching and Learning*, PETAA Paper 185, 2012.

Seixas, Peter, 'Historical Thinking Project: Promoting Critical Literacy for the 21st Century,' <http://historicalthinking.ca/>

Taylor, Tony & Young, Carmel, *Making History: A Guide for Teaching and Learning History in Australian Schools* (Australian Government, 2003) see also: [Index of Historical Literacy](#)

Resources

HTAA 2013 website, www.achistoryunits.edu.au

'Teaching History: How to teach History, Kate Smyth: history in the primary classroom' (video)

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Global Words, www.globalwords.edu.au

English for Australian Curriculum: Resources for English and literacy education, www.e4ac.edu.au

Questioning and Inquiry resources, www.scoop.it/t/critical-and-creative-thinking-skills-in-the-classroom

Primary History resources, www.scoop.it/t/primary-history-australian-curriculum-topics

Bio

Maree Whiteley contributed her many years classroom experience to the consultation and development process of the AC: History and as a member of the HTAA executive committee. Having particular expertise and passion in the area of primary history, Maree is currently a Curriculum Consultant for AISWA, sharing her knowledge and expertise with other classroom teachers, implementing the new curriculum and coordinating special projects.

Appendix: Figures

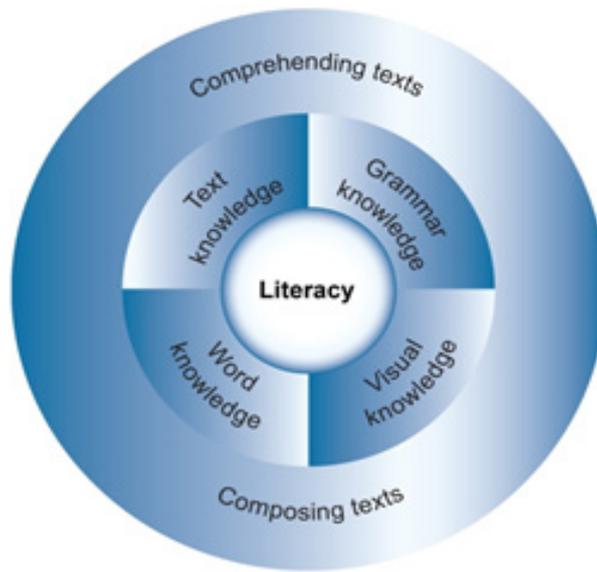


Fig. 1: Organising elements for Literacy (ACARA, 2013, Australian Curriculum: General Capability, Literacy)

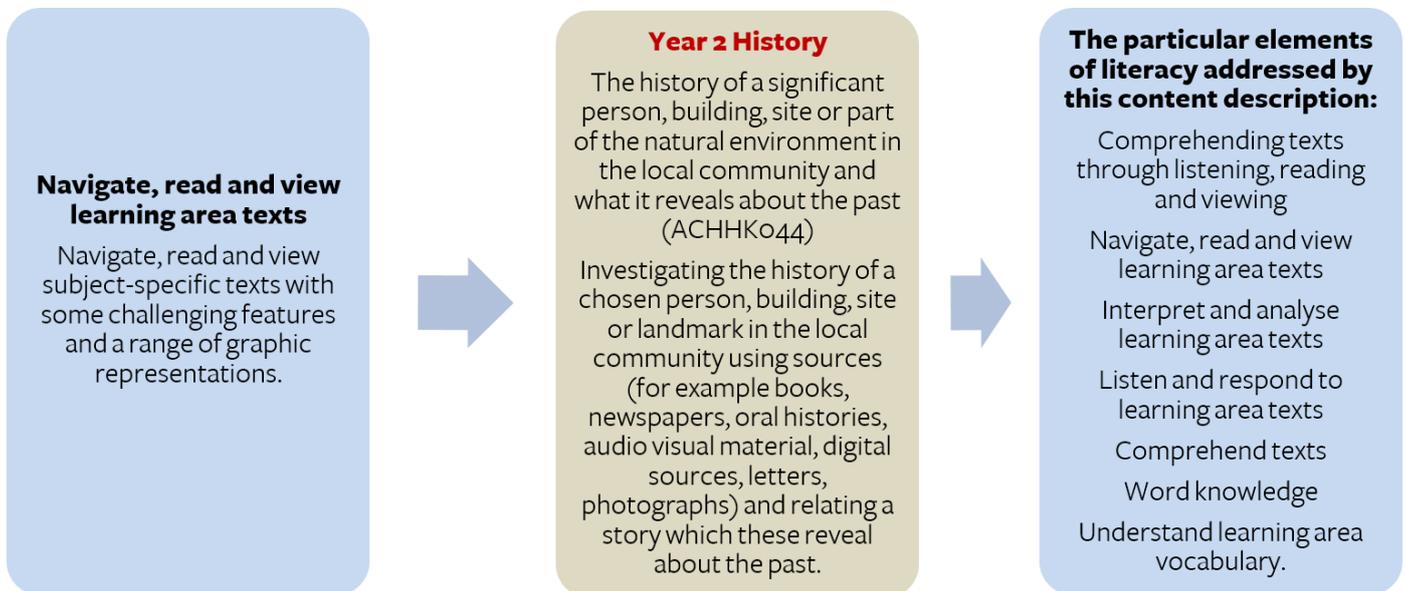


Fig. 2: Year 2 example: starting point is AC General Capability-Literacy continuum

English / Year 2 / Literacy / Interpreting, analysing, evaluating

Content description	Elaborations
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	<ul style="list-style-type: none"> • using prior and learned knowledge and vocabulary to make and confirm predictions when reading text • using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts • using knowledge of sound–letter relationships and high frequency sight words when decoding text • monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge • using grammar and meaning to read aloud with fluency and intonation
Code ACELY1669	General capabilities <ul style="list-style-type: none"> Literacy Critical and creative thinking
ScOT catalogue terms	Modes <ul style="list-style-type: none"> Reading

Fig. 3: AC English, Year 2, literacy

Australian Curriculum: General capability Literacy	Australian Curriculum: History Historical skills	Australian Curriculum: General capability Critical & creative thinking skills
<p>Comprehending texts through listening, reading and viewing:</p> <ul style="list-style-type: none"> - Navigate, read and view learning area texts - Listen and respond to learning area texts - Interpret and analyse learning area texts <p>Composing texts through speaking, writing and creating</p> <ul style="list-style-type: none"> - Compose spoken, written, visual and multimodal learning area texts - Use language to interact with others - Deliver presentations <p>Text knowledge For example... Typically by the end of Year 2, students use knowledge of the features of learning area texts to comprehend and compose a growing range of texts with some teacher support.</p> <p>Grammar knowledge For example... Typically by the end of Year 4, students use simple, compound and complex sentence structure to describe, explain, report and make connections between ideas and events.</p> <p>Word knowledge For example... Typically by the end of Year 4, students use growing subject specific vocabulary to read, discuss and write about learning area topics.</p> <p>Visual Knowledge For example... Typically by the end of Year 6, students explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in text.</p>	<ul style="list-style-type: none"> - chronology, terms and concepts; - historical questions and research; - the analysis and use of sources; - perspectives and interpretations; - explanation and communication. <ul style="list-style-type: none"> - historical retellings of an event - narratives built around historical events - descriptions of historical people and places . <p>Develop texts, particularly narratives</p> <ul style="list-style-type: none"> - listing key events and people’s experiences and linking them together to form a narrative about the past - recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet) <p>Using new topic vocabulary accurately in a written report</p> <ul style="list-style-type: none"> - using historical terms when talking about the past (for example ‘penal,’ ‘transportation,’ ‘navigation,’ ‘frontier conflict,’ ‘colonisation’) - identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names) <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <ul style="list-style-type: none"> - developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs. - creating a digital story, using text, images and audio/visual material, to record migrant experiences 	<p>Inquiring – identifying, exploring and organising information and ideas:</p> <ul style="list-style-type: none"> - Pose questions - Identify and clarify information - Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> - Imagine possibilities and connect ideas - Consider alternatives - Seek solutions and put ideas into action <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> - Think about thinking (metacognition) - Reflect on processes - Transfer knowledge into new contexts <p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> - Apply logic and reasoning - Draw conclusions and design a course of action - Evaluate procedures and outcomes <p style="writing-mode: vertical-rl; transform: rotate(180deg);">AC English and AC History links to Comprehending and Composing texts</p>

Fig. 4: The comprehending and composing of texts can also be cross-linked to the [AC General Capability-Critical thinking continuum](#) to unpack the process of historical inquiry (Australian Curriculum: History, Historical Skills). *NB: To find the corresponding literacy/AC History links, click [here](#) open the ‘show examples’ tab.*

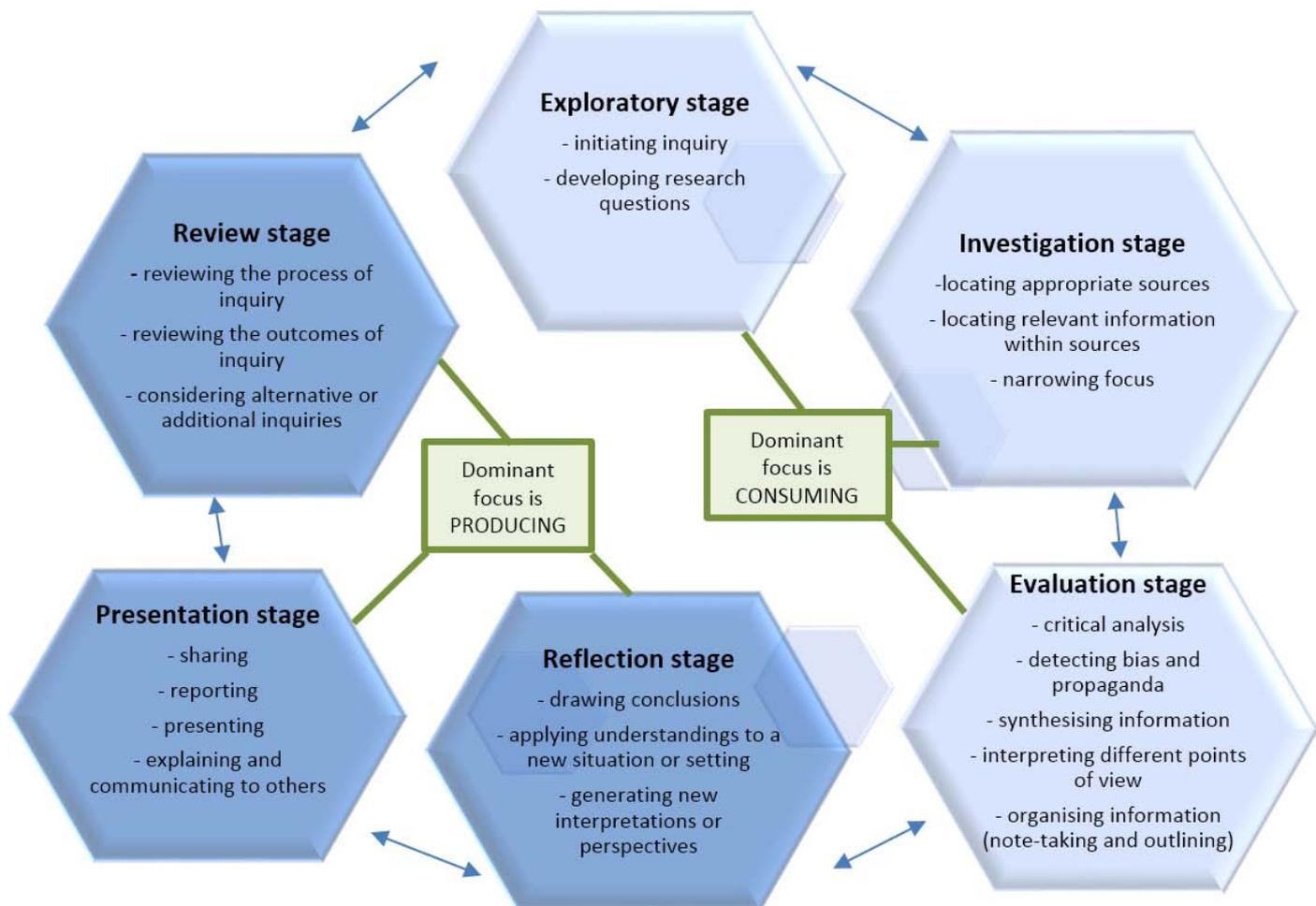


Fig. 5: The Inquiry Model as a recursive cycle and includes the following stages: exploration, investigation, evaluation, reflection, presentation and review. (Bull and Anstey, p16)

Author study: Jackie French

Year 4 Literature: links to 'First Fleet' and 'Early Colonisation'

Seven ways to be smart	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Verbal I enjoy reading, writing & speaking	CLASS ACTIVITY List as many Jackie French books as you can and insert some relevant pictures.	Write a short play of one of Jackie French's stories.	CLASS ACTIVITY Prepare at least 5 questions that you could ask 'Tom Appleby'.	Write 6 questions you would like to ask Jackie French.	Create a 'Who am I?' for one of Jackie French's characters.	CLASS ACTIVITY Do a PMI on one of the Jackie French's books.
Mathematical I enjoy working with numbers & science	List all the facts you know about Jackie French under the K of a KWHL. List what you want to find out about her. How will you find out? What did you learn?	Survey at least 10 friends about their favourite authors. Graph your results.	Sort and classify the stories that you have read by Jackie French. Explain your classifications.	CLASS ACTIVITY Use a Venn Diagram to compare 'Tom Appleby' and 'The Goat who sailed the World'	Use PowerPoint to create a slide show of some of the great ways Jackie French entertains her readers of all ages.	As you read Jackie French stories, give them a rating between 1 – 10 and explain your rating and suitable audience for that book
Visual/Spatial I enjoy painting, drawing & visualising	Make a collection of your favourite Jackie French pictures. Present them in any way you like and include captions/ labels explaining why you chose them.	CLASS ACTIVITY From 'The Goat who Sailed the World', draw a map to show the journey	Create a poster to promote one of Jackie French's books.	Be an illustrator and create a new character for a Jackie French story using any medium.	Visualise some of the animal characters from Jackie French novels. Draw a diagram of how you could group them.	Choose an illustration and present it to the class, explaining the purpose of the illustration to the story.
Kinaesthetic I enjoy doing hands-on activities, sports & dance	Collect books written by your favourite author and bring them to share with the class.	Using play dough, create a model of one of the Jackie French characters.	Create a mime that shows what happened to the goat in 'The Goat who sailed the World'	Design and make a shoebox diorama of a scene from Tom Appleby Convict Boy	CLASS ACTIVITY – create a mural of Jackie French characters. Sketch your character for the mural	Take a photo of yourself in a freeze frame from one of the scenes in a Jackie French book
Musical I enjoy making & listening to music	Find a song that would go with a Jackie French story. Bring it to share with the class and explain why you chose it.	Find and record some animal sound effects that can be played to describe some Jackie French animal characters.	Write a jingle to advertise one of Jackie French's books.	CLASS ACTIVITY Learn the song 'Bound for Botany Bay. Perform at Assembly in costume.	Choose a nursery rhyme and change the words to suit a Jackie French story.	Write a list of criteria to judge the advertising jingles.
Interpersonal I enjoy working with others	With a partner, share your favourite Jackie French story and record your thoughts. Sound recording, written or video.	Practise and read a Jackie French picture book to a Kindy or Pre Primary class.	Use the Hot seat strategy and pretend to be Tom, to be interviewed by your class.	Write a scene with characters from a Jackie French story. Be a director and direct your group to perform for the class.	CLASS ACTIVITY – Research Jackie French and her style of writing for different audiences. Prepare 10 interview questions.	Arrange a class discussion to compare characters of Jackie French novels. Discuss her use of animal characters.
Intrapersonal I enjoy working by myself	CLASS ACTIVITY Create a story map wall chart to illustrate a Jackie French story. Add detailed labelling and sequence at least eight main events in the story.	Complete the L section of the KWL to show what YOU have learnt about Jackie French books and her writing style.	CLASS ACTIVITY Write a book review for Tom Appleby Convict Boy. Include a character profile of Tom.	Classify five characters from Jackie French stories as good, bad, interesting, dull, sensible or foolish.	Write a letter to Jackie French with likes and dislikes from Tom Appleby and The Goat who... Suggest other topics for future books	List the advantages and disadvantages of characters like Tom Appleby and the 'Grim Crims' of early settlement

Created by M Whiteley 2009

Fig. 6: Author study: Jackie French – Year 4 Literature: links to 'First Fleet' and 'Early Colonisation'

Historical Inquiry: British Colonisation of Australia						Year 4
Bloom's Six Thinking Levels	First Inhabitants	Explorers Before Settlement	Conditions in England	The First Fleet	Colonisation	Consequences for Aboriginal People
Remember	<ul style="list-style-type: none"> •Write down as many facts about the Eora people as possible. •<i>Recount an Aboriginal dreamtime story.</i> 	Name the European explorers who visited Australia before colonisation. Mark their journeys on a map.	<ul style="list-style-type: none"> •List some of the crimes people were imprisoned for. •<i>Tell what a prison hulk was and what it was used for.</i> 	How many ships were in the fleet and what were their names? Map the route taken by the First Fleet.	Describe what the landscape would have been like for the first settlers. Paint or draw it.	List the consequences of the arrival of the British on the Aboriginal people.
Understand	<ul style="list-style-type: none"> •Draw a story map to illustrate how the Eora people lived. •<i>Tell the main idea of a dreamtime story.</i> 	Research and write a report on one of these explorers - Jansz; Torres; Hartog; Thijssen; Tasman; Cook	<ul style="list-style-type: none"> •Describe what life was like in England before the First Fleet. •<i>Explain why transportation was used as a form of punishment.</i> 	Research 1 of the convicts & write a factual recount which includes the reason they were transported, where they were sentenced, length of sentence, ship they were on, age & other statistics.	Make a Y chart for each type of person living in the first settlement. e.g. convict, soldier, settler, officer.	Describe how the lives of the Eora people were changed by the arrival of the British.
Apply	<ul style="list-style-type: none"> •Make a diorama showing the important features of the lives of the Eora people. •<i>Illustrate a dreamtime story.</i> 	Devise at least five interview questions you could use to find out as much about Cook's voyage as possible.	<ul style="list-style-type: none"> •Write a news report on a trial in England in the early 1700s. Include the crime and sentence. •<i>Write an acrostic poem titled 'Transportation'.</i> 	You have been appointed quartermaster for the 'HMAS Supply'. List the provisions you would take on the 8 month journey to feed 100 people.	Illustrate and write a news report on Captain Phillip's landing at Port Jackson.	Construct consequence charts for the Eora people: <ul style="list-style-type: none"> •loss of land •colonial rule
Analyse	<ul style="list-style-type: none"> •Compare the lives of the Eora people to our lives today. •<i>Use a Venn diagram to compare 2 dreamtime stories</i> 	Make a flowchart to show the early exploration of Australia before colonisation. Include graphics and text.	<ul style="list-style-type: none"> •Explain why the poor living conditions in England led to so many people committing crimes. •<i>Compare punishments then with punishments today for similar offences.</i> 	Examine a database of the members of the First Fleet and make a graph to show their role. Were they Convicts? Soldiers? Sailors? Settlers? Officers?	Write a letter from a member of the first settlement to a family member back in England. Tell them about life in the colony.	Why do the British refer to the First Fleet as colonisers but the Aboriginal people refer to them as invaders?
Evaluate	<ul style="list-style-type: none"> •<i>Give your opinion of a dreamtime story's message. Could it have happened? Give your version.</i> 	Give your opinion. Should Captain Cook have claimed the Great South Land as uninhabited for Britain? Give reasons.	•What would have been a better solution to locking up all the people who committed crimes because they were poor?	What changes would you recommend to Captain Arthur Phillip to improve conditions on the ships to prevent loss of life of the members of the First Fleet.	Carry out a PMI on life in the first settlement. Offer solutions to the Minuses.	How has the colonisation of the British effected Aboriginal people of today?
Create	<ul style="list-style-type: none"> •Design a book suitable for a Kindy class to learn about the Eora People. •<i>Write your own dreamtime story.</i> 	Suggest ways in which life might be different if another country had colonised Australia from early discoveries.	Write a play and perform it to show conditions in England before the First Fleet. • <i>Write a poem or song about a prisoner who has just been told they are being transported to Australia.</i>	Suggest the best types of foods available today that could have been taken on the voyage that would not go off and would keep everyone healthy.	You are Captain Phillip. Design a plan for the settlement to house convicts and free settlers.	Create a policy that would have allowed the British and Aboriginal people to have lived in harmony.

MI Grid created by M Whiteley 2009

Fig. 7: Historical Inquiry: British Colonisation of Australia Year 4